Syllabus Part 1: Course Objectives, Assessment, and Policies

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2020 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: May 10 - June 19, 2020

Final Exam Time: Due Friday June 19 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: **Peter.sinelli@ucf.edu (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

As this is a W course I do not have scheduled office hours. Students may contact me in any of the following ways, and any messages will be returned within 24 hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone or cell phone numbers above.
- During non-business hours via text to the cell phone number above.

2b. GTAs: Morgan Ferrell

Office Hours: Contact via Webcourses message

3. Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region.Next we explore the unique challenges, methods, ethics, laws surrounding the archeological excavation of shipwrecks.Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirates of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

Outcome 1: Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Discuss evidence related to the origins of New World piracy and its evolution into an established profession.

Outcome 3: Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.

Outcome 4: Contrast the reality of"the pirate life" with the romanticized pop culture and Hollywood versions.

5. Sequence of Course Activities: The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:

6a. Students' grades will be based out of 500 total points. Grades can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online. Below is a list of assessments for the course:

Caribbean Geography Quiz (50 points) to assess Learning Outcome 1.

This quiz will be administered in Week 1 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

Two exams – 200 points (100 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

Two Case Studies: 150 points (75 each) to assess Learning Outcomes 3 and 4.

You will write two case study reports on the following topics:

 1. Create your own Pirate Crew and ARRticles, and LET FLY!

2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics with further details are published on the main course homepage.

8 Pirates of the Week (POW) Assignments: (100 points total) to assess Learning Outcomes 3 and 4.

Refer to the POW directions and the course schedule for details. These are posted to Webcourses in the "Syllabus" section.

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by May 15, 2020 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Materials: Both books are available on Amazon

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about $12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). ISBN: 978-0813061580. Amazon price is about $40
- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

Syllabus Part 2: University Policies and Protocols

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8. University Core Policies

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgrade.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: 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.

• 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.

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

8d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: 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. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at **http://registrar.ucf.edu/ferpa (http://registrar.ucf.edu/ferpa)** .

9. Protocols

<u>9a. Webcourses Announcements and Messages</u>. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

<u>9b. Discussion Topics.</u> Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.

4. Be patient. Don't expect an immediate response when you send a message.

5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other's ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.

12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

9c. Viruses. A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

<u>9d. Technical Resources.</u> For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- **UCF Home Page** **(http://www.ucf.edu)** will help find UCF resources
- **UCF Computer Service Desk** **(http://servicedesk.ucf.edu/)** – You can also call the Service Desk at 407-823-5117.
- **Learning Online** **(http://learn.ucf.edu)** This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – **http://www.cstore.ucf.edu/** **(http://www.cstore.ucf.edu/)**
- **Hardware/Software Requirements** **(http://learn.ucf.edu/webcourses/support.html)**
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Syllabus Part 3: Course Schedule

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.	Textbook Chapters POE = Pieces of Eight UTBF = Under the Black Flag
MODULE 1			
Week 1 May 11-17	Course Overview and Orientation	**Monday May 11: Assign Syllabus and Course Policies Quiz.** Due Friday 5/15 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	**Monday May 11: Assign Caribbean Geography Quiz.** Due Sunday 5/17 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
	Underwater Archaeology Lecture		POE Ch. 2
	Excavation and Ethics Lecture		POE Ch. 5

MODULE 2

Week 2 May 18-24	Colonies and Rivalries Lecture	**Monday May 18: Assign POWS 1-3 (Complete two of your choice).** Due Friday May 22 at 11:59pm.	POE Ch. 6 UTBF Ch. 2
	Pirate Origins Lecture		

MODULE 3

Week 3 May 25-31	The Buccaneers Lecture	**Monday May 25: Assign POWS 4-6 (Complete two of your choice).** Due Friday May 29 at 11:59pm.	UTBF Ch. 3
	Pirate Ships Lecture	**Tuesday May 26: Exam 1 opens at 7am.** It covers everything in Modules 1-3 and is **due Sunday, May 31 at 11:59pm.**	

MODULE 4 (BEGIN EXAM 2 MATERIAL)

Week 3	Pirate Weapons Lecture		POE Ch. 12

May 25-31			
	Pirate Stuff Lecture		Soulat and DeBry 2019 (PDF in Module 4)
MODULE 5			
Week 4 June 1-7	Pirate Health Lecture	**Monday June 1: Assign POWS 7-9 (Complete two of your choice).** Due Friday June 5 at 11:59pm.	UTBF Ch. 4-5
	Pirate Politics Lecture	**Monday June 1: Assign Pirate Crew and ARRticles Case Study.** Due Sunday June 7 at 11:59pm	UTBF Ch. 7
	Pirate Tactics Lecture		UTBF Ch. 6 POE Ch. 9
MODULE 6			
Week 5 June 8-14	Pirate Lairs Lecture	**Monday June 8 Assign POWS 10-12 (Complete two of your choice).** Due Friday June 12 at 11:59pm.	POE Ch. 11 UTBF Ch. 8

	Pirate Fighters Lecture	**Monday June 8: Assign Pirate Hunter Case Study.** Due Sunday June 14 at 11:59pm	UTBF Ch. 11-12 QAR Website POE Ch. 4
	MODULE 7		
Week 6 June 15-21	"Fight Like A Pirate" Home Movie!	**Monday June 15: BAPOW! Showdown opens at 7am.** NOTE! Nomination paragraphs are due WEDNESDAY June 17 at 11:59 pm to give everyone sufficient time to comment. Comments close on Friday, June 19 at 11:59 pm.	
	Pirate Wrecks Movie	**Monday June 15: Exam 2 opens at 7am.** It covers everything in Modules 4-7 and is **due Sunday, June 21 at 11:59pm.**	POE Ch. 3
Drop/Add Period: May 11-15 Withdrawal Deadline: Thursday June 4			

Peoples of the World

Department of Anthropology • College of Sciences • University of Central Florida
ANT3212 (BW60) Peoples of the World
Summer B Online • 3 credit hours

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769
Office Hours:	Tuesdays 1:30-3:30pm online in Chat and by appointment for in-person office hours
Contact:	Sandra.Wheeler@ucf.edu or Webcourses Inbox; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

TA:	Stephanie Fuehr
Contact:	Webcourses Inbox or Discussion Board or online in Chat

University Catalogue Description

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of societies. **Prerequisites:** Sophomore standing.

Course Description

Culture surrounds us. It seems increasingly as if everyone is talking about "culture" or "cultures" to define or explain what people and entire societies do – but what is culture exactly? Cultural anthropologists study culture worldwide, researching similarities and differences among contemporary peoples. Anthropology initially studied people living traditional lives in very remote places, but as the world has changed, so has the discipline. Today, anthropologists research and work with urban populations, including indigenous and peasant peoples whose lives – and cultures – are transforming rapidly as a result of globalization.

This course presents a brief survey of peoples and cultures whose lives and beliefs represent a small part of human cultural diversity, with varied livelihoods - farming, herding, wage labor; religions - animism, animatism, polytheism, monotheism; and especially, differing views about what gives life meaning -yams, cattle, relationships, money, the arts, and so on. In this class we will explore the lifeways of peoples in diverse regions of the world, including Africa, the Pacific Islands, Asia, the Arctic, and the Americas. As anthropologist Ruth Benedict stated, "The purpose of anthropology is to make the world safe for human differences." Understanding different ways of life and different ways of thinking about the world helps us understand and appreciate the amazing diversity that is our human culture!

You will be assessed through online discussions, exams, and a short, written food ethnography. The syllabus may be modified, as determined by the instructor. All changes will be announced on Webcourses.

Please Note: We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the **Getting Started**

[Quiz](#) by this Friday. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

Learning Outcomes
By the end of this course you will:
- Understand what anthropology is and what makes it unique as a discipline
- Learn about basic concepts and methods in cultural anthropology and how anthropology can contribute to debates about contemporary issues
- Understand and explain the impact of factors that underlie the diversity of cultural practices
- Examine issues confronting contemporary peoples, including identity, ethnicity, post-colonialism, dependency, modernization and globalization
- Appreciate our cultural diversity, as well as cultural similarities and differences

Required Text
This book is required for this class. **You will not pass this course without it!** There are lots of used copies floating around you can buy cheaply. I will provide any additional readings to you electronically on Webcourses.
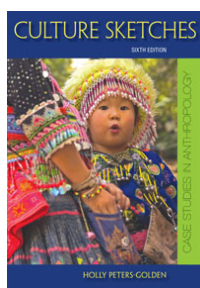
Culture Sketches: Case Studies in Anthropology, **6th Edition.**
Author: Holly Peters-Golden
Year: 2012
Publisher: Boston: McGraw Hill
ISBN: 978-0078117022 (paperback)

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%
		B-	80-83%				

Incomplete grades are only given in situations where unexpected and/or documented medical emergencies prevent a student enrolled in the course in good standing from completing the remaining work. Your professor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

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

Assignment	Percent	Description
Discussion postings	45%	Discussion posts relating to the various cultures and topics presented in each
Exams	45%	True/false, multiple choice, and/or fill in the blank questions
Food Ethnography	10%	A brief written report on a cultural food experience

Discussion postings: There are discussion postings for each of the 14 modules in this course. Everyone is **required to complete the first one** on [Doing Anthropology](#). You will then **choose 9 others** to complete a **total of 10 of 14 required** Discussion posts. I will provide you Discussion points to address and your responses should be several paragraphs (i.e., enough depth to let me know you've done the readings and understand the content). **These are not opinion posts** unless I am asking your thoughts on a particular topic! You will then post **at least one** response to another classmate's post (thus the 'discussion' portion). After answering the questions by the **FIRST** posted due date, respond to **at least one other** student's comments by the **SECOND** due date in order to

earn the full amount of points for each required discussion post. The grading criteria for the discussion postings is provided in each Discussion Assignment. If you miss a discussion post you will receive a zero for that assignment. There will be **no make-ups** for missed discussion postings.

Exams: There are **3** exams in this course. Exams are made up of true/false, multiple choice and/or fill-in-the-blank questions. There will be **no make-ups** for exams without proper documentation (this means an official doctor's note, police report, etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you must complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). The final exam is scheduled during finals week and **is not** cumulative.

Food Ethnography: Although the primary purpose of food is nutrition, food has an important cultural dimension by which people choose what to eat and what not to eat. This is your opportunity to explore a different culture from a food experience. For this assignment, you will choose a meal from a culture you have never tried before and write a post (500-600 words, so about 2 double-spaced typed pages - yes, I will be counting) on your food experience. You must also respond to at least one other student's post. You should definitely include pictures in your post!

