Course Syllabus

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Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (AW60)
Credit hours:	3.0 hours
Semester/year:	Summer 2020
Location/time:	Online
Course GTA:	Rachel Whyte
GTA hours:	T, TH 10-11 and by appointment (all hours are virtual)
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
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Office Hours	MW 10-11 and by appointment (all hours are virtual)
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University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2019) also available **online in html version** **(https://florida.theorangegrove.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/)**

Perspectives: An Open Invitation to Cultural Anthropology **(http://perspectives.americananthro.org/)** (Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. 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 subjects, 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, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films.** You should also plan on setting aside at least **one to two hours each week for completing assignments** posted in each learning module. 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 course.

How do I get started in the course?

Navigate to the **"WEEK 0: GETTING STARTED"** module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the **DISCUSSION: Welcome Discussion** so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?

Summary

This course begins on **May 11, 2020** and ends on **June 19, 2020**. Over this period, you will be expected to:

- complete the **DISCUSSION: Welcome Discussion**
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 8 out of 10 online reading quizzes
- complete 2 online exams
- complete 4 assignments (discussions or brief reflections)

Academic Activity Assessment: "Welcome Discussion" (5% of final grade)

This is a **group discussion** available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Gen-Ed Pre-Test and Post-Test

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. The **Pre Test** is **due May 17 at 11:59pm**. The **Post Test** is due **June 19 at 11:59pm**.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings due on the day of the face-to-face class each Tuesday. The timing and content of quizzes are designed to help you keep up with course content and prepare you for exams.

Short Assignments (25% of final grade)

You will be assigned 4 **online assignments** . The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (50% of final grade)

Two exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **There is no "final exam". Exam 2 will assess your knowledge from the second half of the course and will be due online due by Friday June 19 at 11:59pm.**

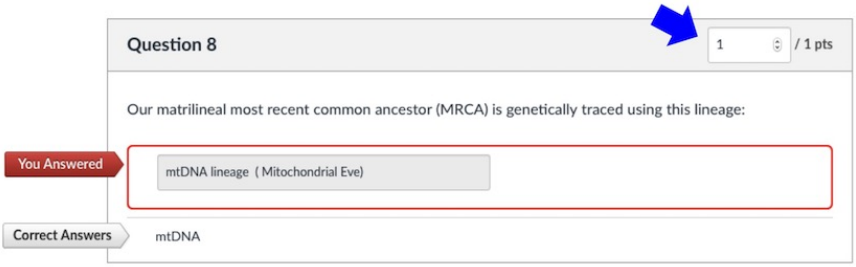
How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Academic Activity	20	5%
Reading Quizzes (8 of 10)	80	20%
Assignments (4)	100	25%
Exams (2)	200	50%
Total	400	100%

You can access your grades for 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. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). 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 one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer 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 being 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 **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	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 or family 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.

Final grades are final. I do not "round-up" or offer extra credit for final grades.

What if I miss an assignment, quiz, 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 quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me 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).

Is the course accessible for students with disabilities?

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 Services** (http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 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.

If you receive learning accommodations 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 SAS-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.

How is respect for diversity maintained?

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. 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.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at **http://osc.sdes.ucf.edu/process/roc** (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 (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 (http://wpacouncil.org/node/9)**.

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure 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 the professor 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 for weekdays and 48 hours on weekends**. 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 professor (or 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. For example, we will not respond to:

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

http://get.adobe.com/flashplayer/ (http://get.adobe.com/flashplayer/)

http://www.microsoft.com/en-eg/download/details.aspx?id=13 (http://www.microsoft.com/en-eg/download/details.aspx?id=13)

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified.**

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

What should I know about copyright and third-party software?

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.

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could 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 a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site**. **Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency 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.
- 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** (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** (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** (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 **You CAN Survive an Active Shooter** (https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

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. **All assessments are due at 11:59pm Friday of each week.**
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Module	Topic	Content Page	Readings	Assignment
0	Getting Started	Introduction to the Course		DISCUSSION: Welcome Discussion
1	Anthropology and Culture	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)	
		What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)	QUIZ 1
		Is Cultural Relativity Possible?	Miner, 1956.pdf; Kratz, 2002.pdf	ASSIGNMENT 1: Cultural Relativity
2	Biological Anthropology	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)	QUIZ 2
		Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58)	
		Who are our Hominid Ancestors?	Callaghan and Williams (chapter 4, pp. 100-142)	QUIZ 3A (Hominid Matching Timeline) QUIZ 3B (Early Hominid Location Labeling)
		What's it like to Find Fossil Hominids?	*Film: Dawn of Humanity* (https://www.youtube.com/watch?v=RzLJAa5X4Fo) (https://www.youtube.com/watch?v=RzLJAa5X4Fo)	ASSIGNMENT 2: Documenting a Popular Paleo-find
3	Archaeology	How do we do Archaeology?	Callaghan and Williams (chapter 5)	QUIZ 4
		Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 165-181)	
		What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 182-204)	QUIZ 5
		How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992	
	EXAM 1	**EXAM 1**	Exam 1 Study Guide Exam 1 Review Discussion	EXAM 1
4	Linguistics	The Sapir-Whorf Hypothesis	Thomson (1975)	QUIZ 6 ASSIGNMENT 3: Worlds Shaped by Words

