# ANG5094: Writing in Anthropology

*Department of Anthropology*

*College of Sciences, University of Central Florida*

***COURSE SYLLABUS***

| | | | |
|---|---|---|---|
| Instructor: | *Scott Branting* | *Term:* | *Fall 2021* |
| Office: | *Online* | *Credit Hours* | *3* |
| Phone: | *(407) 823-4962* | *Class Meeting Days:* | *W* |
| E-Mail: | *scott.branting@ucf.edu* | *Class Meeting Hours:* | *6:00pm – 8:50pm* |
| Website: | *UCF Webcourses* | *Class Location:* | *HPH 409M* |
| Office Hours Online Only: | *Dr. Branting W 3:30-5:00 or by appointment* | *TA:* *TA email:* | |

**University Course Catalog Description**

Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting.

**Course Overview**

Anthropology requires a distinctive style of writing. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The sub disciplines of cultural, biological anthropology, and archaeology each cultivate some distinct characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular sub disciplines can maximize the usefulness of the workshop for their own benefit.

**Course Objectives**

In this course, students will gain skills in:

- Become familiar with expectations in scholarly writing in anthropology
- Improve scholarly writing
- Learn to provide constructive editorial feedback on scholarly writing

I ask that you put energy into your own work, but also be an excellent editor for your classmates. This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

**Course Prerequisites**

None

**Required Text and Articles**

There is one required book:

- Belcher, W. (2019): Writing Your Journal Article in Twelve Weeks (2nd Edition). Chicago: University of Chicago Press.

Any other readings for this course will be available through the course website on Webcourses@UCF.

**Basis for Final Grade**

Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 15%), editing and critique of your colleague's intermediary products (2 x 10%), editing and critiquing a colleague's final product during week 14 (14%), your final CV (10%), and a syllabus quiz (1%). Failure to hand it in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the workshopping or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

| ***Assignments*** | ***Due Date*** | ***Percent of Grade*** | ***Max. Points*** |
|---|---|---|---|
| Syllabus Quiz | By Friday, Week 1 at 3pm | 1% and federal verification requirement | 1 |
| Student – Draft CV | By Friday on Week 5 at 1pm | 0% | 0 |
| Student – CV | Week 7 at start of the class period | 10% | 10 |
| Workshopping – product 1 | By Friday on Week 8 at 1pm | 15% | 15 |
| Workshopping – product 2 | By Friday on Week 11 at 1pm | 15% | 15 |
| Workshopping – editing | In two classes on Weeks 9 and 12. | 20% (2 x 10%) | 20 |
| Final Product | December 1st, 2021 at start of the class period (6:00pm) | 25% | 25 |
| Peer-Review Session | Finals Week | 14% | 14 |

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

| *Letter Grade* | *Points* |
|---|---|
| A | 93 – 100 points |
| A- | 90 – 92 points |
| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 73 – 76 points |
| C- | 70 – 72 points |
| D+ | 67 – 69 points |
| D | 63 – 66 points |
| D- | 60 – 62 points |
| F | 59 and below |

## Course Policies

**Academic Integrity and Student Conduct**

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

**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 <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

**Course Accessibility**
Both I and the University of Central Florida are 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.

**COVID-19**
I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

**Statement Regarding Masks in Classrooms**
UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

**Notifications in Case of Changes to Course Modality**
If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

**COVID-19 and Illness Notification**
Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

**Course Accessibility and Disability**
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.

**In-Class Recording**
Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**University Writing Center**:
The University Writing Center (https://guides.ucf.edu/writingcenter) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

**Electronic Device Policy**
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or

message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

**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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- 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>).

**Accommodations for 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.

**Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**
Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf), will be provided with an alternative time for their presentations.

**Updates and Notifications**
The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

**Obtaining Notes for Missed Lectures**
If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

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

**Course Schedule**

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Material other than Belcher will be provided on UCF Webcourses.

| Week | Day | Date | Topic<br>Assignments Due | Reading Assignments |
|---|---|---|---|---|
| 1 | W | Aug. 25 | Introduction to Class<br><br>Classroom – Introduction, Paper Discussions<br><br>**ASSIGNMENT: Syllabus Quiz due Fri. Aug. 27th, 3pm** | **Straub (1999) "Responding – Really Responding – to Other Students' Writing"**<br><br>**Belcher (2019) 202-208 and 390-400** |
| 2 | W | Sept. 1 | Grants<br><br>Progress Roundtable<br><br>Branting Grants – Workshopped 1 | **Branting Grants** |
| 3 | W | Sept. 8 | Argument Development<br><br>Progress Roundtable<br><br>Branting Grants – Workshopped 2 | **Branting Grants**<br><br>**Belcher (2019) Chapter 2-3** |
| 4 | W | Sept. 15 | Literature Review / Background / Works Cited<br><br>Progress Roundtable<br><br>Branting Grants – Workshopped 3 | **Branting Grants**<br><br>**Belcher (2019) Chapter 5** |
| 5 | W | Sept. 22 | CVs<br><br>Progress Roundtable<br><br>Branting CV – Workshopped<br><br>**ASSIGNMENT: Draft CV**<br>**Due Friday Sept 24 by 1pm** | **Branting CVs** |

| | | | | |
|---|---|---|---|---|
| 6 | W | Sept. 29 | Significance and Structure<br><br>Progress Roundtable<br><br>Workshop – Students Curriculum Vitae | **Belcher (2019) Chapter 6 and 9** |
| 7 | W | Oct. 6 | Analyzing and Presenting Evidence<br><br>Progress Roundtable<br><br>**ASSIGNMENT: Final CV**<br>**Due Wednesday Oct 6 by 6pm** | **Belcher (2019) Chapter 7-8** |
| 8 | W | Oct. 13 | Opening and Concluding<br><br>Progress Roundtable<br><br>Writing Session and Open Review<br><br>**ASSIGNMENT: Product 1**<br>**Due Friday Oct 15 by 1pm** | **Belcher (2019) Chapter 10** |
| 9 | W | Oct. 20 | Revising and Editing<br><br>Workshop – Product 1 | **Belcher (2019) Chapter 11 and X** |
| 10 | W | Oct. 27 | Writing Session and Open Review | |
| 11 | W | Nov. 3 | Writing Session and Open Review<br><br>**ASSIGNMENT: Product 2**<br>**Due Friday Nov 5 by 1pm** | |
| 12 | W | Nov. 10 | Workshop – Product 2 | |
| 13 | W | Nov. 17 | Writing Session and open review | |
| 14 | W | Nov. 24 | **THANKSGIVING HOLIDAY**<br><br>No Class | |

| | | | | |
|---|---|---|---|---|
| 15 | W | Dec. 1 | **FINAL ASSIGNMENT DUE AT START OF CLASS Wednesday Dec. 1**<br><br>Writing session and open review | |
| Finals | W | Dec. 8 | ***Note Different Time: 7:00pm – 9:50pm**<br><br>Peer-Review Session | |

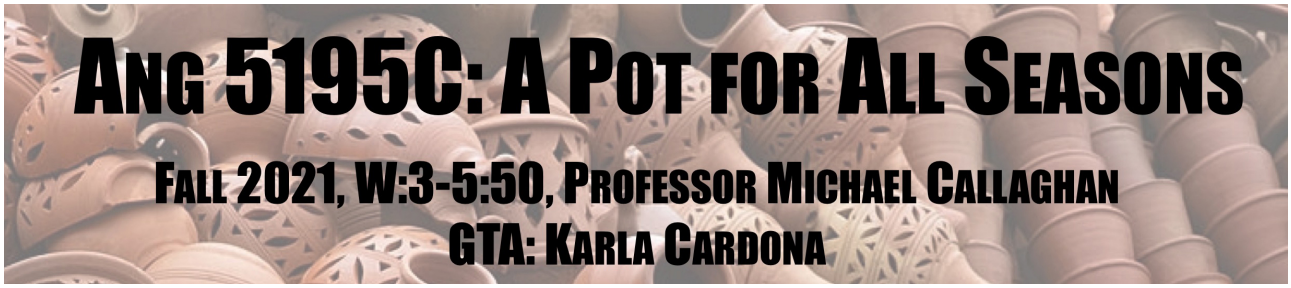
## Bibliography

Straub, Richard
1999 "Responding – Really Responding – to Other Students' Writing" In *The Subject is Writing* (2nd Edition). Wendy Bishop, ed. Pp. 136-146. Portsmouth: Boynton/Cook Publishers.