Who Should Take This Online Course?
Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the UCF Knights Online resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Never taken an online course before? Make sure you read the page on How to Study for an Online Course!

What is the Weekly Schedule?
The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams close by 11:59pm • Responses due to Discussion assignments	• Start new module/s • Read chapters associated with each module, take notes	• Read module pages for each culture group, take notes	• Watch any video or media in modules • Review module pages and take notes	• Prepare to write discussion posts • Finish any module readings	• Post Discussion assignments • Exams open 8am	• Dance

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 will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there were 2 last term!), bereavement, catastrophy, a primate apocalypse (they may rise up and take revenge), hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. 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 assignments or an exam, please let me know so I can help you. Also contact **Student Care Services** for additional support: 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.

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.

The UCF Mobile App
The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'W' courses every day, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements
This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet (see above). Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad**. **If you do not or will not have ready access to the Internet, you may want to rethink taking an online course.** Also, the **UCF mobile app is not a replacement for laptops or desktops** so don't rely on it for completing discussions or exams (see above)!!

To do well in this course, you will need to:
- Check Webcourses regularly
- Complete all readings, discussions, and exams by their due dates
- Complete all assignments and exams during their scheduled times

Important Things
First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 3212 or Peoples** 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.

Other Important Things: Classes start: **MAY 13**; Drop/swap deadline: **MAY 16**; Add deadline: **MAY 17**; Withdrawal deadline: **JUNE 6**; Classes end: **JUNE 21. The final exam is scheduled during Final's Week.** Check out UCF's Academic Calendar for other important dates.

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 check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments and exams on time and in a professional manner!

Online courses: Taking courses online can be **more** difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines, and keeping up with *all* **the course materials**. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive, so be prepared.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating
Academic misconduct 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 for further information. 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. 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.

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.

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. 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 online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. This will seriously negatively affect your grade so please use respectful language. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety (if you are on campus)

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.
- Sign up to receive UCF text alerts by going to <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."
- If you're not on campus, use your common sense and stay safe.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your professor to discuss your circumstances.

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.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only**. All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule
Changes to the lecture and assignment schedules 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 Webcourses. Due dates for assignments can be found in the table below. Look in the Modules for a complete listing of the course schedule and materials.

Modules	Topics/Culture Groups	Readings & Due Dates
Module 1	Doing Anthropology *What is Anthropology? Field methods & ethics*	Module pages Anthropology Discussion due (Jun 26) with response (Jun 28)
Module 2	Central America: Aztec *Ancient to modern civilizations*	Ch. 2 Aztec Discussion due (Jun 26) with response (Jun 28)
Module 3	Caribbean: Haiti *Surviving with natural disasters and conquest*	Ch. 4 Haiti Discussion due (Jun 26) with response (Jun 28)
Module 4	South America: Yanomami *Tropical forest tribes and chiefdoms; environmental crises*	Ch. 15 Yanomami Discussion due (Jul 3) with response (Jul 5)
Module 5	North America: Ojibwa *Indigenous displaced cultures, reservation life and the BIA*	Ch. 10 Ojibwa Discussion due (Jul 3) with response (Jul 8)
Exam #1 Opens Online 8:00 am on FRIDAY, JULY 3 to 11:59 pm EST on SUNDAY, JUL 5, 2020		
Module 6	Europe: Roma *Displaced cultures and discrimination; genocide*	Ch. 11 Roma Discussion due (Jul 10) with response (Jul 12)
Module 7	Circumpolar Arctic: Inuit *Indigenous displaced cultures; reservation life, environmental crises*	Readings in Webcourses Inuit Discussion due (Jul 10) with response (Jul 12)
Module 8	Near East: Basseri *Nomadic pastoralists in the modern world*	Ch. 3 Basseri Discussion due (Jul 10) with response (Jul 12)
Food Ethnography Discussion due (July 10) with response (July 17)		
Module 9	Sub-Saharan Africa: Nuer *Cattle pastoralists, Civil War, refugees, and new nations*	Ch. 9 Nuer Discussion due (Jul 17) with response (Jul 1 9)
Module 10	Southern Africa: Ju/'hoansi *Indigenous displacement, hunter-gatherers, diamond mines, tourism*	Ch. 9 Nuer Discussion due (Jul 17) with response (Jul 19)
Exam #2 Opens Online 8:00 am on FRIDAY, JULY 17 to 11:59 pm EST on SUNDAY, JUL 19, 2020		
Module 11	Oceania: Samoa *Villages, football, island life, migration*	Ch. 12 Samoa Discussion due (Jul 24) with response (Jul 26)
Module 12	Oceania: Trobriand Islands and Tiwi *Magic, yams, naming and tourism*	Ch.'s 13, 14 Oceania Discussion due (Jul 24) with response (Jul 26)

Module 13	Central, South & Southeast Asia: Hmong *Village farming, opium, refugees*	Ch. 5 Hmong Discussion due (Jul 31) with response (Aug 2)
Module 14	Indonesia: Minangkabau *Matrilineality, migration, adat*	Ch. 8 Minangkabau Discussion due (Jul 31) with response (Aug 2)
Exam #3 Opens Online 8:00 am on FRIDAY, JULY 31 to 11:59 pm EST on SUNDAY, AUG 2, 2020		

syllabus

Syllabus

ANT3241 - Magic,Ritual, and Belief
Summer A 2020
[Ty Matejowsky](#)

Contacting the Professor

Office Hours:11:30AM-1:30PMTuesdays, or by appointment

Office: UCF Howard Phillips Hall 309G

Phone: (407) 823-4611

E-mail: Ty.Matejowsky@ucf.edu

Class Graduate Teaching Assistant: Tori Thibault

Email: thibaultt@Knights.ucf.edu

Credit Hours: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): Sophomore standing. **Corequisite(s)**: None.

UCF Undergraduate Course Catalog Description: Patterns in religious behavior in various societies, with primary emphasis on myth, rite, taboo, and festival social phenomena

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

Student Learning Outcomes (Course Objectives)

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore)

Moro, Pamela A. 2012. *Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural* .Ninth Edition. McGraw-Hill

Magic, Witchcraft, and Religion will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural.

Tools and Items Needed: None

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be at the very least assigned a **zero** for that exam and may be subject to more strict penalties. Students will have one week from the posting of test grades to review their exams. I will not review exam questions with students after this one week period. Exam deadlines are at **11pm on the Fridays** listed on the course schedule. Deadlines are a matter of record since the beginning of class. Students are responsible for knowing and following exam deadlines. If personal/work schedules conflict with exam deadlines, it is the responsibility of students to plan accordingly. I will not honor requests to take missed exams considering students have more than a week to complete them.

Discussion Rubric

5 points (A)	Excellence in posting timely, continuously and responsivel[y] demonstrated according to the following criteria: • Follows assignment instructions of answering module [questions] and providing critical feedback to the original postings [of] classmates. • **Participates in discussion on separate days (i.e., ea[ch] discussion answer and individual response must b[e] on separate days; not all at once).** • Does not repeat (i.e., does not reiterate what has alrea[dy] posted, but adds to the discussion by interacting with o[thers] and addressing the comments of others). • Applies course information (i.e., students discussion a[nd] integrate information from both assigned readings and modules). • Critical thinking (i.e., discussion postings must demons[trate] thinking and/or add new insights to the topic; not simply information from modules and readings).
4 points (B)	Above Average in criteria listed for "5 points (A)." Included postings that meet many but not all, or are not consistent [with those] for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here that display a basic grasp of topic but only restate material analysis. Included here are also postings and responses t[hat] submitted all on a single day regardless of content.
3 points (D)	Serious insufficiency in criteria listed for "5 points (A). Inclu[ded] postings that do not display a basic understanding of discu[ssion]. Also included here are postings that fail to provide critical f[eedback] the postings of at least two classmates. Students will automatically receive a D (regardless of cont[ent]) weekly discussion assignment if they do not respond to the[ir] at least two other students or only provide critical feedback answer the weekly discussion question(s).
0 points (F)	Failing is earned when students do not participate in the di[scussion] assignment or blatantly plagiarize the work of others.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 25% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = 75% total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Students will have one week from the posting of discussion grades to review their exams. I will not review discussion questions with students after this one week period. Discussion assignment deadlines are at 11pm on the Fridays listed on the course schedule. Deadlines are a matter of record since the beginning of class. Students are responsible for knowing and following discussion assignment deadlines. If personal/work schedules conflict with discussion assignment deadlines, it is the responsibility of students to plan accordingly. I will not honor requests to redo missed discussion assingments considering students have more than a week to complete them.

Grading Scale:

A	B	C	D	F
	B+ = 88-89	C+ = 78-79	D+ - 68-69	
A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below

A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. There Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **If there is anything that appears unclear to students regarding course grading policies, assignment/exam deadlines, or other matters related to class, it is the responsibility of students to contact the professor for clarification. NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

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chedule

ANT3241 - Magic,Ritual, and Belief
Ty Matejowsky

ANT3241 –Summer 2020– AW60
Class Schedule

Week of	Topic	Readings & Assignments	Assignments Due
5/11/20	**Introduction to the course**	**Read** course syllabus, course protocols, course home, *The Anthropological Study of Religion* (pp. 1-5); *Studying Religion Anthropologically by Jack David Eller* (pp.	**None**

	Module 1: Anthropology of Religion	6-14); *Why We Became Religious & The Evolution of the Spirit World* by Marvin Harris (pp. 25-29).	
5/18/20	**Module 2:** **Religious Specialists** **Module 3:** **Rituals and Symbols**	**Read** *Shamans, Priests, and Prophets* (pp.140-142); *Religious Specialists* by Victor W. Turner (pp. 143-150); *Ritual* (pp. 86-89); *Betwixt and Between: The Liminal Period in Rites de Passage* by Victor W. Turner (pp. 90-100). **Complete on-line assignment for Module 2.** **Take on-line exam covering Modules 1-3.**	**Both on-line assignment for Module 2 and Exam One are due Friday May 22 at 11pm Eastern Time.**
5/25/20	**Module 4:** **Witchcraft & Sorcery** **Module 5:** **Magic & Divination**	**Read** *The Goat and the Gazelle: Witchcraft* by T.M. Luuhrmann (pp. 307-315); *Sorcery and Concepts of Deviance among the Kabana, West Britain* by Naomi M. McPherson (pp. 298-306);*Witchcraft, Sorcery, Divination, and Magic* (pp. 284-287); *Baseball Magic* by George Gmelch (323-329). **Complete on-line assignment for Module 5.**	**On-line assignment for Module 5 due Friday May 29 at 11pm Eastern Time.**
6/1/20	**Module 6:** **Religious Use of Drugs**	**Read** *Altered States of Consciousness and the Religious Use of Drugs* (pp. 186-189); *Ritual Enemas* by Peter T Furst and Michael D. Coe (pp.205-209); *The Sound of Rushing Water* by Michael Harner (pp. 210-215). **Complete on-line assignment for Module 6.** **Take on-line exam covering Modules 4-6.**	**On-line assignment for Module 6 and Exam Two are due Friday June 5 at 11pm Eastern Time.**

