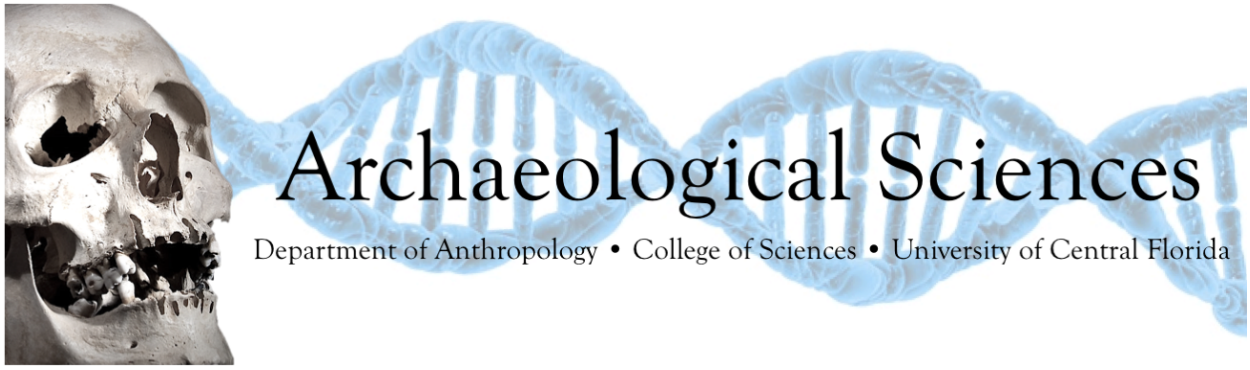

ANT4183 (0001) Archaeological Sciences Syllabus

Spring 2019 • 3 credit hours

Tuesdays and Thursdays 3:00-4:15pm • ENG2 102

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall 309F (Main Campus)
Office Hours: TBA and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Graduate Teaching Assistants (GTAs) Contact

GTA: Stephanie Fuehr and Brenna Raisor
Office Hours: TBA
Contact: Discussions or Inbox

University Course Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

Course Description

This is an interdisciplinary course that discusses a variety of topics relevant to law enforcement and Forensic Archaeology. This course will use examples from a number of disciplines such as Criminal Justice, Forensic Science, Forensic Anthropology, and Archaeology. Examples presented in this course will be of particular interest to students who, in the future, may work with materials recovered from forensic or field archaeology contexts. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Archaeologists extensively 'borrow' methods used in the natural sciences when working with material remains. Throughout the course we will evaluate the many ways that archaeological science contributes to our knowledge about forensic, historic, and ancient material remains. First, we will discuss the latest techniques and instrumentation used to locate sites, identify areas for excavation and methods of recovery. We will then look at the burial environment and the changes that take place in organic and inorganic materials over time. The remainder of the course will emphasize the instrumentation and analytical techniques needed to extract information embedded in archaeological and forensic evidence.

We will explore these various topics through assigned readings as well as through lectures and films. You will be assessed through quizzes, Case Study responses, and exams. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

Learning Outcomes

By the end of this course you will:

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Understand the basic field methods for locating and identifying sites for excavation and recovery.
- Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Required Texts

There are **no required texts for this course.** I will provide you weekly readings electronically on Webcourses. Woo!

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Important Things About Your Grade!

This course is a requirement for Criminal Justice certificates. Many programs require you to earn a “C” or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

Your final grade for the course is **weighted** and is based on your performance on the following:

Assignment	Percent	Description
Case Study Responses	20%	Complete 10 of 12 responses to case studies in forensic anthropology, archaeology, and archaeological sciences
Module quizzes	20%	Complete 10 of 12 online quizzes made up of true/false, multiple choice, fill-in-the-blank questions
Exams	60%	Complete 3 online exams made up of true/false, multiple choice, fill-in-the-blank short answer questions

Attendance: Be here. Attendance is not taken in class, HOWEVER it is essential to doing well in this course (well, in any course, really). An overwhelming majority of the course material you will see on your exams is introduced and discussed in class, so regular attendance is highly recommended. Also, I have some really cool guest speakers lined up so you won’t want to miss those!

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 12 posted Case Studies, you are only required to turn in **10** of these. You may choose any **10** you like, but you **must turn in each online by their respective due dates.** If you skip a Case Study Response, you will receive a zero for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All reading responses will be run through

TurnItIn.com, so make sure you turn in your own work **in your own words.** Case Study Responses are worth 20% of your final grade.

Quizzes: Each module contains a quiz made up of true/false, multiple choice, and fill-in-the-blank questions. There are 12 quizzes, your lowest quiz score will be dropped. Quizzes are 10 points each and are worth 20% of your final grade.

Exams: There are **3** exams in this course. **All exams are taken online.** Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (see section on make-up work). Once you begin an exam, **you must finish it!** Exams are 100 points each and are worth 60% of your final grade! **The final exam (Exam 3) is not cumulative and is available during Finals Week.** If you prefer to take a paper exam, **please contact me at the beginning of the semester** to make the appropriate arrangements.

What About Make-Up Work?

Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** https://scs.sdes.ucf.edu/services/

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Course Requirements

This course begins on **MONDAY JAN 6, 2020** and ends on **MONDAY APR 20, 2020**. The **Final Exam (Exam 3)** is available during Final's Week, **TUESDAY APR 21-SATURDAY APR 25, 2020.** Over the course of this semester, you will be expected to:

- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all quizzes, assignments and exams by their due dates
- Attend class regularly

Please note the due dates carefully. **I do not accept late assignments** unless there is a valid excuse (see section on make-up work). You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

Important Information

Important Things: First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4183** or **Arch Sciences** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

This course is supplemented with materials posted on Webcourses, so it is important to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY JANUARY 10.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that. These quiz points will be added to your quiz points, so you might as well take the free points.

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to attend regularly, keep up with assigned readings, and make every effort to complete assignments on time and in a professional manner.

Academic integrity: Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the UCF Office of Student Conduct for further action. See the UCF Golden Rule and the UCF Rules of Conduct for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status,**

ethnicity, and culture, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the lab or classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious Observances

Students must notify their instructor in advance if they intend to miss class (if you meet in person) for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Student Accessibility Services

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu before requesting accommodations from the professor.

Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally, readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates and required readings can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	**Crime Scenes and Forensic Archaeology** Read: • An Introduction to Archaeology for Forensic Scientists. M. Connor • Introduction to Forensic Archaeology. Dupras et al. • Crime Scene Investigation, Archaeology and Taphonomy: Reconstructing Activities at Crime Scenes. Groen and Berger	**Quiz 1 due JAN 19** **Case Study 1 due JAN 19**
Module 2	**Understanding the Forensic Context and Applying Archaeological Methods** Read: • Applying Archaeological Methods in a Forensic Context. Dupras et al. • The Expert Witness and the Court of Law. M. Henneberg • The Contributions of Archaeology and Physical Anthropology to the John McRae Case: a trial and a retrial. Saur et al.	**Quiz 2 due JAN 26** **Case Study 2 due JAN 26**
Module 3	**Search Methods for Locating Human Remains** Read: • Locating Buried Remains. M Connor • Search Techniques for Locating Human Remains. Dupras et al.	**Quiz 3 due FEB 2** **Case Study 3 due FEB 2**
Module 4	**Methods of Geophysical Survey and Mapping** Read: • Methods of Geophysical Survey. Dupras et al. • Survey and Mapping Methods. Dupras et al.	**Quiz 4 due FEB 16** **Case Study 4 due FEB 9**
Module 5	**Excavation and Recovery** Read: • Excavating Human Remains. M. Connor • How to Do Forensic Archaeology under the Auspices of the United Nations and Other Large Organizations. Wright and Hanson	**Quiz 5 due FEB 23** **Case Study 5 due FEB 23**
Exam 1 (Available Online from 8:00am on THURS FEB 13 to 11:59pm EST on SAT, FEB 15)		
Module 6	**Forensic Entomology and Botany** Read: • Collecting Botanical and Entomological Evidence. Dupras et al. • Taphonomy and Time: Estimating the Postmortem Interval. Love and Marks	**Quiz 6 due MAR 15** **Case Study 6 due MAR 1**
Module 7	**Burial Environment and Taphonomy** Read:	**Quiz 7 due MAR 22** **Case Study 7 due MAR 22**

	• Postmortem Changes to Bone. S. Byers • Taphonomic Changes to Blunt Force Trauma: A Preliminary Study. Clace et al. • History and Development of the First Anthropology Research Facility, Knoxville Tennessee. Vidoli et al.	
Module 8	**Interpreting the Body Post-Recovery: Methods** Read: • Introducing Forensic Anthropology. D. Steadman • Multidisciplinary Approach to Human Identification in Homicide Investigation. Ubelaker et al.	**Quiz 8 due APR 5** **Case Study 8 due MAR 29**
Module 9	**Mass Disaster and DMORT** Read: • The Role of the Anthropologist in Disaster Victim Identification: The Bali Incidents of 2002 and 2004. Briggs and Buck • Disaster Anthropology: The 2004 Asian Tsunami. S. Black • Forensic Anthropology in Disaster Response. P. Sledzik	**Quiz 9 due APR 5** **Case Study 9 due MAR 29**
Exam 2 (Available Online from 8:00am on THURS MAR 26 to 11:59pm EST on SAT, MAR 28)		
Module 10	**Forensic Archaeology, Human Rights and Mass Graves** Read: • Grave Challenges in Iraq. Congram and Sterenberg • Dealing with the Remains of Conflict: An International Response to Crimes Against Humanity, Forensic Recovery, Identification, and Repatriation in the Former Yugoslavia. Sterenberg • Blunt Force Cranial Trauma in the Cambodian Killing Fields. Ta'ala et al. • The Heroic and the Hidden Dead: Zimbabwe and Exhumations. Eppel.	**Quiz 10 due APR 12** **Case Study 10 due APR 5**
Module 11	**Guest Lecture** Read: • TBA	**Quiz 11 due APR 19** **Case Study 11 due APR 12**
Module 12	**Case Study in Forensic Archaeology** Read: • TBA	**Quiz 12 due APR 19** **Case Study 12 due APR 19**
Exam 3 (Available Online during Finals Week from 8:00am on TUES APR 21 to 11:59pm EST on SAT, APR 25)		

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.