Belcher, W.L.
2019 *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd Edition). Chicago: University of Chicago Press.

# Course Syllabus

Jump to Today  Edit




## Course Information

| | |
|---|---|
| **Course name:** | A Pot for All Seasons: Archaeological Ceramic Analysis |
| **Course ID:** | ANT 5195C-0001 |
| **Credit hours:** | 3.0 hours |
| **Semester/year:** | Fall 2021 |
| **Location & time:** | Wednesday 3-5:50pm, MSB 149 |

## Instructor Contact

| | |
|---|---|
| **Instructor:** | Dr. Michael Callaghan |
| **Main office:** | Phillips Hall 409L |
| **Office hours:** | W, TH 12:30-2 Zoom, and by appt. |
| **Phone:** | 407-823-4964 |
| **E-mail:** | michael.callaghan@ucf.edu |

## University Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites. **Prerequisites:** Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

## Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a "C" course and contact hours will consist of 50 percent classroom instruction and 50 percent laboratory instruction.

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

## *What textbooks will I need?*

There is one text required for the course:  Rice, Prudence M. 2015. *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Weekly readings will also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

## *What are the course requirements?*

This course begins on **August 23, 2021** and ends on **December 11, 2021**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Complete 10 ***brief*** syntheses of weekly readings
- Complete 10 ceramic lab projects
- Generate 1 ceramic attribute coding spreadsheet
- Create 1 ceramic typology
- Write a short research paper (including a prospectus, annotated bibliography, outline, and final draft)
- Present your research paper on the final day of class

All graded work ***will be submitted online***.  Please note the due dates carefully. It is ***your responsibility***

***to be aware of all due dates*** for this course. ***Late assignments will be marked down 10% each day they are late.***

## *How will I be evaluated and graded?*

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is ***your responsibility to check on your grades throughout the course***. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score ***after the grade column has been released***, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed ***within two weeks of the grade being released***.

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

| **Assignment** | **Points** | **Percentage** |
|---|---|---|
| Attendance and Participation | 25 | 3.5 |
| Syntheses (10) | 100 | 14 |
| Ceramic Labs (10) | 100 | 14 |
| Attribute Coding Spreadsheet | 100 | 14 |
| Ceramic Typology | 100 | 14 |
| Prospectus | 25 | 3.5 |
| Annotated Bibliography | 25 | 3.5 |
| Outline | 25 | 3.5 |
| Final Paper | 100 | 14 |
| Presentation | 100 | 14 |
| **TOTAL** | **700** | **100** |

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

| **Letter Grade** | **Percentage** | **Letter Grade** | **Percentage** |
|---|---|---|---|
| A | 95 - 100% | C+ | 77 - 79% |
| A- | 90 - 94% | C | 74 - 76% |
| B+ | 87 - 89% | C- | 70 - 73% |
| B | 84 - 86% | D | 60 - 69% |

| | | | |
|---|---|---|---|
| B- | 80 - 83% | F | 59% or less |

Incomplete grades are only given in situations where ***unexpected and documented medical emergencies prevent a student enrolled in the course in good standing*** from completing the remaining work. Your instructor 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.

## *What if I miss a class discussion or assignment?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) ***prior to any scheduled class presentations***. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation ***prior to class***. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a ***valid documented excuse*** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, ***only work submitted on time will be graded***. It is your responsibility to check the course schedule for assignment due dates.

## *How is academic integrity maintained?*

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the **Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students)** for further action (e.g., possible expulsion). See the **UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu/)** for further information. All written work in this course is ***automatically submitted and reviewed*** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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*****,** to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## *Should I use UCF email or the Canvas Inbox?*

In this course, our ***official mode of communication is through the secure Canvas Inbox system***. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. ***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.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials ***must utilize the Canvas or UCF Knight's Mail system*****.**

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

## *How do I receive disability accommodations?*

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. Students who need accommodations must be registered with **Student Disability Services (http://www.sds.ucf.edu/)**, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## *What are the course technology and software requirements?*

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

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

**https://tpc.ucf.edu/product/microsoft-office-2016/ (http://www.microsoft.com/en-eg/download/details.aspx?id=13)**

**https://tpc.ucf.edu/product/microsoft-office-2016/ (https://tpc.ucf.edu/product/microsoft-office-2016/)**

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a

schedule of hours, 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)**

Canvas has an online tracking system where instructors can review a student's progress 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. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by **OnlineSupport@UCF. (http://learn.ucf.edu/support/)**

## *What about copyright and third-party software?*

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you ***will not*** need to make 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 instructor or **OnlineSupport@UCF. (http://learn.ucf.edu/support/)**

## *Statements Regarding COVID-19*

### General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we

expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

## Notifications in Case of Changes to Modality

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

## COVID 19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

## Course Accessibility and Disability

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.

# *Statement on Florida HB 233*

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach

students about a particular subject. ***Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations, and***

***participation, test or examination administrations, field trips, and private conversations, and invited guest speakers is prohibited.*** Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. ***Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.*** Lectures used for other purposes, or recordings that are published without the permission of the instructor, ***may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed $200,000"*** **(FL Senate 2021:6-7 lines 150-151). (https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)**

## *Where can I find the course reading and assignment schedule?*

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and ***due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.***

| Week | Date | Topic | Rice Chapters | Additional Readings |
|---|---|---|---|---|
| 1 | Aug 25 | Introduction and Orientation | | |
| 2 | Sep 1 | Manufacture with Natural Clay | 1-2 (3-7 skim, not req.) | **Cordell et al., 2017** **(https://webcourses.ucf.edu/courses/1386803/files/88139768/dowr download_frd=1)** |
| 3 | Sep 8 | Manufacture with Processed clay | 8-11 | |
| 4 | Sep 15 | Classification and Seriation | 12-13 | |
| 5 | Sep 22 | Classification and Seriation | 24 | **Gifford 1960** **(https://webcourses.ucf.edu/courses/1386803/files/88139769/dowr download_frd=1)** ; **Willey et al., 1967** **(https://webcourses.ucf.edu/courses/1386803/files/88139770/dowr download_frd=1)** |
| 6 | Sep 29 | Attribute Analysis: Paste (Stereoscopic) | 14-16 | |

| | | | | |
|---|---|---|---|---|
| | | (Stereoscopic) | | |
| 7 | Oct 6 | Attribute Analysis: Paste (Stereoscopic) | 17-18 (19 skim, not req.) | |
| 8 | Oct 13 | Attribute Analysis: Paste (Petrography and NAA) | | TBA |
| 9 | Oct 20 | Attribute Analysis: Paste (Petrography and pXRF) | | TBA |
| 10 | Oct 27 | Attribute Analysis: Form | 25 | Sabloff 1975 |
| 11 | Nov 3 | Attribute Analysis: Form | | TBA |
| 12 | Nov 10 | Interpreting Archaeological Pottery | 20-22 | |
| 13 | Nov 17 | **NO CLASS - AAA's - RESEARCH DAY** | | |
| 14 | Nov 24 | **NO CLASS - THANKSGIVING** | | |
| 15 | Dec 1 | Graduate Presentations and Discussion | | |