6/8/20	**Module 7:** **Ethnomedicine** **Module 8:** **Death: Ghosts, Souls & Ancestors**	**Read** *Illness, Healing, and Religion* (pp. 231-233); *Disease Etiologies in Non-Western Medical Systems* by George Foster (pp.234-241); D*eath, Ancestors, Ghosts, and Souls* (pp. 330-332); *Death Be Not Strange* by Peter Metcalf (pp. 340-343); *Day of the Dead in Oaxaca* by Kristin Norget (pp. 353-361); *The Real Vampire* by Paul Barber (uploaded document). **Complete on-line assignment for Module 8.**	**On-line assignment for Module 8 due Friday June 12 at 11pm Eastern Time.**
6/15/20	**Module 9:** **Revitalization Movements**	**Read** Revitalization Movements by Anthony F.C. Wallace (uploaded document); *The Ghost Dance Religion* by Alice Beck Kehoe (uploaded document); *Cargo Cults* by Peter M. Worsley (uploaded document). **Complete on-line assignment for Module 9.** **Take on-line exam 3 (non-cumulative final) covering Modules 7-9.**	**On-line assignment for Module 9 and Exam Three (non-cumulative final) is due Friday June 19 at 11pm Eastern Time.**

ANT3302-20Fall 0W60
Sex, Gender, and Culture
Fall 2020 Syllabus

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Tuesdays 1:30pm-2:30pm or by appointment (via WebCourses)
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Rachel Lotze
Office: Main Campus, Phillips Hall, 311
Email: rachel.lotze@ucf.edu
Virtual Office Hours: Tuesdays from 2:00pm-3:00pm or by appointment

I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Catalog Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective. Prerequisite(s): Sophomore standing. Corequisite(s): None.

Required Texts

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

A quick note. I used to require a textbook for this course. Starting this semester, I am using the original articles/chapters collected in that book, to save students the cost of a book. The only drawback is that my videos may now sometimes refer to the incorrect page numbers when quoting readings. I trust that figuring out the difference is preferable to spending $50+ on a textbook.

Recommended Texts

Nagle, Angela. 2017. Kill All Normies: Online Culture Wars from 4chan and Tumblr to Trump and the Alt-Right (Links to an external site.). Zero Books.

A PDF of chapters from the book will be posted on WebCourses during the semester's last section, but you are welcome to purchase it as well.

Course Description

This course examines the changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. Case studies will be drawn from around

the world and the US alike. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and assignments in each section will reveal how anthropology intersects other disciplines in addressing these topics. This is a mixed mode course, meaning a portion of the course takes place online. Exams and other assignments are administered via WebCourses.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

GroupMe Policy

GroupMe can be an excellent way to communicate with your fellow students. However, it is also often used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

Online Activity Policy

This course includes online activities, some of which may cover topics that are sensitive or uncomfortable for some students. DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in your responses. In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. Familiarize yourself with the definitions in the Clarifying Terminology page. All students are expected to understand the appropriateness of this language. This isn't about politicizing topics, but respecting others. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all online activities. Disrespecting GTAs and/or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, online activities, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.

- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.

- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.

- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Film Response:	5 possible points
Weekly Responses:	20 possible points (2 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer questions. Questions will test students on content from assigned readings and lectures. Each exam will correspond to one of the semester's three sections (see syllabus below). There is no cumulative final.
Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Activity topics broadly conform to topics from each section. Complete details and instructor expectations will be posted at the beginning of each activities. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups and/or late submissions will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).
Total Points: 15

Film Response: Students will watch an online video, answer a series of prepared questions, and then take an online quiz based on the prepared questions.
Total Points: 5

Weekly Responses: Students will answer a weekly response question(s) associated with the relevant readings/lecture. These are posted on Monday and due by midnight on Friday. Grades will come from content, grammar, and spelling. Because of the extended availability of weekly responses, make-ups

will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).
Total Points: 20

Total Possible Points: 100 (each point = 1% point)

Course Grading Scale

Students will have access to the WebCourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, 45/50 = .9 x 100 = 90%. I DO NOT assign C- or D-grades. I DO assign A- and B- grades.

A = 94-100   A- = 90-93.9
B+ = 87-89.9   B = 84-86.9   B- = 80-83.9
C+ = 77-79.9   C = 70-76.9
D+ = 67-69.9   D = 60-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -5% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what **NOT** to do.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades, **especially on exams**. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker's name? This is a real-world lesson.

Semester Calendar

SECTION I: GENDER

Week 1: Aug 24 - 28
Topic: Course Intro
Readings: Clarifying Terminology; Careers in Anthropology (Links to an external site.)
Assignments: Syllabus Quiz

Week 2: Aug 31 - Sep 4
Topic: Challenging Cultural Universals of Gender
Readings: Ortner, Sherry. Is Female to Male as Nature Is to Culture? & Rogers, Susan Carol. Female Forms of Power and the Myth of Male Dominance...
Assignment: Weekly Response (Week 2)

Week 3: Sep 7 - 11
Topic: Gender, Family, & Work
Readings: Scheper-Hughes. Lifeboat Ethics. & Lane. Man Enough to Let My Wife Support Me.
Assignment: Weekly Response (Week 3)

Week 4: Sep 14 - 18
Topic: Gendered Material Culture
Readings: Chin. Ethnically Correct Dolls.
Assignments: Online Activity 1

Week 5: Sep 21 - 25
Topic: Complicating Gender
Readings: [Colen. Like a Mother to Them...](#) & [Deomampo. Transnational Surrogacy in India...](#)
Assignment: [Weekly Response (Week 5)](#)

Week 6: Sep 28 - Oct 2
Topic: Gender at Home
Readings: [Barnes. Black Women Have Always Worked...](#) & [Gutmann. Scoring Men...](#)
Assignments: [Weekly Response (Week 6)](#) & [Film Response (Southern Comfort)](#)

SECTION II: SEXUALITY

Week 7: Oct 5 - 9
Topic: Gender, Sex, and Sexuality
Readings: [Kulick. Gender of Brazilian Transgendered Prostitutes.](#) & [Zavella. Playing with Fire...](#)
Assignment: [Weekly Response (Week 7)](#)

[Exam 1: Covers weeks 1-6.](#)

Week 8: Oct 12 - 16
Topic: Language and Performance
Readings: [Cameron. Performing Gender Identity.](#) & [Weston - Do Clothes Make the Woman?...](#)
Assignment: [Weekly Response (Week 8)](#)

Week 9: Oct 19 - 23
Topic: Growing up Gendered
Readings: [Mora. "Do It For All Your Pubic Hairs!"](#) & [Rooke. Trans Youth, Science, and Art...](#)
Assignment: [Weekly Response (Week 9)](#)

Week 10: Oct 26 - 30
Topic: Sexuality Online
Readings: [Gray. Negotiating Identities/Queering Desires...](#)
Assignments: [Online Activity 2](#)

SECTION III: POWER

Week 11: Nov 2 - 6
Topic: Power, Agency, and Structure
Readings: [Abu-Lughod. The Romance of Resistance...](#) & [Mahmood. Feminist Theory, Embodiment, and the Docile Agent...](#)

[Exam 2: Covers weeks 7-10.](#)

Week 12: Nov 9 - 13
Topic: Intersectionality
Readings: [PDFs on WebCourses](#)
Assignments: [Online Activity 3](#)

Week 13: Nov 16 - 20
Topic: Representation as Power
Readings: [Mohanty. Under Western Eyes...](#) & [Rodriguez. A Homegirl Goes Home](#)...
Assignment: [Weekly Response (Week 13)](#)

Week 14: Nov 23 - 27 (Thanksgiving Week/Holiday)
Topic: None

Week 15: Nov 30 - Dec 4
Topic: Sex, Gender, and Online Culture
Readings: [Kill All Normies (selected chapters as PDFs via WebCourses)](#)
Assignment: [Weekly Response (Week 15)](#)

Week 16: Dec 7 - 11
Topic: Final Exam Period

[Exam 3: Covers weeks 11-15.](#)

Important UCF Dates for Fall 2020

August 28, 2020 - Last Day to Drop and Request Full Refund
August 28, 2020 - Drop/Swap Deadline
August 28, 2020 - Add Deadline
October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com (Links to an external site.)](#) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of ConductLinks to an external site.](). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- Falsifying or misrepresenting the student's own academic work.

- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity (Links to an external site.)](). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)]()".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I 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 do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.]()UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgradeLinks to an external site.]().

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..

- 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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site. (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter (Links to an external site.)](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms ([https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdfLinks to an external site.](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden RuleLinks to an external site.](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Sex Gender and Culture - Course Syllabus

Professor Contact

Professor: [Zachary Hawk](#)
Office: Virtual
Office Hours: Virtual by appointment
Contact: Zachary.Hawk@ucf.edu or Inbox in Webcourses

Course Information

Course Name: Sex, Gender and Culture
Course ID: ANT 3302 (0W60)
Credit Hours: 3.0 hours
Semester/Year   Summer/2020
Location: Fully online in Webcourses

University Catalogue Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective.

Course Description

Sexuality and gender have powerful effects on the daily lives and experiences of people around the world, but these effects are often overlooked, underestimated, and misunderstood. A primary problem is the widely held belief that there are only two sexes (female and male), only two genders (women and men), that individuals should act accordingly during social interactions, and that one gender holds more power in society than another. In reality, lived experiences of sex and gender are much more diverse and complex and vary greatly across and within cultures and belief systems.

This course seeks to examine how people experience gender - what it means to be masculine or feminine - and sexuality in a variety of historical and cultural contexts. We will explore human sexuality and desire from an evolutionary perspective, how sexuality and gender are learned and experienced, and how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, and spiritual and religious beliefs, etc.

Topics to be covered will include:

- The biological basis of sex and the difference between sex and gender
- The various ways that sexuality is researched

- How sexuality is experienced throughout the life cycle from a cross-cultural perspective
- How different cultures moderate, mediate, and moralize sex and sexual practices
- Gender variance and gender nonconformity
- Gender, power and inequality cross-culturally
- Prostitution, sex work, human trafficking, and pornography

Course Learning Outcomes

By the end of this course you will be able to:

- Understand the evolutionary aspects of human sexuality and gender
- Identify and appreciate the diversity of human sexual practices and beliefs in the United States and around the world
- Assess the social, historical and cultural processes that support and restrict constructions of sexuality and gender around the world
- Learn how to critically assess media and other popular representations of gender roles and gender stereotypes
- Learn what anthropology can contribute to debates on contemporary issues concerning sexuality and gender

Course Format and Requirements

This is a fully online course! Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. So remember, **module content, assignments, and exams will be paced like a regular face-to-face course with fixed due dates throughout the semester**.