		What is Language?	*Perspectives* (chapter 4)	QUIZ 7
		Why do we Miscommunicate if we speak the same Language?	Tannen (1990, 1994)	
5	Cultural Anthropology	How do Cultural Anthropologists Study Living Groups?	*Perspectives* (chapters 3); Sterk (2000)	QUIZ 8
		How and When do we Learn our Culture?	Henry (1963); Kindergarten Education (https://nomadrs.com/professor-of-education-reveals-a-disturbing-trend-in-kindergartens-around-the-us//)	
		How do Boys become Men and Girls become Women?	*Perspectives* (chapter 10)	QUIZ 9 ASSIGNMENT 4: "Playing" with Gender
		The Sambia of Papua New Guinea	Herdt (1983)	
		Sambia Rites of Passage	*Film: Guardians of the Flutes* (https://video.alexanderstreet.com/watch/guardians-of-the-flutes)	
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	*Perspectives* (chapter 8)	QUIZ 10
		How do we Create Meaning through Religion?	*Perspectives* (chapter 11)	
	EXAM 2	**EXAM 2**	Exam 2 Study Guide Exam 2 Review Discussion	EXAM 2

Course Summary:

Date	Details	
Fri May 15, 2020	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1354724/assignments/6597107)	due by 11:59pm
	QUIZ 1 (https://webcourses.ucf.edu/courses/1354724/assignments/6597099)	due by 11:59pm
	DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354724/assignments/6613360)	due by 11:59pm
Fri May 22, 2020	ASSIGNMENT 2: Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1354724/assignments/6597112)	due by 11:59pm
	QUIZ 2 (https://webcourses.ucf.edu/courses/1354724/assignments/6597095)	due by 11:59pm
	QUIZ 3A (Hominin Matching Timeline) (https://webcourses.ucf.edu/courses/1354724/assignments/6597114)	due by 11:59pm
	QUIZ 3B (Early Hominin Location Labeling) (https://webcourses.ucf.edu/courses/1354724/assignments/6597113)	due by 11:59pm
Fri May 29, 2020	QUIZ 4 (https://webcourses.ucf.edu/courses/1354724/assignments/6597106)	due by 11:59pm
	QUIZ 5 (https://webcourses.ucf.edu/courses/1354724/assignments/6597096)	due by 11:59pm
Mon Jun 1, 2020	EXAM 1 (https://webcourses.ucf.edu/courses/1354724/assignments/6628309)	due by 11:59pm

Date	Details	
Fri Jun 5, 2020	ASSIGNMENT 3: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1354724/assignments/6628563)	due by 11:59pm
	QUIZ 6 (https://webcourses.ucf.edu/courses/1354724/assignments/6597100)	due by 11:59pm
	QUIZ 7 (https://webcourses.ucf.edu/courses/1354724/assignments/6602971)	due by 11:59pm
Fri Jun 12, 2020	ASSIGNMENT 4: "Playing" with Gender (https://webcourses.ucf.edu/courses/1354724/assignments/6597110)	due by 11:59pm
	Kinship Chart (https://webcourses.ucf.edu/courses/1354724/assignments/6597115)	due by 11:59pm
	QUIZ 8 (https://webcourses.ucf.edu/courses/1354724/assignments/6597102)	due by 11:59pm
	QUIZ 9 (https://webcourses.ucf.edu/courses/1354724/assignments/6597101)	due by 11:59pm
Fri Jun 19, 2020	EXAM 2 (https://webcourses.ucf.edu/courses/1354724/assignments/6629204)	due by 11:59pm
	EXTRA CREDIT 1: Materializing Myth (https://webcourses.ucf.edu/courses/1354724/assignments/6597116)	due by 11:59pm
	EXTRA CREDIT 2: Socialization through Stories (https://webcourses.ucf.edu/courses/1354724/assignments/6628515)	due by 11:59pm
	QUIZ 10 (https://webcourses.ucf.edu/courses/1354724/assignments/6597105)	due by 11:59pm