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Tue Aug 31, 2021 | **Lab 1: Clay Prospecting (https://webcourses.ucf.edu/courses/1386803/assignments/7287579)** | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| | Synthesis 1 (https://webcourses.ucf.edu/courses/1386803/assignments/7234242) | due by 11:59pm |
| Tue Sep 7, 2021 | Synthesis 2 (https://webcourses.ucf.edu/courses/1386803/assignments/7234244) | due by 11:59pm |
| Tue Sep 14, 2021 | Synthesis 3 (https://webcourses.ucf.edu/courses/1386803/assignments/7234245) | due by 11:59pm |
| Tue Sep 21, 2021 | Synthesis 4 (https://webcourses.ucf.edu/courses/1386803/assignments/7234246) | due by 11:59pm |
| Tue Sep 28, 2021 | Synthesis 5 (https://webcourses.ucf.edu/courses/1386803/assignments/7234247) | due by 11:59pm |
| Tue Oct 5, 2021 | Synthesis 6 (https://webcourses.ucf.edu/courses/1386803/assignments/7234248) | due by 11:59pm |
| Tue Oct 12, 2021 | Synthesis 7 (https://webcourses.ucf.edu/courses/1386803/assignments/7234249) | due by 11:59pm |
| Tue Oct 19, 2021 | Synthesis 8 (https://webcourses.ucf.edu/courses/1386803/assignments/7234250) | due by 11:59pm |
| Tue Oct 26, 2021 | Synthesis 9 (https://webcourses.ucf.edu/courses/1386803/assignments/7234251) | due by 11:59pm |
| Tue Nov 2, 2021 | Synthesis 10 (https://webcourses.ucf.edu/courses/1386803/assignments/7234243) | due by 11:59pm |
| Tue Nov 9, 2021 | Prospectus (https://webcourses.ucf.edu/courses/1386803/assignments/7234241) | due by 11:59pm |
| Tue Nov 16, 2021 | Annotated Bibliography (https://webcourses.ucf.edu/courses/1386803/assignments/7234238) | due by 11:59pm |
| Tue Nov 23, 2021 | Outline (https://webcourses.ucf.edu/courses/1386803/assignments/7234240) | due by 11:59pm |
| Tue Nov 30, 2021 | Final Paper (https://webcourses.ucf.edu/courses/1386803/assignments/7234239) | due by 11:59pm |

| Date | Details | Due |
| --- | --- | --- |
| | **Presentation** (https://webcourses.ucf.edu/courses/1386803/assignments/7234482) | due by 11:59pm |
| | **Roll Call Attendance** (https://webcourses.ucf.edu/courses/1386803/assignments/7290075) | |

**ANG5486: Quantitative Research in Anthropology**
**Fall 2021 (3 credits)**
**Tuesdays, 6:00-8:50pm**
**Location: PSY 0110**
**Mode: P**

**Instructor Information:**
Donovan M. Adams, Ph.D. (he/they)
Office: HPH309
Office Phone Number: 407-823-0951
Office Hours: Tuesdays and Thursdays, 12:15-1:45pm through Zoom, or by appointment
E-mail: donovan.adams@ucf.edu

**Prerequisites:** None

**Required Text:**
- *Quantitative Methods in Archaeology Using R*. David L. Carlson. ISBN: 978-1-107-65557-7. (Available for complete download through the library.)
- *The Book of R: A First Course in Programming and Statistics*. Tilman M. Davies.
- Additional readings will be provided through Webcourses@UCF.

**Required Technology:**
- R (https://cran-r-project.org).
- R Studio (https://rstudio.com/products/rstudio/download/).
- Access to Webcourses@UCF

**Course Requirements:**
- 10 lab assignments
- 9 article discussions
- 1 research project

**Course Description:**
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small sample sizes.

**Course Objectives:**
Students will:
1) Learn how to use the R statistical software for calculating univariate statistics and begin building skills at writing functions for statistical application.
2) Learn basic statistical principles.
3) Learn univariate statistical techniques for sample summaries, analysis, and data treatment.
4) Critically examine methodology, interpretations, and presentation of anthropological research.
5) Carry out and present quantitative projects.

**Grading:** Grades will be posted to Webcourses@UCF based on the following:

1. Homework Assignments: There are 10 assignments throughout the semester, each worth 25 points. These will allow you to practice the material learned in lecture. These will be online and require use of R to answer the questions. You will provide both the answers obtained and the code used to obtain it. These assignments must be completed using R Markdown. Each assignment is due by the beginning of class (1:00 pm) and must be submitted on Webcourses@UCF.
    i. End-of-Semester Project: This will consist of three primary components: data analysis (100 points), a research presentation (100 points), and a write-up (100 points). You may use either 1) your own data, 2) a dataset provided to you by a faculty member (great opportunity to get involved on research projects; however, the faculty member MUST know and have provided written permission for data to be used as a part of this class), or 3) an open-source dataset. Using the techniques learned in class, you must carry out a research project, consisting of preparing data for analysis, conducting statistical treatments, and carrying out interpretations. The 15-minute presentation (November 30th) will be conducted as if you are at a conference. Additionally, you must submit a write-up formatted as if submitting a journal article (i.e., an abstract, introduction, materials and methods, results, discussion and conclusions, and references) and your R output (December 7th). More detailed instructions for this assignment will be given in class and provided on Webcourses@UCF, along with grading rubrics for each component of the assignment.
    ii. You must have a selected dataset by September 11th (10 points) and a chosen research question and hypotheses by October 2nd (10 points).
    iii. The week of October 19th there will be a required check-in where, at minimum, you must present your data, questions, hypotheses, plan for analysis, and descriptive statistics.
    iv. You must submit an abstract (no longer than 250 words) of your project by November 9th. My comments will be returned to you no later than November 16th. Your revisions will be due November 23rd. These abstracts should be an accurate summary of your research and will be collected into "conference proceedings" that will be distributed to the class before presentations on the 30th.
2. Reading Assignments: There will be nine (9) required reading assignments, with a set of questions that should be answered each week for each article (see schedule for additional notes). These questions must be answered and submitted before class the following week. How you address these questions is up to you: 1) short notes, like a bulleted list, written into Webcourses@UCF or uploaded; 2) notated/highlighted pdfs specifying how your notes address each question; 3) flow charts and diagrams; or 4) another method that works well in answering the questions. These will assist in improving critical reading of quantitative research and help to facilitate class discussions.

| Assignment | Percentage of Grade (Points) |
|---|---|
| 10 Assignments | 25.00% (20 points each) |
| 9 Article Discussions | 22.50% (20 points each) |
| Data Selection | 1.25% (10) |
| Research Question Selection | 1.25% (10) |
| Check-in | 6.25% (50) |
| Abstract | 6.25% (50) |
| Research Presentation | 12.50% (100) |
| Research Paper | 12.50% (100) |
| R Output | 12.50% (100) |
| **Total** | **100.00% (800)** |

| | | |
|---|---|---|
| A: 92.51-100 | B-: 80-82.49 | D+: 67.5-69 |
| A-: 90-92.5 | C+: 77.5-79 | D: 62.5-67.49 |
| B+: 87.5-89 | C: 72.5-77.49 | D-: 60-62.49 |
| B: 82.5-87.49 | C-: 70-72.49 | F: 59 and below |

**Classroom Policies:**

- Classroom periods are designed to allow for instruction on statistical concepts, critical discussion regarding the readings, and connection of these topics to broader anthropological questions. Therefore, questions, abstract thinking, and critical analysis is encouraged. Critical evaluation of the implications of these statistics, the appropriateness and ethical considerations are also important for robust methodologies.
- We will discuss a range of topics that may involve critical and important sociopolitical issues. *Scientific* discussion is acceptable; however, this class is an academic *safe space*. This means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals (or to oneself) and will result in ejection from the class*. The value, equality, and respectful treatment of human life and variation are embraced in and fundamental to anthropology.
- All communication will be done either through Webcourses@UCF or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.

**Financial Aid Requirement:**
Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the "Introduce Yourself" assignment on Webcourses@UCF by the end of the day on Friday, August 27th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

## POLICIES

**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.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 Rule 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.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: https://digitallearning.ucf.edu/newsroom/keeplearning/. If this change occurs, the course will include synchronous ("real time") sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students are expected to review these available sessions. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA). This also applies to any in course materials and lectures.

**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)
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.

**Statement Regarding Masks and Vaccinations**
UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

**Zoom:**
Please take time to familiarize yourself with Zoom by visiting the UCF Zoom Guides (https://cdl.ucf.edu/support/webcourses/zoom/). You may choose to use Zoom on your computer, laptop, or mobile device (phone or tablet). Using this program will require a microphone and a webcam and adequate Internet bandwidth.

Things to know about Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded so that they may be posted on to WebCampus following the class period.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support (https://cdl.ucf.edu/support/webcourses/) if you have any technical issues accessing Zoom.
- Please be on mute when not talking and use headphones to minimize the interference of background noise.

**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.
8. Soliciting assistance with academic coursework and/or degree requirements.