All course content is posted online in the [modules](#). The modules may consist of audio lectures, module pages, links to websites, podcasts, and/or videos. The modules contain materials to help you study the readings as well as information to help you complete your assignments. You are responsible for **all** material presented in Webcourses.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Listen to all audio lectures and take notes
- Complete all readings, assignments, discussions, and exams by their due dates
- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

Required Texts

There is one required textbook for this course. You will need this book to successfully complete this course. The textbooks is available for purchase in the UCF Bookstore and through various online vendors. I will also provide you with additional electronic readings (pdf's) in the course modules.
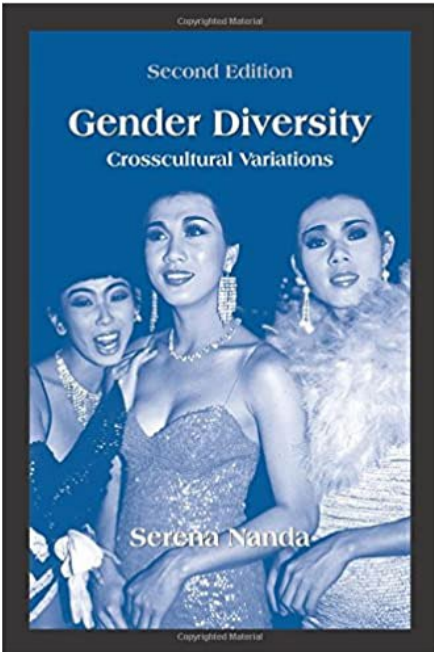
Gender Diversity: Crosscultural Variations, 2nd Edition

Author: Serena Nanda
Year: 2014
Publisher: Waveland Press
ISBN: 978-1-4786-1126-4

Grading Scale (+/- letter grades)

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

Student Evaluation

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

Assignment	Percent	Description
Read and Respond (3)	25%	Complete 3 of 7 writing responses to posted articles.

Point of View (3)	25%	Complete 3 of 6 discussion-based assignments on posted videos, podcasts or other media.
Exams (3)	30%	Multiple choice, true/false, fill-in-the-blank, and short answer questions.

Read and Respond Assignments: There are 7 Read and Respond (RR) assignments posted throughout the modules that correspond with the topics covered in that module and the assigned readings. These assignments contain either readings or videos that you are required to read/watch and then answer the posted questions. You are required to complete at least 3 of these. You may choose any 3 you like, but you must turn in each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count. All writing responses will be checked for plagiarism, so make sure you turn in your own work *in your own words*.

Point of View Assignments: There are 6 Point of View (POV) assignments posted throughout the modules. These assignments will involve watching/listening to various media and participating in group discussions based on the materials presented. You will complete an initial post and are required to respond to *at least one* other student to receive full credit for each assignment. You are required to **complete at least 3** of these. You may choose any 3 you like, but you must complete each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count.

Exams: There are **3 exams** in this course. Exams will be taken **online** and 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 (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **The final exam is scheduled during Final's Week and is not cumulative.**

Weekly Schedule

Taking online courses can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with the course materials. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive than many people think.

Here are some tips for taking an online course.

Tips for Doing Well in an Online Course

(courtesy of Jason Miller of USF)

> **Decide if an online course is right for you**. Remember that being in an online course is not for everyone. Some people learn better inside the classroom than

online. Online courses work best for students who are independent learners and don't need the structure of a classroom each week. If you are the kind of student who needs more structure, who is not very adept at using their computer or who doesn't have reliable internet access, you might think of taking the in person version of this course.

Make sure you have the time to take the course. Be sure you set aside time each week to complete the course material. Just because there are no face-to-face class meetings, doesn't mean that there is less time or energy involved in taking this course. In fact, many students comment that online courses take more time than face-to-face courses at the end of the semester.

Keep in touch. Be sure you keep in touch with your instructor. If you have a question, do not hesitate to post to the discussion board or ask for help. Also, be sure to speak up if you are having trouble. Since I cannot see you, I cannot tell if you are having trouble unless you tell me.

Set a schedule. Student in online courses sometimes put off completing work until the last minute and then run out of time or forget. Be sure to put readings and other due dates on your calendar so you do not forget.

Take notes. Just because you are in an online course, doesn't mean you shouldn't be taking notes. Be sure to take notes as you read the text, look at the powerpoint lectures, and watch any videos assigned.

Submit early. Don't wait until the last minute to post to a discussion board or to take a quiz. Posting and submitting assignments early means that you don't miss a due date due to a computer glitch.

Check Canvas regularly. Be sure to check Canvas regularly for announcements and other important messages.

COURSE PACE

This is a very self-guided and quick paced course. We are essentially squeezing a 16-week course into only 6 weeks. You will notice when looking over the course outline that you have several quizzes, assignments, and discussion posts due by certain key days. It is your responsibility to complete these in a timely manner. Procrastination will deeply affect your grade. Please pace yourself according to your own schedule, but also make sure to complete the assignments as well as the quizzes and exams for each Unit before it closes.

COURSE OUTLINE

Changes to the schedule may occur suddenly and without warning.

Week	Dates	Topics	Chapters Readings And Videos	Assignments and Exams Due

Unit 1				

1	5/11/2020 - 5/17/2020	Why Sex? Evolution and Biology of Sex		• Getting Started Quiz
				  o Due 5/15
				• Choose POV 1 or POV 2
				  o Post due 5/17

2	5/18/2020 - 5/24/2020	Research Perspectives on Sexuality
		
		Sexuality and the life cycle
		
		Sexual Health and Ancient Sexuality
				• POV Response
				  o Due 5/24
				• Choose RR1 or RR2
				  o Due 5/24
				• Exam 1
				  o Due 5/24

Unit 2				
3	5/25/2020 - 5/31/2020	Creating Sexual Morality The Masculine and the Feminine		• Choose POV 3, POV 4, or POV 5 o Post due 5/31

4	6/1/2020 - 6/7/2020	Beyond Binary
		
		Trans-isms
				• POV Response
				  o Due 6/7
				• Choose RR3 or RR 4
				  o Due 6/7
				• Exam 2
				  o Due 6/7

Unit 3				
5	6/8/2020 - 6/14/2020	Gender and Power in Relationships		• POV 6 o Post due 6/14

6	6/15/2020 - 6/19/2020	Gender at Work
		
		Enforcing Gender and Sexual Victimization
		
		Sex (and Gender) Sells
		
		Sexual Compulsion
				• POV Response
				  o Due 6/19
				• Choose RR 5. RR 6, or RR 7
				  o Due 6/19
				• Exam 3
				  o Due 6/19

What About Make-Up Work?

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances like a zombie apocalypse, hurricanes, pan-Internet virus, birth/arrival of a new baby, family emergencies, etc. These circumstances include exceptional EMERGENCIES (that require that you show me some kind of official documentation), and the make-up

assignment/exam/quiz may be different than the original assignment/exam/quiz. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages and other similar circumstances **do not** qualify as extreme.

I understand that we are all currently going through a national emergency with the spread of COVID-19. If this has any impact on your work at all, please let me know what effect it is having as soon as possible so we may figure out a solution.

In exceptional circumstances, an incomplete grade may be given per School and 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 are encouraged to review policies relating to securing a leave of absence from their university studies.

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.** If you would like me to use specific [personal gender pronouns](#) (PGPs) when communicating with you, just let me know.

The very nature of this course requires us to delve into topics that may make some students uncomfortable. It may challenge what you believe to be 'natural' or 'normal.' That's okay, the classroom (even an online one) should be a safe place to discuss human diversity in all its rich colors. Some of you may even find a few of the materials, assigned readings, and classroom discussions offensive. There are graphic descriptions and imagery of sexual practices and gender-related interactions, and a variety of videos contain adult themes and language. **Please be assured that it is never my intent to sensationalize, shock or offend anyone.** The intention is to discuss the material in a contextual and anthropologically significant manner. If something does offend you, take a moment to explore why this is the case, and then rationally explain why so we can discuss the issue further.

While there are various opinions and feelings concerning some of the topics covered, **the purpose is to educate and understand, not judge**. It is important that everyone be given a chance to complete their thoughts without interruption, and it is expected that everyone show respect for one another and the diverse issues and topics that will be presented and discussed.

Consequently, any student who behaves inappropriately, makes crude, suggestive, dehumanizing, or otherwise offensive comments, or becomes disruptive will be blocked from participating in online discussions and in extreme cases, may be removed from the course. This will be bad for you. And really, no one likes a troll.

Some course materials presented show nudity or the human body displayed in various ways. If you feel uncomfortable with this, please let me know and we can make accommodations.

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments.

This is an EXTREMELY fast paced course and many things are due within the six weeks we have together. It is your responsibility to keep up with the work and complete everything on time. N**o late work will be accepted**.

Second, I prefer the inbox function in Webcourses for all course communication. if you email me using your Knights account, include **ANT 3302W** in the subject heading and don't forget to include your full name so I know who you are.

Lastly, again, read the syllabus, it really is like your best friend for this course.

Really Important Things: 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, MAY 15, 2020.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

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 check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Academic honesty: Plagiarism and/or 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). It may also be subject to appropriate referral to the UCF Office of Student ConductLinks to an external site. for further action. See the UCF Golden RuleLinks to an external site.. 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, that is plagiarism also and you will both be subject to a [Z gradeLinks to an external site.](#).** 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.

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.

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 ServicesLinks to an external site.](#), Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu before requesting accommodations from the professor.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your professor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules 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 Webcourses. Due dates for assignments and exams can be found in the table below.

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Summer B 2020 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: June 22-July 31, 2020

Final Exam Time: Due Sunday August 2 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: **Peter.sinelli@ucf.edu (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

As this is a W course I do not have scheduled office hours. Students may contact me in any of the following ways, and any messages will be returned within 24 hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone or cell phone numbers above.
- During non-business hours via text to the cell phone number above.

2b. GTAs: Morgan Ferrell

Office Hours: Contact via Webcourses message

3. Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.

