Course Syllabus

Jump to Today Edit

ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*John Walker*	*Term:*	*Spring 2020*
Office:	*Phillips Hall 409-O*	*Credit Hours*	*3*
Phone:	*(407) 823-3798*	*Class Meeting Days:*	*Thursdays*
E-Mail:	*john.walker@ucf.edu*	*Class Meeting Hours:*	*9:00 – 11:50pm*
Website:	*webcourses.ucf.edu*	*Class Location:*	*PSY – 110*
Office Hours:	*Dr. Walker: Thursday 1:00pm – 3:00pm or by appointment*	*TA and Contact Information:*	*None*

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking through the presentation of the project and its analysis
- Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer- review of other students' projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

Assignments	***Due Date***	***Percent of Grade***
Syllabus Quiz	By Friday of Week 1, January 11th, at 3pm	1% and federal verification requirement
Participation in Classroom Discussions	In class	9%

Final Project Report Details about the: Final_Project_Handout.pdf	April 8th, 2019 (Week 14) at start of the class period (9:30pm)	70%
Oral Presentation of Project	Assigned Class Period in Weeks 15 and 16	20%

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Grading Scale

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**
A	93 - 100 %	C	73 - 76 %
A-	90 - 92 %	C-	70 - 72 %
B+	87 - 89 %	D+	67 - 69 %

B	83 - 86 %	D	63 - 66 %
B-	80 - 82 %	D-	60 - 62 %
C+	77 - 79 %	F	59 % and below

Course Policies

Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/Links to an external site.. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook (www.goldenrule.sdes.ucf.eduLinks to an external site.). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services (sas.sdes.ucf.eduLinks to an external site.) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

University Writing Center: The University Writing Center (uwc.cah.ucf.eduLinks to an external site.) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Attendance

Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly

and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

Updates and Notifications

This course website will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Class Periods

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Thu	Jan. 9	Course Introduction **ASSIGNMENT: Syllabus Quiz due Fri. Jan. 11th at 3pm**	
2	Thu	Jan. 16	Monitoring Things from Space Classroom Discussion and Project Preparation Session	**Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"**
3	Thu	Jan 23	Landscape and Phenomenology Classroom Discussion and Project Preparation Session	**Hillier, Amy 2007. WEB Du Bois and the" Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.** **Hillier, A., 2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning**

				history. *Journal of Planning History*, *9*(2), pp.122-134.
4	Thu	Jan. 30	Tracking Movement Classroom Discussion and Project Preparation Session	**Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons";** **Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"**

5	Thu	Feb. 6	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	**Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";** **Spielman (2006) "Appropriate use of the K Function in Urban Environments";** **Austin et al. (2006) "Austin et al. Respond"**
6	Thu	Feb. 13	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	**Roth (2013): "Interactive maps: What we know and what we need to know";** **Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"**

7	Thu	Feb. 20	Maps and Behavior Classroom Discussion and Project Preparation Session	**Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"**
8	Thu	Feb. 27	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	**Brovelli et al. (2015): "Public participation in GIS via mobile applications"**
9	Thu	Mar. 5	Simulations Classroom Discussion and Project Preparation Session	**Sellers et al. (2007): "An agent-based model of group decision making in baboons"**
10	**Thu**	**Mar. 12**	**SPRING BREAK** **NO CLASS**	

11	Thu	Mar. 19	Databases and Privacy Classroom Discussion and Project Preparation Session	**Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"**
12	Thu	Mar. 26	Class selected Topic Classroom Discussion and Proposal Preparation Session	
13	Thu	Apr. 2	Class selected Topic Classroom Discussion and Proposal Preparation Session	
14	Thu	Apr. 9	The Future of GIS **ASSIGNMENT DUE AT START OF CLASS** **FINAL PROJECT REPORT** **Monday Apr 8, 9:30am** **Final Project Report (no more than 10 pages)**	**Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"**

15	Thu	Apr. 16	**STUDENT PRESENTATIONS**
FINAL	Thu	Apr. 23	**STUDENT PRESENTATIONS**

Details of Written Assignments

Final Project Report (10 pages) - See Project Handout

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni

2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti

2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel

2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Hillier, Amy

2007. WEB Du Bois and the" Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.

2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, *9*(2), pp.122-134.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. Environmental Research Letters 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

Course Summary:

Date	Details		
Mon Aug 19, 2019	Assignment	Final Research Report	due
Fri Jan 10, 2020	Assignment	Syllabus Quiz	

Prev monthNext monthJanuary 2020

Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29Previous month	30Previous month	31Previous month	1	2	3	4
5	6	7	8	9	10Click to view event details	11
12	13Today	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1Next month
2Next month	3Next month	4Next month	5Next month	6Next month	7Next month	8Next month

Course assignments are not we