**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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

**Course Accessibility:**
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.

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

**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.

**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 <https://policies.ucf.edu/documents/4-401.pdf>

You will have one week to make-up a missed assignment for at least a 10% penalty (barring an excused absence). Beyond one week, no make-ups will be allowed. No make-ups allowed beyond December 7th at 9:50pm

**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>.

**In-class Recording**
Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not

limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. It will be made explicit when lectures have begun and ended. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

**Diversity and Inclusion:**
The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

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.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

**Course Schedule (Dates, assignments, and readings may change as needed. Any changes will be announced in class and through e-mail).**

| Week | Day | Topic | Reading | | | Assignment |
|---|---|---|---|---|---|---|
| | | | C* | D** | Articles | |
| 1 | Aug 24 | Introduction to course and R | | Introduction, A, B | | |
| 2 | Aug 31 | R code; Working in R | 2, 3.1 | 1, 2, 4 | | |
| 3 | Sep 7 | More R code and data management | 4, 5.1 | 3, 5, 8, 11 | | Dataset Due |
| 4 | Sep 14 | Introduction to statistics and research design | Intro | 13.1, 15, 16 | *Agbe-Davies (2009)*<br>*Smith (2019)* | Assignment #1 |
| 5 | Sep 21 | Ethical considerations | | | *ASA (2018)*<br>*Turner and Mulligan (2019)*<br>*Juutilainen et al. (2020)*<br>*Stull et al. (2021)* | Assignment #2 |
| 6 | Sep 28 | Descriptive statistics | 3.3-3.4 | 13.2, 17 | Smith and Boaks (2014)<br>Franklin (2020) | Project Topic Due |
| 7 | Oct 5 | Normality; Transformations | 3.2, 6 | 19.1.1, 22.3 | Sousa et al. (2020) | Assignment #3 |
| 8 | Oct 12 | Tests for statistical significance; Hypothesis testing | 8.2-8.4 | 18 | Thompson (2013)<br>Nelson (2015)<br>Wagner et al. (2017)<br>*Smith (2018)* | Assignment #4 |
| 9 | Oct 19 | Correlations; Error testing | 9.1-9.2 | 22.4 | Stojanowski et al. (2007)<br>de la Cova (2010)<br>Matuzeviciuute et al. (2018) | Assignment #5<br>Check-in |
| 10 | Oct 26 | Basic Figures and Tables | 5.2-5.7 | 7, 14 | Paul et al. (2017)<br>Birch and Martinón-Torres (2017)<br>Soto et al. (2020)<br>*Webpage links* | Assignment #6 |
| 11 | Nov 2 | ANOVA, Kruskal-Wallis | 8.5 | 19 | Shirley and Montes (2015)<br>Algee-Hewitt (2017) | Assignment #7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Tallman (2019) | |
| 12 | Nov 9 | Missing data; Imputation | 7 | | *Kenyhercz and Passalacqua (2016)*<br>*Kenyhercz et al. (2019)*<br>Rathman et al. (2019)<br>Nugent (2020)<br>Rautman and Edgar (2020) | Assignment #8<br>Abstracts due |
| 13 | Nov 16 | Regression | 9.3 | 20, 22 | Lassen and Williams (2015)<br>Athreya and Wu (2017)<br>Berthaume et al. (2018) | Assignment #9 |
| 14 | Nov 23 | Research presentation: manuscripts, posters, and podiums | | | Palma et al. (2011)<br>Dominguez and Agnew (2016)<br>Lasisi et al. (2016) | Assignment #10<br>Abstract Edits due |
| 15 | Nov 30 | **PRESENTATIONS** | | | | |
| 16 | Dec 7 | **FINAL EXAM DAY (7:00-9:50pm) – Results Output and Final Outline Due** | | | | |

*Assignments are due before class the following week (e.g., Assignment #1 is due before class on September 14th.
**Readings in italics are more informational/supplemental in nature and do not need to be critiqued as a part of your reading assignment. Having said this, there will still be discussions specifically regarding these papers and material learned in class will under the assumption that you have done these readings.

IMPORTANT DATES:

- Sept 7: Dataset Due
- Sep 14: Assignment #1 Due
- Sep 21: Assignment #2 Due
- Sep 28: Project Topic Due
- Oct 5: Assignment #3 Due
- Oct 12: Assignment #4 Due
- Oct 19: Assignment #5 Due
- Oct 26: Assignment #6 Due
- Nov 2: Assignment #7 Due
- Nov 9: Assignment #8 Due; Abstracts Due
- Nov 16: Assignment #9 Due
- Nov 23: Assignment #10 Due; Abstract Edits Due

- Nov 30: Presentations
- Dec 7: Outline and Results Due

# ANG5525C: Human Osteology

*Department of Anthropology*
*College of Sciences, University of Central Florida*

## *COURSE SYLLABUS*

| | | | |
|---|---|---|---|
| Instructor: | *John J. Schultz, Ph.D.* | *Term:* | *Fall 2021* |
| Office: | *Phillips Hall 409T* | *Credit Hours:* | *4* |
| Phone: | *407-823-1180* | *Class Meeting Days:* | *TuTh* |
| E-Mail: | *john.schultz@ucf.edu* | *Class Meeting Hours:* | *1:30-2:45pm (Lecture)*<br>*3:30-4:50PM (Tuesday lab)* |
| Website: | *Canvas* | *Class Location:* | *MSB 149* |
| Office Hours: | *Tuesday: 11:00am to 1:00 pm appointment* | | |

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

### University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

### Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

### Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques

- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

## Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

## Course Materials and Resources

**Required Text (available at the bookstore)**
**Osteology, Third Edition** (2011) by Tim White, Michael Black, and Pieter Folkens
Publisher: Academic Press, ISBN: 9780123741349

**Recommended Text (available at the bookstore)**
Atlas of Human Anatomy, 7th edition, by Frank Netter
Publisher: Saunders, ISBN: 9780323393225

**Course Handouts**
Supplemental course handouts for class and lab will be posted on Webcourses

## Assessment and Grading Procedure

We will go over exams and quizzes during class time, and they will be returned to Dr. Schultz after they are reviewed during class. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for all graded assignments will be posted on Webcourses.

**Your final grade will be based out of a total of 680 possible points.**

Academic Activity Posting **(1 point)** – What I expect to achieve by completing this class.
Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

1) What is your major or anthropology subdiscipline?
2) Why did you enroll in this class?
3) What do you expect to achieve by completing this class?

**All postings must be completed by Friday August 27 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 27, 11:59pm.**

Quizzes **(5 quizzes for a total of 71 points)**
Quiz 1 is written and will cover anatomical terminology and skeletal biology. Quiz 2 is a practical and will cover the skull. Quiz 3 is written and will cover the skull and dentition. Quiz 4 is a practical and will cover the wrist and hand. Also, Quiz 5 is a practical and will cover the ankle and foot.

Exams **(3 exams for a total of 330 points: Exam 1 is 114 points, Exam 2 is 108 points, and Exam 3 is 108 points)**
Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Outline, Presentation and Literature Review Paper **(160 points)**
You will be required to write a fully referenced (AJPA style) literature review paper that is a minimum of 20 pages not including, cover page, literature cited, figures (including flow chart) and tables (double spaced, 1 inch margins, and Times New Roman Font). The subject of your paper will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz no later than **September 3.** Your outlines are due October 8 and should be a maximum of three pages not including references). Website references are not permitted, while your outline should include a minimum of 20 references, your final paper should have over 30 citations. I am happy to review complete drafts of your paper to provide feedback if you submit them by November 7. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations will occur on November 26 (time to be determined), and final paper drafts will be due on December 3 by 3:30 pm. Refer to handout for specific directions.

- September 3: Approved paper topics – nothing to turn in
- October 8: Paper outlines and Bibliography
- November 7: Complete draft of paper (optional)
- November 23 or an additional day will be scheduled if needed: Graduate Presentations
- December 3: Final day to turn in completed paper (3:30 pm)

Final Exam **(118 points)**
The final exam will occur on **Tuesday, December 7 from 1:00-3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale
You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

| Grading Scale (%) | | Grading Scale (%) | |
|---|---|---|---|
| **A** | 94-100 | **C** | 74-76 |
| **A-** | 90-93 | **C-** | 70-73 |
| **B+** | 87-89 | **D+** | 67-69 |
| **B** | 84-86 | **D** | 64-66 |
| **B-** | 80-83 | **D-** | 60-63 |
| **C+** | 77-79 | **F** | 0-59 |

Make-up Exams and Assignments
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 and to provide DOCUMENTATION!!