This class is NOT some politically correct re-education camp. It matters not to me how you view same-sex marriage or the behavior of transgendered prostitutes in Brazil, for example. My job is to educate, not judge. Consequently, I will ensure that EVERY student understands each topic and has had the opportunity to thoroughly review it from all perspectives. What you do with that knowledge is entirely up to you but at least you'll be more fully informed.

PLEASE CONSIDER: The very nature of Sex, Gender and Culture requires us to delve into topics that may make some students uncomfortable. Some of you may even find some of the material or assigned readings deeply offensive. Even I find myself arguing LOUDLY with the material on occasion! But it's always a good

exercise to learn about ideas and opinions other than your own. We certainly will not entertain anything pornographic, but there are graphic descriptions of sex and sexual practices in the readings. Please be assured that it is never my intent to sensationalize the material to shock or offend anyone. I have no agenda other than to discuss the material in an objective and anthropologically scientific manner consistent with the guidelines outlined in the Undergraduate Catalog course description. If you are uncomfortable with any of these materials then I suggest that you drop the course. They are a required part of my curriculum.

4. Learning Outcomes:

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems. They also vary WITHIN nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.
- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

5. Course Schedule:

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:

Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- *Two Exams: 200 points (100 points each)*

There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don't have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative. exams

- *Module Assignments 300 points (20 at 15 points each)*

For every class day (except for exam days which are the last day of Week 3 and the last day of Week 6) you will complete a Module assignment. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on the day it is scheduled. You must complete the assignment by midnight of the second day after the Module goes live (for example, if a Module goes live at 7 am on a Monday, you have until midnight on Wednesday to finish it.) **However, there is an exception to this rule.** During the first week of classes, when drop/add is active, all of the assignments will be due after Drop/add ends to accommodate people who add that week. Thus, assessments for Modules 0, 1, 2, and 3 will all have an extended deadline
of Monday June 29 at Midnight.

- *Course Policies and Documents Quiz (10 Extra Credit points)*

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by June 26, 2020 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline

ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Evaluation:

There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.

You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can buy the DVD or stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL IT IS AN ASSIGNED PART OF THE COURSE, LIKE A BOOK, AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.

Syllabus Part 2: University Policies and Protocols

ANT 3302 Sex Gender and Culture

Summer B 2020 (3 credits)

8. University Core Policies

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints,

course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgrade.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable.

Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: 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.

• 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.

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

8d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: 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. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at **http://registrar.ucf.edu/ferpa (http://registrar.ucf.edu/ferpa)** .

9. Protocols

9a. Webcourses Announcements and Messages. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.

9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

9b. Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

9c. Viruses. A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- **UCF Home Page**   **(http://www.ucf.edu)** will help find UCF resources
- **UCF Computer Service Desk**   **(http://servicedesk.ucf.edu/)** – You can also call the Service Desk at 407-823-5117.
- **Learning Online**   **(http://learn.ucf.edu)** This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – **http://www.cstore.ucf.edu/ (http://www.cstore.ucf.edu/)**
- **Hardware/Software Requirements**   **(http://learn.ucf.edu/webcourses/support.html)**
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Syllabus Part 3: Course Schedule

Course Schedule

Below is our course schedule. **Note:** This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Date	Module	Topic
		SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES
WEEK 1		
M 6/22	0	Course Introduction and Overview
T 6/23	1	What is Anthropology?
W 6/24	2	What is Sex, Gender, and Culture?
Th 6/25	3	SG&C in modern perspective
WEEK 2		
M 6/29	4	The Media and SG&C

T 6/30	5	Family, Kinship, and Social Relations
		SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD
W 7/1	6	Latin America and the Caribbean
Th 7/2		Independence Day weekend! No NEW material assigned on 7/2, but Modules 5 and 6 are still due as scheduled.
WEEK 3		
M 7/6	7	The Islamic World
T 7/7	8	Asia and the Pacific
W 7/8	9	Africa
Th 7/9	--	**Exam 1: Due Sunday July 12 at 11:59 pm**
WEEK 4		**SECTION 3: HOMOSEXUALITY AND OTHER GENDER IDENTITIES**
M 7/13	10	The Birdcage
T 7/14	11	Who and/or what is "Gay?"
W 7/15	12	Same-sex Relationships and the Evolution of Western Thought
Th 7/16	13	Contemporary Same-sex Marriage:The Law and You

WEEK 5		
M 7/20	14	Gender and Biology: It ain't so clear-cut!
T 7/21	15	Contemporary Cross-Cultural Concepts of Gender Identity
W 7/22	16	Definitions and self-identity
Th 7/23	17	Polygamy
WEEK 6		
		SECTION 4: SEX, GENDER, AND CULTURAL RELATIVITY
M 7/27	18	Sex Tourism
T 7/28	19	Our own legacy
W 7/29	20	So What Have We Learned?
Th 7/30		**Exam 2: Due Sunday August 2 at 11:59 pm**

IMPORTANT DATES & INFORMATION:

- The Drop/Add window is June 22-26
- The Withdrawal Deadline for this course is July 16

Syllabus Summer A 2020

Syllabus: ANT 3362 Peoples of Southeast Asia.

Summer A 2020

Instructor: Vance Geiger, PhD

Office Hours: Tuesday 2 - 4 pm by phone

Office: 311C Howard Phillips Hall

On line office hours in class chat - Tuesday 2 - 4 pm by phone; Wednesday, Thursday 7 - 8 pm in class chat

Phone: 407-823-5779

E Mail: vance.geiger@ucf.edu

TA: Miss Chelsea Daws

Course description: A survey of the peoples of Vietnam, Cambodia, Laos and Thailand from the anthropological perspective.

Text: The Peoples of Southeast Asia Today by Winzeler

The Art of Not Being Governed by Scott (pdf provided in online material)

   There are also chapters from a text Understanding Vietnam by Jamieson supplied online in Week 4.

There will be **TWO** exams and **10** assignments. Each exam will be worth 100 points. Each written assignment will be worth 10 points.

If you miss one of the two required exams then there is a make-up exam opening the day after class ends. The make-up exam is

to make-up a missed exam or to try to improve exam score

June 19 is the last day of class - all assignments, on time or late are due June 19 at 11 55 pm. No assignments will be accepted after that date.

Grading: 100 – 90% A, 80 – 89% B, 70 – 79% C, 60 – 69% D,

Weekly Modules

The class is organized by weeks).   Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

On-Line Exams: The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have three hours to complete it. At the end of three hours it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when you instructor gives them in face-to-face classes), but you get three hours.

Important note: the make-up exam is ONLY to make up a missed exam.

On-Line Assignments: the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the

response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the assignment.

Important note - assignments have due dates - BUT you can do the assignments before that date - you do not have to wait until the last minute to do the assignments - you can do them before that. Late assignments will earn a maximum of 1/2 credit (so if it would be 10 points on-time - late it is 5 points)

Warning: Do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

Important: unless you are asked for a specific list or definition **do not** write one sentence responses to assignment questions. Most assignment questions require a paragraph per assignment question (some assignments have more than one question).

Important note: Do not use attachments to do the assignments.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.

2. You need to have MS word, Adobe Acrobat reader and a browser that works with Canvas on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking not of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through their UCF email, or the class inbox. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 3 hours. You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them. You ask your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, **no one**. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://academicintegrity.org/ (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.

2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

4. Creativity: I will use my talents to enrich the human experience.

5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <[http://wpacouncil.org/node/9 (Links to an external site.)](http://wpacouncil.org/node/9)> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgradeLinks to an external site.. For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/Links to an external site..

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the 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. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCFLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external

site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Week 1 5/11: Introduction to the course, anthropology and culture.

Reading Online material; Winzeler chapter 1

Assignment 1 and 2 Due 5/18 11 55 pm

Week 2 5/18 Analytical Anthropology and History

Reading Scott chapters 1-3, and 4-6; Winzeler Chapter 2

assignment 3, 4 and 5 due 5/25 11 55 pm

Week 3 5/25 Analytical Anthropology and History cont'd

Reading Scott chapters 7-9; Winzeler chapter 4

Exam 1 5/30 8 00 am – 6/1 11 55 pm

Week 4: 6/1 Vietnam

Reading: Online material – Jamieson chapters 1 – 3 (pdfs) also vnsubsistence, and the Vietnam power points and videos

Assignments 6,7 and 8 due 6/8 11 55 pm

Week 5 6/8: Indigenous Religions and Major Religions of Southeast Asia;

Reading: Winzeler chapter 8 - 10

Assignments 9 and 10 due 6/19 11 55 pm

Week 6 6/15: Contemporary Issues in Southeast Asia

Reading: Wenzeler chapters 11 and 12

Exam 2 6/18 8 00 am – 6/19 11 55 pm

Make Up exam 6/20 8 00 am – 6/21 11 55 pm.

The College of Sciences at the University of Central Florida

ANT 3610: Language and Culture Fall 2020

Instructor Contact

Instructor	Chelsea Daws
Office	Howard Phillips Hall 101
Office Hours	Fridays 11 AM-1 PM EST, or by appointment OH are via Webcourse Chat or Scheduled Private Conference
Phone	407-823-2227
E-mail	• Chelsea.Daws@ucf.edu, or via Webcourses Inbox

Graduate Teaching Assistant (GTA)

 Send Tori a message via Webcourses Inbox Messages only

You should contact Tori to discuss and clarify course content, assignments, and requirements. You should not contact your GTA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610
Credit Hours	3
Semester/Year	Fall 2020
Location	Online

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.

- Identify and discern key information from reading materials.

- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library. You may read it online by following this link.*

- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library.*

Supplemental Texts

Links to other required supplemental course material can be found in each module of this course.

Course Activities

- Read the assigned materials each week.

- Participate in group discussions.

- Complete all required assignments.

- Respond to all quizzes

- Pass the midterm and final exams

- Follow all class protocols

Activity Submissions

All course activities will take place on Webcourses@UCF. All quizzes, exams, discussions, and papers will be submitted via Webcourses@UCF.

Course Schedule

The course schedule is [available here](#).

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments --graded discussions and papers-- have a 3-day grace period. Assignments may be submitted up to three days past the due date. Late assignments are penalized 2 points per day.

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
67-69	D+
64-66	D
60-63	D-
59 and below	F

Your grade will be based on the following assignments and assessments. Please see the [Assignment List](#) for more information.