Grades of "Incomplete"
Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz 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" will automatically be recorded as an "F" on your transcript.

Final Grades
Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

## Course Policies and Expectations

Email
I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

Webcourses
You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage
Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders
I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy
I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures
If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class
Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

**Important UCF Dates to Remember**

- Drop/Swap Deadline August 27
- Add Deadline August 27
- Withdrawal Deadline October 29
- Grade forgiveness Deadline December 3

## Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE | LECTURE TOPIC | LAB TOPIC | READINGS |
|---|---|---|---|---|---|
| 1 | Tu | Aug. 24 | Introduction; Basic Bone Biology & Anatomical Terminology<br>**Discuss Poster Topics** | | Chp. 2 |
| | | | | Introduction to the lab | |
| | Th | Aug. 26 | Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game) | | Chps. 2 & 3; handout |
| 2 | Tu | Aug. 31 | Hyoid & Vertebral Column | | Chp. 6 |
| | | | | Bone Biology, Hyoid & Vertebra | |
| | Th | Sept. 2 | Sternum & Ribs<br>**Paper topic finalized** | | Chp. 7 |
| 3 | Tu | Sept. 7 | Skull –Calvarium and Mandible | | Chp. 4 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | Skull | |
| | Th | Sept. 9 | Skull -Splanchnocranium<br>**Quiz 1-written** | | Chp. 4 |
| 4 | Tu | Sept. 14 | Skull Fragments | | Chp. 4 |
| | | | | Exam #1; Review Skull | |
| | Th | Sept. 16 | Study for Exam #1 | | Chp. 4; handout |
| 5 | Tu | Sept. 21 | **Exam Practical Prep: No Class** | | Chp. 5; handout |
| | | | | **Exam #1** | |
| | Th | Sept. 23 | Dentition | | Chp. 5; handout |
| 6 | Tu | Sept. 28 | Clavicle & scapula | | Chp. 8 |
| | | | | **Quiz 2- practical**<br>Dentition, Clavicle & Scapula | |
| | Th | Sept. 30 | The Arm | | Chp. 9 |
| 7 | Tu | Oct. 5 | The Arm<br>**Quiz 3 – written** | | Chp. 9 |
| | | | | Arm | |
| | Th | Oct. 7 | Hand & wrist | | Chp. 10 |
| 8 | Tu | Oct. 12 | Os Coxa and the Leg | | Chps. 11 and 12 |
| | | | | **Quiz 4 – practical**<br>Exam # 2 Review; Hand, Wrist and Os Coxa | |
| | Th | Oct. 14 | Study for Exam #2 | | Chp. 12 |
| 9 | Tu | Oct. 19 | **Exam Practical Prep: No Class** | | |
| | | | | **Exam #2** | |
| | Th | Oct. 21 | Tarsals & foot bones | | Chp. 13 |
| 10 | Tu | Oct. 26 | Lab activities | | |
| | | | | Leg, Ankle & Foot | |
| | Th | Oct. 28 | Biological Profile: Sexing the Skeleton | | Chp. 18; handouts |
| 11 | Tu | Nov. 2 | Skeletal Pathological Conditions | | Chp. 18; handouts |
| | | | | **Quiz 5 – practical**<br>Biological Profile: Sexing the Skeleton | |
| | Th | Nov. 4 | Skeletal Pathological Conditions | | Chp. 19 |
| 12 | Tu | Nov. 9 | Study for Exam #3 | | Chp. 19 |
| | | | | Exam #3 Review; skeletal pathology review | |
| | Th | Nov. 11 | **Holiday: Veterans Day** | | |
| 13 | Tu | Nov. 16 | **Exam Practical Prep: No Class** | | |
| | | | | **Exam #3** | |
| | Th | Nov. 18 | **Student Presentations** | | Chp. 18; handouts |
| 14 | Tu | Nov. 23 | **Student Presentations** | | |
| | | | | **Student Presentations;** open lab | |
| | Th | Nov. 25 | **Thanksgiving: No Class** | | |
| 15 | Tu | Nov. 30 | Final Exam Review | | |
| | | | | Final Exam Review | |
| | Th | Dec. 2 | **Course wrap up** | | |

| | | | | | |
|---|---|---|---|---|---|
| 16 | Th | Dec. 7 | **FINAL EXAM 1:00-3:50pm** | | |

# UCF Policy Statements

## COVID-19 Statements

### 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.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 Rule 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)
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.

---

### 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.
- Soliciting assistance with academic coursework and/or degree requirements.

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* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## 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.

## 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- 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>).

## 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.

## 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 <https://policies.ucf.edu/documents/4-401.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.

# Human Osteology Lab Rules

*ANG5525c: Human Osteology*

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout… only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected Dr. Schultz that you treat all material with respect and handle it with care. However, please alert Dr. Schultz or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.

# ***GOOD LUCK!!!!!!***

# ANT4852/ANG5852: GIS Methods in Anthropology

*Department of Anthropology*

*College of Sciences, University of Central Florida*

## *COURSE SYLLABUS*

| | | | |
|---|---|---|---|
| Instructor: | *Scott Branting* | *Term:* | *Fall 2021* |
| Office: | *Online* | *Credit Hours* | *3* |
| Phone: | *(407) 823-4962* | *Class Meeting Days:* | *W* |
| E-Mail: | *scott.branting@ucf.edu* | *Class Meeting Hours:* | *10:30am – 1:20pm* |
| Website: | *UCF Webcourses* | *Class Location:* | *PSY 0110* |
| Office Hours Online Only: | *Dr. Branting W 2:00-3:30 or by appointment*<br>Lexie *M 3:00-4:30, F 10:00-11:30, or by appointment* | *TA:*<br>*TA email:* | *Lexie Brock*<br>*alexandria.brock@ucf.edu* |

**University Course Catalog Description**

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

**Course Overview**

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

**Course Objectives**

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

**Course Prerequisites**
None

**Required Text and Articles**
Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following texts are also required for the course:

- Bolstad, P. (2019): GIS Fundamentals: A First Text on Geographic Information Systems (6th Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis. (Available as a DRM-free eBook for access/download through the UCF Library.)

**Basis for Final Grade**
Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

| ***Assignments*** | ***Due Date*** | ***Percent of Grade*** | ***Max. Points*** |
|---|---|---|---|
| Syllabus Quiz | By Friday of Week 1, August 27th, at 3pm | 1% and federal verification requirement | 1 |
| Laboratory Exercises | Wednesday at 10:30am on the week due via webcourses | 40% | 40 |
| Participation in Classroom Activities - Graduate students are expected to take a larger participatory role | Usually in class each Wednesday | 4% | 4 |
| Undergraduate Grant Application or Graduate Grant Application | Wednesday December 1st at 10:30am | 45% | 45 |
| Oral Presentation of Project | Assigned Classroom Period in Week 15 and Finals Week (16) | 10% | 10 |

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

| ***Letter Grade*** | ***Points*** |
|---|---|
| A | 93 – 100 points |
| A- | 90 – 92 points |
| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 73 – 76 points |
| C- | 70 – 72 points |
| D+ | 67 – 69 points |
| D | 63 – 66 points |
| D- | 60 – 62 points |
| F | 59 and below |

## Course Policies

**Academic Integrity and Student Conduct**

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

**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 <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

**Course Accessibility**
Both I and the University of Central Florida are 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.

**COVID-19**
I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work

with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

**Statement Regarding Masks in Classrooms**
UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

**Notifications in Case of Changes to Course Modality**
If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

**COVID-19 and Illness Notification**
Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

**Course Accessibility and Disability**
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.

**In-Class Recording**
Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**University Writing Center**:
The University Writing Center (https://guides.ucf.edu/writingcenter) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

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

**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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- 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>).

**Accommodations for 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.

**Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**
Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted

excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf), will be provided with an alternative time for their presentations.

**Updates and Notifications**
The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

**Obtaining Notes for Missed Lectures**
If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

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

## Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles and Wheatley and Gillings (2002) are available through the UCF Library.

| Week | Day | Date | Topic<br>Assignments Due | Reading Assignments |
|---|---|---|---|---|
| 1 | W | Aug.<br>25 | What is GIS<br><br>Course Introduction, What is GIS, Syllabus Quiz, Introduction to GIS Lab<br><br>**ASSIGNMENT: Syllabus Quiz due Fri. Aug. 27th, 3pm** | **Bolstad pp. 1-23**<br><br>**Wheatley and Gillings pp. 1-21** |
| 2 | W | Sept.<br>1 | GIS Projects – Data and basic manipulation<br><br>Classroom session with GIS Examples from Class and Continued Introduction to GIS Lab<br><br>**ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)** | **Wheatley and Gillings pp. 23-59;**<br><br>**Bolstad pp. 168-191; 373-419; 617-634**<br><br>For additional explanation on topics in Wheatley and GIllings see: Bolstad pp. 27-167. |
| 3 | W | Sept<br>8 | Data Collection, Surveys, Surveying<br><br>Classroom session and<br>GIS Data Lab<br><br>**ASSIGNMENT: Introduction to GIS Lab due at start of class** | **Wheatley and Gillings pp. 59-87**<br><br>**Bolstad pp. 331-365; 299-326**<br><br>For additional information on GPS and surveying see: Bolstad pp. 201-237. |
| 4 | W | Sept<br>15 | Remote Sensing<br><br>Classroom session and Remote Sensing Lab<br><br>**ASSIGNMENT: GIS Data Lab due at start of class** | **Bolstad pp. 245-292**<br><br>For additional types of raster based analysis see: Bolstad pp. 445-475.<br><br>**Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;**<br><br>**Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites** |

| | | | | |
|---|---|---|---|---|
| 5 | W | Sept<br><br>22 | Quantitative and Qualitative Data<br><br>Classroom session and<br>Integration Lab<br><br>**ASSIGNMENT: GIS Idea to Share with Class**<br><br>**ASSIGNMENT: Remote Sensing Lab due at start of class** | **Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"**<br><br>**Boschmann and Cubbon (2014): "Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research"** |
| 6 | W | Sept<br><br>29 | Perception – Viewsheds, Soundsheds, Smellsheds<br><br>Classroom session and<br>Perception Lab<br><br>**ASSIGNMENT: Integration Lab due at start of class** | **Wheatley and Gillings pp. 201-216;**<br><br>For additional terrain analysis see: Bolstad pp. 485-509.<br><br>**Nutsford et al. (2015): "Personalizing the Viewshed: Visibility Analysis from the Human Perspective";**<br><br>**Brabyn (2015): "Modelling landscape experience using 'experions'"** |
| 7 | W | Oct<br><br>6 | Transportation and Movement<br><br>Classroom session and<br>Transportation Lab<br><br>**ASSIGNMENT: Perception Lab due at start of class** | **Bolstad pp. 420-428**<br><br>**Hall and Smith (2014): "Knowing the City: maps, mobility, and urban outreach work";**<br><br>**Branting (2012): "Seven Solutions for Seven Problems with Least Cost Pathways"** |
| 8 | W | Oct<br><br>13 | Location – Boundaries, Borderlands, Central places, Spatial Hierarchies<br><br>Classroom session and<br>Location Theory Lab<br><br>**ASSIGNMENT: Transportation Lab due at start of class** | **Wheatley and Gillings pp. 147-164;**<br><br>**Wright (1986): "The Evolution of Civilizations";**<br><br>**Mu and Wang (2006): "Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy"** |

| | | | | |
|---|---|---|---|---|
| 9 | W | Oct 20 | Demography – Population, Densities, Interactions<br><br>Classroom session and<br>Demography Theory Lab<br><br>**ASSIGNMENT: Location Theory Lab due at start of class** | **Naroll (1962): "Floor Area and Settlement Population";**<br><br>**Reibel (2007): "Geographic Information Systems and Spatial Data Processing in Demography: a Review";**<br><br>**Khormi and Kumar (2011): "Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study"** |
| 10 | W | Oct 27 | Spatial Analysis, Spatial Statistics, and Modeling<br><br>Classroom session<br>Spatial Analysis Lab<br><br>**ASSIGNMENT: Demography Theory Lab due at start of class** | **Wheatley and Gillings pp. 89-106, 125-146, 183-200;**<br><br>**Bolstad pp. 521-561, 573-606**<br><br>**Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";**<br><br>**Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of *Villae Rusticae"*** |
| 11 | W | Nov 3 | Visualization and Virtual Reality<br><br>Classroom session<br>Visualization Lab and<br>Proposal Preparation<br><br>**ASSIGNMENT: Spatial Analysis Lab due at start of class** | **Wilhelmson and Dell'Unto (2015): "Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context";**<br><br>**Verykokou et al. (2016): "Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"** |
| 12 | W | Nov 10 | Proposal Preparation Class<br><br>**ASSIGNMENT: Visualization Lab due at start of class** | |

| | | | | |
|---|---|---|---|---|
| 13 | W | Nov 17 | Visualization Projects Showcase and Proposal Preparation Class | |
| 14 | W | Nov 24 | **THANKSGIVING HOLIDAY**<br><br>**NO CLASS** | |
| 15 | W | Dec 1 | **STUDENT PRESENTATIONS**<br><br>**ASSIGNMENT DUE AT START OF CLASS**<br>**Wednesday, December 1**<br>**Undergraduate Grant Application (8-10 pages)**<br>**Graduate Grant Application (10 pages)** | |
| Finals | W | Dec 8 | **STUDENT PRESENTATIONS**<br>***Note Different Time: 10:00-12:50pm** | |

## Article Bibliography


Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Boschmann, E. Eric and Emily Cubbon
2014 Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research. *The Professional Geographer* 66(2):236-248.

Brabyn, Lars
2015 Modelling landscape experience using “experions”. *Applied Geography* 62:210-216.

Branting, Scott
2012 Seven Solutions for Seven Problems with Least Cost Pathways. In *Least Cost Analysis of Social Landscapes: Archaeological Case Studies*. Devin A. White and Sarah L. Surface-Evans, eds. Pp. 209-224. Salt Lake City: University of Utah Press.

Hall, Tom and Robin J. Smith
2014 Knowing the City: maps, mobility, and urban outreach work. *Qualitative Research* 14(3):294-310.

Khormi, Hassan M. and Lalit Kumar
2011 Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study. *Science of the Total Environment* 409:4713-4719.

Liu, Jian Guo and Philippa J. Mason
2016 Appendix A: Imaging sensor systems and remote sensing satellites. In *Image Processing and GIS for Remote Sensing: Techniques and Applications (Second Edition)*. Jian Guo Liu and Philippa J. Mason, eds. Pp. 427-439. Chichester, UK: John Wiley & Sons.

Masini, Nicola and Rosa Lasaponara
2017 Sensing the Past from Space: Approaches to Site Detection. In *Sensing the Past: From artifact to historical site*. Nicola Masini and Francesco Soldovieri, eds. Pp. 23-60. Cham, Switzerland: Springer.

Mu, Lan and Xiao Wang
2006 Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy. *International Journal of Geographic Information Science* 20(6):649-667.

Naroll, Raoul
1962 Floor Area and Settlement Population. *American Antiquity* 27(4):587-589.

Nutsford, Daniel, Femke Reitsma, Amber L. Pearson, Simon Kingham
2015 Personalizing the Viewshed: Visibility Analysis from the Human Perspective. *Applied Geography* 62:1-7.

Reibel, Michael
2007 Geographic Information Systems and Spatial Data Processing in Demography: a Review. *Population Research Policy Review* 26:601-618.

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

Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis
2016 Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows. In *Digital Heritage: Progress in Cultural Heritage: Documentation, Preservation, and Protection*. Marinos Ioannides, Eleanor Fink, Antonia Moropoulou, Monika Hagedorn-Saupe, Antonella Fresa, Funnar Liestøl, Vlatka Rajcic, and Pierre Grussenmeyer, eds. Pp. 50-62. Cham, Switzerland: Springer.

Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler
2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.

Wilhelmson, Helene and Nicholó Dell'Unto
2015 Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context. *American Journal of Physical Anthropology* 157:305-321.

Wright, Henry T.
1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.