Assignment Group	Weight
Graded Discussions	40
Paper	25
Quizzes	15
Exams	20

Policy Statements

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all

common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdfLinks to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide's physical location and consider reviewing 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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	
Fri Aug 28, 2020	Assignment [Introduction Assignment](#)	due by 11:59pm
	Assignment [Orientation Quiz](#)	due by 11:59pm
Sun Sep 13, 2020	Assignment [Group Discussion 1](#)	due by 11:59pm
Mon Sep 14, 2020	Assignment [Online Quiz 1](#)	due by 11:59pm
Mon Sep 28, 2020	Assignment [Online Quiz 2](#)	due by 11:59pm
Sun Oct 11, 2020	Assignment [Group Discussion 2](#)	due by 11:59pm
Sun Oct 25, 2020	Assignment [Group Discussion 3](#)	due by 11:59pm
Mon Oct 26, 2020	Assignment [Midterm Examination](#)	due by 11:59pm
Mon Nov 9, 2020	Assignment [Online Quiz 3](#)	due by 11:59pm
Tue Nov 10, 2020	Assignment [Group Discussion 4](#)	due by 11:59pm
Sun Nov 22, 2020	Assignment [Group Discussion 5](#)	due by 11:59pm
Mon Nov 23, 2020	Assignment [Online Quiz 4](#)	due by 11:59pm

Date	Details	
Mon Nov 30, 2020	Assignment [Endangered Language Profile](#)	due by 11:59pm
Fri Dec 4, 2020	Assignment [TED talk paper (extra credit)](#)	due by 11:59pm
Mon Dec 7, 2020	Assignment [Final Examination](#)	due by 11:59pm
	Assignment [Multifunctionality Matching](#)	
	Assignment [Small Group Lounge](#)	

History of Anthropological Thought
ANT 4034 (BW60) • Summer 2020
Department of Anthropology • College of Sciences • University of Central Florida

Course Information

Course Name: History of Anthropological Thought

Course ID: ANT 4034 (BW60)

Credit Hours: 3.0 hours

Semester/year: Summer B 2020

Location/time: Online instruction via WebCourse@UCF

Professor Contact

Instructor: Dr. Lana Williams

Main office: UCF Main Campus - Howard Phillips Hall 309F

Online office hrs: Wednesday 9:30-11:30 AM EST online via Chat
(or by scheduled appointment online via Conferences or Zoom)

Phone: 407-823-2227

E-mail: lana.williams@ucf.edu

Teaching Assistant Contact

Course GTA: Alexandria Brock

Main office: UCF Main Campus - Howard Phillips Hall 309

Online office hrs: Thursday 9:00-10:00 AM EST online via Chat
(or by scheduled appointment)

Phone: 407-823-2227

GTA e-mail: via WebCourses Inbox

University Catalog Description

The exploration of the intellectual foundations of modern anthropology. **Prerequisite:** ANT 2410 or CI.

Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

Are you familiar with the phrase "survival of the fittest"? It was first used by Herbert Spencer in his 1864 book *Principles of Biology*. Have you ever thought about whether technology is a good measure of society's development? Lewis Henry Morgan did in *Ancient Society*, which he published in 1877. Modern anthropology is built on the work of earlier generations of researchers who were thinking deeply and critically about understanding others and understanding ourselves, asking questions similar to the ones we ask today.

History of Anthropological Thought includes everything you'll need to get acquainted with the theoretical approaches and debates that inform and inspire inquiry and form the discipline of Anthropology. Together, we will be investigating perspectives on such topics as evolution, culture, social structure, agency, cognition, identity, power, and representation. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand the processes, meanings and motivations behind who we are and what we do as anthropologists.

What skills will I develop in this course?

We will read primary works, review theoretical developments, and examine some of the individual experiences of theorists to provide context for the social and historical circumstances in which the works were produced, interpreted, and used. Through your study in this course, you will learn to:

- Recognize and explain major theoretical developments and concepts used within all four fields of anthropological inquiry.
- Identify key figures, schools of theory, and seminal works that have contributed to modern anthropological research.
- Engage in dialogue about how anthropologists use theoretical frameworks when shaping their patterns of inquiry.
- Critically review and evaluate the process of theory building and the different paradigms resulting from this process.
- Generate and demonstrate informed opinions concerning the use (and abuse) of anthropological theory in the contemporary world.

While emphasis in this course is placed on evaluating the analytical or explanatory power of theory in understanding human behavior and the world around us, you will also be developing intellectual and practical skills needed in higher level university study and future employment opportunities.

After successfully completing this course, you should be able to:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to new settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbook will I need?

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The **5th edition of** *Readings for a History of Anthropological Theory* **is required** for successful completion of this course. The text is available for rent or purchase in paperback and eBook formats. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Any additional required readings (outside of this text) will be provided through WebCourses@UCF.

If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN provided below for the READINGS textbook** (light blue text on the front). These same authors have also published a **history textbook** (purple text on the front) that looks very similar!

Do NOT purchase earlier editions of the textbook – these contain different readings, and you will not have the materials you need for your assignments or exams.
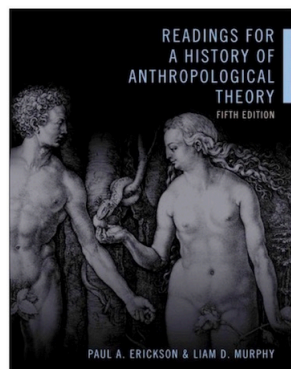
Readings for a History of Anthropological Theory
Authors: Paul A. Erickson and Liam D. Murphy
Edition: 5th
Year: 2017
Publisher: University of Toronto Press
ISBN: 9781442636873

Available in rental, paperback, and eTextbook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through **my.ucf.edu** and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your professor, graduate teaching assistant (GTA) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. **Knight's Online** has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course examines theoretical frameworks anthropologists use to study behavior, beliefs, and lifestyles of people, and, for many of you, the process of theoretical inquiry and interpretation may be unfamiliar. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 6 weeks of the Summer B 2020 term, you should expect to spend around **six hours of class time each week with online lectures and assigned media, taking and reviewing notes, and participating in class discussion and assignments.** You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit **online office hours on Wednesdays from 9:30-11:30am EST.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu**, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive a Course Accessibility Letter through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

What are the course requirements?

The Summer B 2020 semester begins on **JUN 22, 2020** and ends on **JUL 31, 2020**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 6 of 8 discussion assignments (two lowest scores dropped);
- submit 3 theory framework written assignments;
- submit 3 online written exams.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late quiz, activity assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know,** which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Humor and Theory** in the COURSE INTRO module by **11:59pm EST** on **JUN 26, 2020**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and your ability to access the MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required academic activity (1) and POV discussion assignments (6)	70	35%
Theory framework assignments (3)	90	20%
Exams (3)	300	45%
Total Possible	*460*	*100%*

You will be evaluated on your ability to define and critically apply terms, connect theorists with theories, explain and use concepts presented in course materials in exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. **This score cannot be dropped from your discussions grade.**

- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current applications. You are required to submit at least 6 of the 8 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 8 possible grades.**

- **Theory Framework assignments:** These short written papers are designed around learning to recognize theoretical concepts, and articulate and reflect on their application in everyday literature, which will help further develop your skills in understanding anthropological theory, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 3 Theory Framework assignments** located in the learning modules.
- **Exams:** For each exam, you will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules.

Many students take advantage of the dropped grades in discussions at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of discussion assignments you have submitted** using the 'Grades' button in the menu on the left.

The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	76 - 79%
A-	90 - 94%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

How do I view my grades?

You can access your grades for quizzes, assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, discussion assignment and exam grades will be available within three-to-five days after the final due date. When an assignment or exam score is posted, you will receive a notification that grades have been released (unmuted).

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within five days of the grade being released**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as correct**.

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:
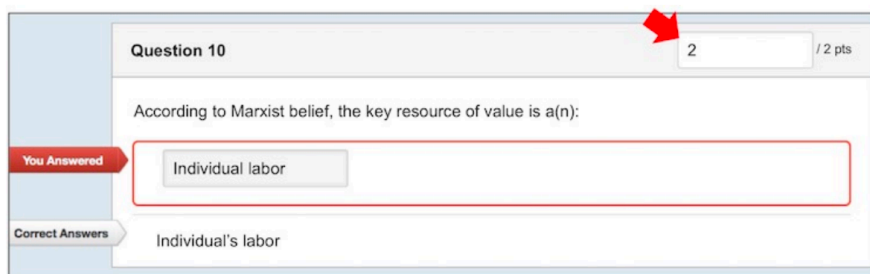
Correct answers for each quiz and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

What if I miss an assignment or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved by your professor**. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** ↗ with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for authorized absences?

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- 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.
- Students who are **active emergency first responders** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- 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. For more information, see the **UCF policy** ↗ .
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class . For more information, see the **UCF policy** ↗ .

What academic resources are available?

UCF provides many offices and services to support your academic success. There are several **Online Resources to Support Academic Success** available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the **University Writing Center** ↗ , such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the **Student Academic Resource Center** ↗ (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through **UCF apps** ↗ , for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the **Successful You Video Series** ↗ , so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact Student Accessibility Services.

This course will be conducted in a way that respects **all aspects of [diversity](#)** ↗ . The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the **[UCF Creed](#)** ↗ and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, **[Section 1 Academic Misconduct](#)** ↗ , students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or **['Z' grade](#)** ↗ for the entire course). All academic integrity issues will be subject to appropriate referral to the **[Office of Student Conduct](#)**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **[UCF Golden Rule](#)** ↗ for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

How can I use study groups and external materials responsibly?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!

These examples show how the use of study groups can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright** and **UCF Rules of Conduct** and **may face serious penalties** beyond participation in this course**.**

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname.If you have any concerns about this, please contact your professor or GTA for assistance.

Why should I use WebCourses Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and instructor, between student and GTA, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for **lab hours and locations** ↗ .
- Reliable broadband internet access
- A **compatible web browser** ↗
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through **Office 365** ↗) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact **WebCourses@UCF Support** ↗ for technical support assistance with the most current versions of these products.

Who do I contact if something isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor or GTAs so we can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through **WebCourses@UCF Support** ↗
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting and assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

What do I do if there is a campus emergency?

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 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** ↗ .
- 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 **locate** ↗ and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** ↗ through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this **UCF video** ↗ .