Home
Announcements
Syllabus
Modules
Assignments
Discussions
Grades
Collaborations
Pages
Files
Collaborations
Outcomes
Quizzes
Digitalbadges (Formerly Credentiveo)
Settings

Syllabus

Course Syllabus

Jump to Today | To Edit

# Proseminar in Anthropology

## Course Information

| | |
|---|---|
| **Course Name** | Proseminar in Anthropology |
| **Course No.** | ANG 4002 (0901) / 5421 (0902) |
| **Credit Hours** | 3.0 hours |
| **Course Times** | Hybrid/Philips Hall 409W (Doors Open/Video Recording 5:30-6:30pm) |

## Professor Contact

| | |
|---|---|
| **Professor:** | Dr. Beatrix Rosen Fischer (she/her/hey) |
| **Main office:** | UCF Main Campus - Phillips Hall 409H |
| **Office Phone:** | 407-823-2766 |
| **Office Hours:** | Wednesday 10am-12pm and by appt. (Zoom link: https://ucf.zoom.us/j/5708ucf) |
| **In Office Hours:** | By appointment only, depending on COVID19 numbers and safety |
| **Email:** | Beatrix.Rosen-Fischer@ucf.edu (preferred method of contact) |

## University Catalog Description

Concepts, theories, resources, and methods relevant to cultural anthropology, human biology, physical anthropology, and archaeology. Prerequisites: Admission to anthropology MA, PhD or CL.

## What is this course about?

This course is designed as an graduate anthropology seminar group, exploring the latest workings of anthropological anthropology through current scholarship and discussion. Students will be introduced to the ongoing conversations in anthropology, and will be expected to participate in and contribute to these conversations in an anthropological practitioner, taking shared ideas, perspectives, and current activities from our field as our first approach, and then applying an awareness of ethics and practical knowledge that will guide you producing the highest quality scholarship and meeting the expectations of a flourishing academic and non-academic anthropology employment market.

## What skills will I develop in this course?

Considering the multidimensional nature of anthropology, evaluated in discussion building, general and personal professional career knowledge, a professional portfolio representing your abilities, and proficiency in research design.

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

- Discuss and critique the past, present, and future of anthropology as a career
- Identify and critique the ethics, and the ethical implications, of the commercialization of research questions
- Provide a professional portfolio and elevator pitch for employment
- Describe the grant writing and publishing processes
- Identify and critique the ethics of research design, data collection and interpretation
- Understand the necessity of professional ethics, advocacy and actionable solutions

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level graduate study and future professional employment:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking
- Clearly and effectively communicate knowledge and understanding in oral and written communication.
- Apply knowledge, skills, and responsibilities to several settings and complex situations
- Participate in discussion and problem-solving activities in an effective manner
- Critically evaluate learning and recognize strengths and weaknesses in one's own work

## What textbooks will I need?

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for assignments and class discussion. Any additional required reading (outside of these texts) will be provided in your online course materials.

**Ching Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner**

Author: Shah Nelson
Edition: 1st edition
Year: 2017
Publisher: Routledge
ISBN: 9780367136604

**Available to purchase, eBook and rental formats.**

**Research Design**

Author: 6th Cresswell and J.D. Cresswell
Edition: 6th edition
Year: 2018
Publisher: Sage Publications
ISBN: 9781506386706

**Available to purchase, eBook and rental formats.**

**The Professor is In: The Essential guide to Turning Your PhD into a Job**

Author: K. Weisser
Edition: 1st edition
Year: 2015
Publisher: Three Rivers Press
ISBN: 9780553419429

**Available to purchase, eBook and rental formats.**

**Designing an Anthropology Career: Professional Development Guide**

Author: Sheridan Birkhan and Amy Gottschalk
Edition: 2nd
Publisher: Rowman & Littlefield
ISBN: 9781538135402

**Available in Paperback and Ebook Formats**

## How should I plan my course time?

Graduate seminars are a unique opportunity for shared experiences, everyone learns and works at a different pace, and you will need to decide how much work is and will be successful. Past years, using the syllabus, the weekly schedule, study environment, and time management skills and responsibilities gave high-risk learning and success to any given course, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

## COVID 19 Safety and Our Collective Health

We need to be the extra safe if we want to be able to continue class this. **However, under the current conditions I urge you to not come to class if you feel sick or have been exposed to a contact.** If you are unable to attend class FLY please let me know and staff can make a simultaneous zoom session so that you are not left behind. Please let me know if you are sick, or have been exposed to a contact, so that I can make a note in your file. **DO NOT COME TO CLASS IF YOU ARE SICK!!!** If you are feeling sick, but well enough to participate in class, please join us via Zoom.

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

UCF expects that all attendees at campus events and activities will adhere to this or get vaccinated, and an expect all members of our campus community to wear masks/coverings. Masks are in line with the latest CDC guidelines. Masks are required in approved classes in health care settings.

### 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. Faculty have been instructed to be prepared to shift to an online modality if necessary.

### COVID Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services,(407 823-2509) or proper contact tracing authorities immediately.

Students should not come to campus if they have been exposed to someone with COVID-19. Live-streaming classes will be available online for those who are ill or have been exposed to someone who 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

Students should contact their instructors 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.

### Quarantine

Students who are required to quarantine for the semester three times may be changed to Only Online, including having a backup instructor take over the course. Please look for announcements or mail to webcourses@ucf.edu if you are required to quarantine.

### Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be adjusted in order to ensure that students with disabilities can access on campus to remote format. Students with disabilities should speak with their instructor and should contact ucpd@ucf.edu to discuss specific accommodations for this or other courses.

Students who need **to wear masks only instructors** may be permitted to be unmasked if required accurate to your student learning. https://disabilityservices.ucf.edu/coronavirus/faqs/#faq1

### Unvaccinated Students

Students who are unvaccinated have a "medical exemption ("med-ex") concerns that will also be available as a recorded session for later review in webcourses@ucf. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to participate in the live sessions, should contact their instructor to discuss alternative ways to participate in the course. Unvaccinated students who are not recorded on Webcourses@UCF and should appear on the Webcourses@UCF calendar should review instructions to activate.

Such recordings/viewing with only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared with students who are not registered for the course. Students who are not registered for the course, who view the recordings, may be in violation of UCF rules on judicial theft for any other information. Doing so would be a breach of the student code of conduct, violating the rights of students, a violation of the Federal Education Rights and Privacy Act (FERPA).

### Technology Issues

Depending upon modality, Zoom may be required. Students may need to shift to remote or fully online instruction based on medical guidelines. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including computers/laptops/tablets, or internet, please let the instructor know as soon as possible. Information about technology loaning can be found at https://ucf.edu/coronavirus/ and https://ucf.edu/ucfhome/.

### Resources

https://www.ucf.edu/coronavirus/

## Webcourses

This **one class webcourses**, an online course management system accessed through myucf.edu and then the "Online Course Tools" tab. WebCourses is a tool for sharing course information, communicating with students, and managing grades. Students will use WebCourses to access course materials, assignments, and to learning material management. Knights Online has extensive resources to assist you in being successful when working in a combined hybrid or face and online learning environment. Webcourses resources to the course are planning your time and maintaining academic self-discipline in class and online learning environments.

During the next 12 weeks of the Fall 2021 term, you should expect to spend 3 hours of **class time each week discussing assigned reading, lectures, and participating in class activities**. You should also plan on setting aside at least **three to four hours each week to complete your assigned reading and other course assignments**. Students should also plan on spending 1 hour each week in office hours, or other meetings with the instructor. Students should also plan on between of four and six hours of time each week to complete the online assignments and course. All due dates for assignments, including live and Webcourses presentations, are located in the table at the end of this syllabus.

**It is your responsibility to familiarize yourself with WebCourses** online learning platform. Have provided you with the necessary tools and tutorial links in the COURSE INFO/ "Please Read Review" which can be accessed using the embedded link on the "Modules" button in the course menu on the left. If this is your first time using WebCourses, please review the "Student Tutorial" in the "Modules" section. **It is also highly recommend reviewing the current tutorial videos** provided in the COURSE INFO/ module. It is common to have changes take place in just one week!

## What are the course requirements?

The Fall 2021 semester begins on **August 23, 2021** and ends on **December 07, 2021**. Over this period, you will be expected to:

- submit assignments and participate in online discussions
- read and view lectures, presentations and artifacts on Webcourses from 3.00-5.00 pm
- review online learning materials and complete assignments
- submit 10 online weekly assignments
- complete a professional portfolio
- Complete a professional elevator pitch/presentation
- Co-organize and present in the annual anthropology graduate student conference

In each online learning module, you will find an **INTRODUCTION** page outlining the expectations, readings, activities and assignments for that week of class. Students are responsible for reading the lectures, watching the presentations, and listen to discussions. Students are expected to participate in the **posting will be evaluated for content, integrity, timing** for the posting period.