What is the course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through [Announcements](#)** in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Course Summary:

Date	Details	
Thu Jun 25, 2020	DISCUSSION 1: Proto-Anthropology	due by 11:59pm
	REQUIRED ACTIVITY: Humor and Theory	due by 11:59pm
Sat Jun 27, 2020	DISCUSSION 2: Cultural Evolutionism	due by 11:59pm
Sun Jun 28, 2020	DISCUSSION 1: Group Response	due by 11:59pm
	REQUIRED ACTIVITY: Group Response	due by 11:59pm
Tue Jun 30, 2020	DISCUSSION 2: Group Response	due by 11:59pm
	THEORY FRAMEWORK 1: Click Clack Moo Marxism	due by 11:59pm
Thu Jul 2, 2020	DISCUSSION 3: Assumptions and Ethnology	due by 11:59pm
Sun Jul 5, 2020	DISCUSSION 3: Group Response	due by 11:59pm
Mon Jul 6, 2020	EXAM 1	due by 11:59pm
Thu Jul 9, 2020	DISCUSSION 4: Cultural Diversity	due by 11:59pm
Sat Jul 11, 2020	DISCUSSION 5: Emics and Etics	due by 11:59pm
Sun Jul 12, 2020	DISCUSSION 4: Group Repsonse	due by 11:59pm
Tue Jul 14, 2020	DISCUSSION 5: Group Response	due by 11:59pm
Fri Jul 17, 2020	THEORY FRAMEWORK 2: French Structuralism and Ogres	due by 11:59pm
Mon Jul 20, 2020	EXAM 2	due by 11:59pm
Thu Jul 23, 2020	DISCUSSION 6: Gendered Anthropology	due by 11:59pm
Sat Jul 25, 2020	DISCUSSION 7: Symbols and Interpretation	due by 11:59pm
Sun Jul 26, 2020	DISCUSSION 6: Group Response	due by 11:59pm
	THEORY FRAMEWORK 3: Gender Roles, Princes and Princesses	due by 11:59pm
Mon Jul 27, 2020	DISCUSSION 8: Postmodernity and Postcolonialism	due by 11:59pm
Tue Jul 28, 2020	DISCUSSION 7: Group Response	due by 11:59pm
Thu Jul 30, 2020	DISCUSSION 8: Group Response	due by 11:59pm
Fri Jul 31, 2020	EXAM 3	due by 11:59pm

Syllabus
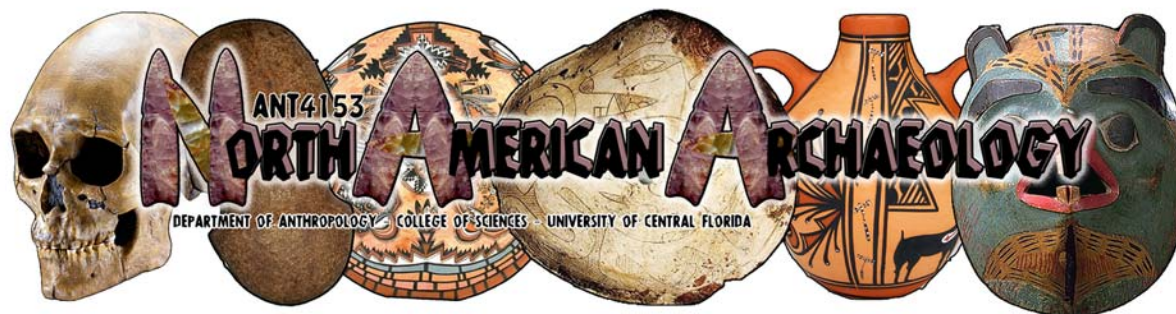
ANT 4153: North American Archaeology
Dr. Amanda Groff

Syllabus

Attention: The SUMMER web version of the North American Archaeology requires that you be on top of deadlines! This is a 16 week class jammed into a summer 6 week schedule, so be prepared to work hard and dedicate time! If you have a problem completing the class at a fast pace, you need to withdraw from this course.

Instructor Contact

Instructor	 Dr. Amanda T. Groff
Office	HPH 309
Office Hours **(Virtual and Phone)**	<u>Various methods for contacting me during office hours:</u> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm **For phone or virtual calls, please make an appointment first!!**
Phone	Office Phone: 407 823-3757
E-mail/Response Time	**amanda.groff@ucf.edu (when emailing, please include the class title in your subject!)** Did you know I have a family and friends who want to see me? Yes, shocking. I know. I will respond to emails from 9am to 5pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dog. I will respond within 12-36 hours, unless you are notified otherwise.

GTA	Kat Lane
GTA E-Mail and Office Hours	katherine.lane@ucf.edu

Course Information

Course Name	ANT 4153- North American Archaeology
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI (override)
Corequisites	None
Semester/Year	Summer B 2020
Location	100% Online (no in person meetings)

Course Description and Scope

This course is an introduction to the archaeological study of North America's past. As such, we will include only geographic areas north of Mexico. The course begins with a review of the nature of North American archaeology and a summary of what is known about the settlement of this continent. Then we will outline the culture history of the culture areas of North America. Although our main focus will be on what archaeologists have learned about our past, we will also explore various issues related to being a professional archaeologist and the relationship between archaeology and diverse groups within American society.

Course Catalog Description: The cultural development of Native North Americans from prehistoric times to the period of the first European contact.

Course Objectives

The specific objectives for this course are that students:

- develop an understanding of the general historical outline for North America's past and of the many and diverse peoples and cultures that have existed here,
- understand the dynamic field of North American archaeology, especially how archaeologists gather information and interpret the past, and
- evaluate the ways in which contemporary archaeological practice must take into account and communicate with other stakeholders in North America's past.

Required Text

(available at the bookstore & used copies may be available at Amazon.com):
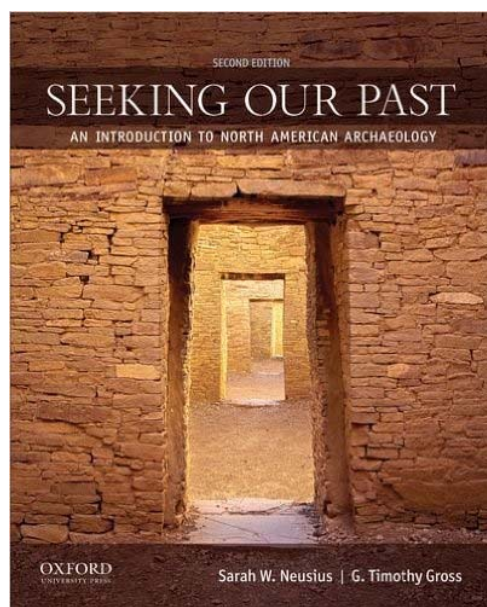
Title: *Seeking Our Past: An Introduction to North American Archaeology*, **2nd** Edition By Neusius and Gross
Publisher: Oxford
Year: 2013 ISBN: 978-0199873845

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) **Get Adobe Reader** **(https://get.adobe.com/reader/)** Privacy Policy: **Adobe Privacy Policy (https://www.adobe.com/privacy/policy.html)**
3. Headphones (if working in a public space so that video clips may be watched)

Course Requirements

This course begins on June 22nd, 2020 and ends on July 31st, 2020. Your grade in this course will be based out of **450 total points**. There will be quizzes at the end of each module and exams worth a total of 350 points, and assignments worth a total of 100 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below)**. **This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module		**10**		**June 26**

1	1 & 2	5	20	July 3
2	3 & 4	5	20	July 3
Exam 1		100		July 5
3	5 & 6	5	10	July 17
4	7 & 8	5	0	July 17
5	9	5	20	July 17
Exam 2		100		July 19
6	10	5	10	July 31
7	11 & 12	5	10	July 31
8	13	5	10	July 31
Exam 3 (Final)		100		August 2
TOTAL		350	100	

***The official end of the semester is July 31. However, I am leaving Exam 3 (Final) open until Sunday, August 2nd (since the other 2 exams closed on a Sunday and I don't want to mess with your work schedules). I encourage you to work ahead to finish by July 31, but know this is an option.

Grading Scheme

The +/- system will be used in this course. These percentages correspond to the following letter grades

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%

D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-)

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Important Dates and Information

Add class deadline Friday, June 26 ; Drop class deadline: Thursday, June 25
Withdrawal deadline for this course: Thursday, July 16
Final course closing date: Friday, July 31

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **June 26th**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

There are NO make-ups in this course. As each set of modules close approximately every two weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered. *** A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

**If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline.

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions** and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be

found.

***This applies to mass emails, you are obviously more than welcome to email individual friends in the class

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/services/)**. Click on "Academic Support and Learning Services" on the right-hand side to filter. This section includes, for example, access to: therapy assisted online (TAO) Self Help, Knights Online, SAS, Writing Center, Tutoring Center, etc.

Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services (https://www.ucf.edu/services/)**. Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines**

(https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct** **(http://osc.sdes.ucf.edu /process/roc)**. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult **The Center for Academic Integrity.** **(http://www.academicintegrity.org/icai/assets/FVProject.pdf)**

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices** **(http://wpacouncil.org/node/9)**".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule.** **(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct.

Penalties can include a failing grade in 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 **UCF Z Grade Policy** **(http://goldenrule.sdes.ucf.edu /zgrade)** .

GROUP ME: If a student creates a group me for this class, they are required to make the link public (posted in the Discussions board) to make it accessible to the entire class. Please be aware that students are more likely to tell on each other for cheating or answer sharing, so use this wisely. I will not hesitate to turn you over to the Office of Student Conduct.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** **(http://sas.sdes.ucf.edu/)** (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times

***Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide's physical location and consider reviewing the online version

at **UCF Emergency Guide** **(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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **Work Place Safety Guide** **(http://www.ehs.ucf.edu/workplacesafety.html)** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu** **(http://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter **(https://youtu.be/NIKYajEx4pk)**

(https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

According to the Academic Misconduct section of the UCF Golden Rule section C. states:

"Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

My expectations of you for taking North American Archaeology

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

What You Can Expect From Me

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

****The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.

Forensic Anthropology

ANT 4521 (0001) • 3 credit hours

Department of Anthropology • College of Sciences • University of Central Florida

ANT4521 (AW60) Forensic Anthropology
Summer 2020 • 3.0 Credit Hours • Fully Online for Summer A

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall, 309 (UCF Main Campus); 407-823-3769
Office Hours:	Tuesdays 1:30-3:30pm in Chat for online office hours and in Conferences by appointment
Contact:	Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

GTA:	Stephanie Fuehr
Office Hours:	TBA in Chat for online office hours
Contact:	Webcourses Inbox or Discussion Board

University Catalogue Description
The study of human skeletal remains in relation to a legal context. PR: One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description
This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

We will explore these various topics through lectures, assigned readings, class discussions and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced in class or on Webcourses.

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

Learning Outcomes
By the end of this course you will:
- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.

- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Texts
There are NO REQUIRED TEXTS for this course. I will provide you required readings electronically on Webcourses. Woo! However, if you are interested in this subject, I recommend the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.
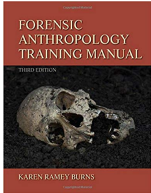
Forensic Anthropology Training Manual
Author: Karen Ramey Burns
Publisher: Routledge
Year: 2013
ISBN: 978- 0205022595 (paperback)

Recommended Resources
Professional Organizations
American Association of Forensic Science: https://www.aafs.org/
American Board of Forensic Anthropology: http://theabfa.org/
Defense POW/MIA Accounting Agency (DPAA): https://www.dpaa.mil/
Orange County Medical Examiner's Office:
https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx -.XR0IuHt7nUI
Indiana State Coroners Training Board: https://www.in.gov/ctb/
FLorida UnIdentified Decedents DataBase (FLUIDDB): http://fluiddb.com/

Forensic Anthropology Research Facilities
Applied Anatomical Research Center (AARC)-Sam Houston State University:
https://www.shsu.edu/centers/aarc/
Forensic Anthropology Center (FAC)-University of Tennessee: https://fac.utk.edu/
Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:
https://www.txstate.edu/anthropology/facts/labs/farf.html
Forensic Investigation Research Station (FIRS)-Colorado Mesa University:
https://www.coloradomesa.edu/forensic-investigation-research-station/index.html
Forensic Osteology Reseach Center (FOREST)-Western Carolina University:
https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx
Forensic Research Outdoor Station (FROST)-Northern Michigan University: https://www.nmu.edu/frost/home
The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:
https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors
University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): http://forensics.usf.edu/

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%
		B-	80-83%				

Important Things
This course is a requirement for some 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 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	10%	Complete 4 of 6 written exercises investigating various topics in forensic anthropology
Quizzes	10%	Complete 2 **in class** quizzes; you will not be able to make up these quizzes if you miss class
Exams	60%	Complete 3 **in class** exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions

Attendance: This course has been modified to be a **fully online course** due to changes instated by UCF in response to COVID-19. As such you are expected to **log in every weekday** to complete the assigned online activities.

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** 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 responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to invetigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions. There are no make ups for these quizzes so make sure you are in class on those days (also see section on make-up work)!

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented in class and online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final week of summer A.**

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 little Knights born!), 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.

Who Should Take This Online Course?
Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the UCF Knights Online resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

What is the Weekly Schedule?
The following table provides the weekly cycle of work that you are expected to complete for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (3) close by 11:59pm • Quizzes due by 11:59pm • Assignments (3) due by 11:59pm	• Start review of module pages	• Read required readings • Pop in during online office hours (1-3pm)	• Watch any video or media in modules • Review notes and readings	• Review posted lectures	• Quizzes and exams open at 8am	• Dance

UCF Mobile App!!
The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements
This course begins on **MONDAY MAY 11** and ends on **JUNE 21**. The **Final Exam (Exam 3)** is scheduled during Final's Week. Over the course of this semester, you will be expected to:
- Listen to all audio lectures and participate in any online discussions
- Review all electronic materials materials and assigned readings
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see can see when you log in and how long you look at your Webcourses class

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 and quizzes, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4521 or Forensic Anthropology** 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!** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Academic Responsibility and Integrity
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 check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Academic Integrity: Plagiarism and/or 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). It may also be subject to appropriate referral to the UCF Office of Student Conduct for further action. See UCF Golden Rule and the UCF Rules of Conduct for more information. 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 assignment 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.

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. 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 in class, on the Discussion boards, assignments or other areas of the 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.

Student Accessibility Services
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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>.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Schedule and Required Readings
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	**Introduction to Forensic Anthropology** Read: • A history of forensic anthropology. DH Ubelaker. • Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al. • Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al.	**Getting Started Quiz due May 15** **Investigate This 1! AAFS MAY 17** **Case Study 1 due MAY 17**
Module 2	**Osteology and Terminology** Read: • Collecting skeletal remains. Dupras et al. • Review chapters 2-11 in optional text • Use class notes	**Quiz 1 due MAY 17**
Module 3	**Non-Forensic Skeletal Remains** Read: • Determining the forensic significance of human remains. JJ Schultz. • A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al. • Review chapters 12, 16 in optional text	**Investigate This 2! MAY 24** **Case Study 2 due MAY 24**

Exam 1 (Available Online at 8am on FRIDAY MAY 22 and closes at 11:59pm EST on SUNDAY MAY 24)		
Module 4	**Organizations & Death Investigation Systems** Read: • The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti. • Evidentiary standards for forensic anthropology. Christensen and Crowder • Review relevant pages in chapter 14 in optional text	
Module 5	**Initial Examination & Forensic Anthropology Reports** Read: • The working forensic anthropology laboratory. Walsh-Haney et al. • Posted articles in Webcourses • Review relevant pages in chapters 3, 8, 13, 14 in optional text	**Investigate This 3! MAY 31 Case Study 3 due MAY 31**
Module 6	**Developing a Biological Profile** Read: • Posted articles in Webcourses • Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text	
Exam 2 (Available Online at 8am on FRIDAY JUN 5 and closes at 11:59pm EST on SUNDAY JUN 7)		
Module 7	**Trauma** Read: • Posted articles in Webcourses • Review relevant pages in chapter 13 in optional text	**Investigate This 4! JUN 7 Case Study 4 due JUN 7 Quiz 2 due JUN 14**
Module 8	**Personal Identification** Read: • Posted articles in Webcourses • Review relevant pages in chapter 13 in optional text	**Investigate This 5! JUN 14 Case Study 5 due JUN 14**
Module 9	**Forensic Taphonomy** Read: • Posted articles in Webcourses	**Investigate This 6! JUN 21 Case Study 6 due JUN 21**
Module 10	**Cremations & Memorialization** Read: • Posted articles in Webcourses	
Exam 3 (Available Online at 8am on FRIDAY JUN 19 and closes at 11:59pm EST on SUNDAY JUN 21)		

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

ANT 4932: Special Topics
Open Source GIS for Archaeology & CRM
Summer B 2020

Instructor Information

Name: Edward Gonzalez-Tennant
Office Location: Online due to COVID
Office Phone: 407-823-6503 (available during office hours)
Office Hours: Mondays 1pm-3pm

Catalog Description

A course exploring a special topic.

Required Course Materials/Resources

There are no required books for this course. All readings will be provided as PDF files in WebCourses. Students are required to install QGIS, which is available at http://www.qgis.org. An instructional video for installing the software will be available the first day of class.

Course Description

This course examines the use of open source GIS for archaeology and cultural resources management (CRM). Topics covered will include an introduction to QGIS, working with various geospatial data, georeferencing and digitizing maps, processing remotely sensed data, and completing a predictive model. This work is sometimes referred to as a desktop survey. Desktop surveys are often used in cultural heritage management. No previous GIS experience is required. This course is part of a partnership between the USFS and UCF. Enrolled students may have the opportunity to earn credit/time towards preferential applicant status if they seek federal jobs in the future. Students will be given a section of the Ocala National Forest corresponding to a quadrangle. They will complete a series of analyses associated with that area.

Course Objectives

Upon successful completion of this course, each student will:

- Understand the history and future directions of archaeological GIS'
- Understand the basics of geospatial data as applies to archaeology;
- Develop a knowledge of GIS operations for archaeology and CRM;
- Be able to select appropriate geospatial data for a range of CRM work;

Grading

Grades will be determined from eight lab assignments and a final (2-3 pages) paper explaining the results of the desktop survey associated with their section of the Ocala National Forest.

Six Lab Assignments   90 possible points (15 points each)
Final Results Paper   10 possible points

Breakdown of Grading

Six Lab Assignments: Students will complete specific GIS tasks each week, and submit the results via WebCourses. This will include a <1-page write up of the student's experience. Students will submit their results as a zip archive. If you do not know how to put files into a zip archive, a quick internet search will provide answers. See the Semester Schedule for specific lab assignments.
[Total Points: 90]

Final Results Paper: Students will complete a final paper of 2-3 pages. Papers will use Times new Roman 12pt font, double spacing between lines, 1 inch margins, and student name and NID in the header. The paper will summarize the results of your desktop survey. This paper will identify the quadrangle, or area of the forest. Quadrangles will be assigned to each student during the first week. Then, students will discuss the results of the various lab assignments, focusing on possible cultural features discovered throughout the course. Finally, the paper will discuss the predictive model.
[Total Points: 10]

Total Possible Points: 100

Course Grading Scall

Students will have access to the WebCourses Gradebook. I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100   A- = 90-93.9
B+ = 87-89.9 B = 84-86.9   B- = 80-83.9
C+ = 77-79.9 C = 70-76.9
D+ = 67-69.9 D = 60-66.9
F = 59.9 and below

Extra Credit Opportunities

I DO NOT offer extra credit opportunities in this class. Please, do not ask.

Attendance and Make-Up Policies

This is an online course. There are no classes to attend. If you need to turn in an assignment after the due date, contact the instructor ahead of time. Failure to do so may result in a reduction of points.

Contacting & Addressing the Instructor

Students should use the WebCourses inbox to contact the instructor. Students are encouraged to address the instructor as Dr. GT or Prof. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' or co-worker's name? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another. Not respecting other students or your faculty is demonstrated through the use of racial slurs, cursing *at* someone, dismissing their contribution in a way to suggest they are less than equal to you as a human being, or other recognizably disrespectful actions. Students will receive one warning, and one warning only. If a student persists in disrespectful behavior they will be give a 0 (F) for the course.

Semester Schedule

Each week will include a set of readings and a video tutorial with links to relevant data. New videos, associated readings, lab instructions will be posted the Thursday before a week begins, if not earlier.

Week 1 – Intro to GIS
      Labs: Installing Software; Basics of Geospatial Data
      Assignment: Academic Activity Exercise: Lab 1 – Expectations for Course

Week 2 – Working with Vector and Raster Data
      Labs: Working with Vector Data; Working with Raster Data
      Assignment: Lab 2 – Clip Vector and Raster Data to Project Area

Week 3 – Mapping Data
      Labs: Mapping Thematic Data; Creating Maps with Print Layout
      Assignment: Lab 3 – Area of Interest (AOI) Map

Week 4 – Georeferncing and Digitizing
      Labs: Georeferencing and Digitizing Maps and Aerials
      Assignment: Lab 4 – Georeferenced Rasters and Digitized Data

Week 5 – Remotely Sensed Data
      Labs: Working with LiDAR Data in QGIS; Working with LANDSAT Data in QGIS
      Assignment: Lab 5 – Processed LiDAR & LANDSAT Data

Week 6 – Predictive Models
      Labs: Creating a Simple Predictive Models in QGIS
      Assignment: Lab 6 – Probability Zones Shapefile; Final Paper

Important UCF Data for Summer B 2020

June 25, 2020 - Last Day to Drop and Request Full Refund
June 25, 2020 - Drop/Swap Deadline
June 26, 2020 - Add Deadline
July 16, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress,

please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I 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 do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in 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://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services

(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide's physical location and consider reviewing 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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.