**All graded work is due on an assigned deadline**. A delayed or late assignment will be accepted for grading unless there is an approved and valid, verifiable excuse (see below-listed or revised assignments). You are responsible for all work from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for the course.

**Late work** will be accepted at the discretion of class content and reading and respect to catch up ready. You will need to ready and participate in the course on a regular basis to have the flexibility of deadlines and to be able to participate in class discussions. Students are responsible for all assignments, please visit the office hours on Wednesdays from 10-12 pm. I am available to meet face to face if you have a pressing concern that cannot be discussed over Zoom. However, I will not be able to meet with students who have not read the assigned material or who have several weeks of work to do in one sitting. Students are expected to do at an online student in relatively same time of the week. If you have a scheduling conflict with my office hours, please contact me through and we can arrange a meeting at a different time.

## How do I get started in the course?

Students should review the "Please Read Review" in the Modules in the menu on the left to access the course materials. You will need to review all of the information in the COURSE INFO/ "Please Read Review" module, and review the introduction to your online platform. Details about Webcourses, Knights Email and Office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and rules to contact for technical assistance.

Students will be required to demonstrate all student academic activities at the beginning of the course, and complete the Student Survey. Details of this assignment are in the REQUIRED ACTIVITY: Expectations and Tolerances assignment in the COURSE INFO/ Things You Should Know Module by **11:59pm EST on Aug 31, 2021**, at 11:59 pm. Students who after adding Proseminar Today to do, may need a delay in development of your graduate studies.

## 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 | Percentage |
|---|---|
| Discussion Lesson Activities (10) | 20% |
| Research Design Activities (8) | 25% |
| Professional Portfolio (1) | 15% |
| Graduate Student Conference | 10% |
| Elevator Pitch | 10% |

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from class and readings in online quizzes, exams and discussion assignments, as well as in discussion and presentations.

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief unassessed introduction and what you would like to take away from this course.
- **Course Activities**: These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist.
- **Professional Portfolio**: You will need to demonstrate your ability to reflect your experiences, goals and interests, and your ability to be a supportive employee, and professional writer. Because a public presence has become increasingly necessary to professionally succeed in our field, you will create a personal website from which these documents will be easily accessible.
- **Research Design Activities**: These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. Students will be required to submit a research design, a research proposal, and a research report.
- **Graduate Student Conference**: You will attend and participate at the annual Graduate Student Conference and submit a presentation.

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

| Letter Grade | Percentage | Letter Grade | Percentage |
|---|---|---|---|
| A | 97 - 100% | C+ | 76 - 79% |
| A- | 94 - 96% | C | 73 - 75% |
| B+ | 91 - 93% | C- | 70 - 72% |
| B | 88 - 90% | F | 59% or less |
| B- | 85 - 87% | | |

**NOTE:** As an UCF rules, any grade below a B- is a graduate course **does count** toward your GPA but **does not** toward the degree program.

Acceptable grade for this course, and degree completion, **requires unexcused and documented excused** completion of all required assignments. **Unexcused absence is great meaning** 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 grade will automatically change to an "F" (failure).

## How do I grade my course?

You can access your grades for assignments and pages 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 for the instructor to post grades, or to reset instances, activity grades. Grades will be posted within **one week** of the due date, or the date of the assignment if it is a late assignment. Students are not entitled to see their grades after the final date. When all assignments are graded, I will post a notice on announcement that grades are available.

You should receive constructive feedback on your work posted periodically throughout the term. This may take the form of an Video message, assignment review comments, rubric criteria or announcement that I post to everyone (if I think there were or need improvement). If you have any questions about your grade, **contact me within one week of the grade being posted**.

## What if I miss a class discussion or assignment due date?

Time management, problem solving, reasonable accommodation and discussion are important skills and tools that students will need to be successful. Students are **expected to attend every class meeting and participate in all class activities**. However, we are all still a year on with the outside of coursework/school/work/life balance, and I understand that life happens, and that sometimes it gets in the way of our ability to be in class or to do our work. Students are responsible for communicating with the instructor if they are unable to participate in class or to complete assignments on time. Students should be prepared to provide a reason for missing class. **There is no reason absence from the course constitutes a failing grade, unless these absences are properly documented and approved by the instructor.**

With this in mind, the following conditions for reasonable accommodation are in place:

- If you are **representing UCF in an authorized event or activity** (e.g., sports, RCPC or academic events), please provide the proper documentation in **advance** of your absence or complete a written request to the instructor for approval.
- Students **observing a holy or remembrance day** or their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam that they will be missing because of observing the event.
- If you are a **displaced active duty military or National Guard** student, please contact your professor to discuss accommodations and set any special accommodations that may be necessary due to your unique status.
- If you are a student **with a documented disability**, please contact your professor to discuss your circumstances and any special accommodations that may be necessary due to a medical/psychological disability, which is documented by the Student Disability Services office.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness**, **hospitalization**, **family emergency**, **or other crisis**. If you are in any of these or similar situations, please contact your instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with reasonable, to make up missed work/assignments. Further documentation may be need to contact Student Care Services with appropriate documentation to obtain a courtesy absence notification for online, mixed mode and face-to-face classes.

Students who are in need of a medical absence and are **going to miss a class session for a medical appointment**, please provide documentation of the appointment, prior to, or by, leaving a message with the graduate student coordinator (407-823-2318) **in advance** of the missing class. If you are provided the opportunity to complete make up work, it must be finished and submitted within **five of the missed class meeting** after your return.

Unexcused late assignments are not accepted after their due date unless the problem originates with the online webcourses system, and I have been properly notified of the time of the occurrence. In these instances, I will make a reasonable effort to accept the late assignment.

## Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion of students with disabilities. Students who identify as requesting accommodations should contact the Student Accessibility Services office. Students should also contact UCF Student Accessibility Services Office at 407-823-2811 or visit the office in Student Union, Room 230 for more information.

The students connected with SAS, Disability Services, are entitled to receive the proper set of academic, which include the proper set of accommodations that might be necessary and accommodations. Determining reasonable access and accommodations requires consideration of the course design, the course content, and the student's current circumstances. Students who are connected with the Student Further connected with SAS, and that student may be entitled to receive an accessible course material and accommodations.

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 course or assignments, and I will always work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your accommodations include a specialized environment or equipment for testing or other assigned work, it is your responsibility to make the necessary arrangements in advance and to complete the work within the SAS facilities.**

## What academic resources are available to me?

UCF provides many other resources to assist students in academic success. These 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 includes:

- **Writing Help** from the University Writing Center, such as developing writing and study guides, online writing consultations, and online scheduling for writing consultations.
- **Tutoring and study help** from the Student Academic Resource Center (SARC) such as 24/7 tools for study, online peer assisted learning, and online tutoring services.
- **Access to software** through UCF Apps for students such as the Microsoft Office Suite, Adobe, and SPSS. Office 365, and SPSS.
- **Technical assistance** with computer hardware and software through the Computer Help Desk for help with webcourses and available webcourses.

## My Classroom is an Inclusive Space

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 met, and that students gain knowledge that is relevant to their lives. I believe that diversity is a resource, a strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, religion, and culture. I welcome suggestions from students on how to improve the inclusiveness of this course. Discrimination, harassment, and bullying are not to be condoned by anyone at this college. I expect everyone in class to treat others with respect and dignity. I will do my best to do the same. I also expect students to be kind to one another. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

## 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 5 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 presentation of examination or course-related material also constitutes cheating.
- **Unauthorized collaboration**: Unless specifically authorized by the instructor of record, students should not collaborate on assignments. Instead, each person must submit their own work. Collaboration on 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 website without permission constitutes a violation of student conduct. Students should not upload course material to any website, including but not limited to, study sites, Instructor Webcourses, course lecture notes, quizzes, tests, laboratory exercises, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism**: Using or appropriating another's work without citation of the source, thereby attempting to convey the impression that such work is the student's.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor
- **Helping another** violate academic honesty standards.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so need to prevent unofficial behavior and other dishonesty in academic work. Students who violate the University's standards of academic integrity may be subject to a variety of sanctions, including a failure grade for that assignment and class, depending on the severity of the case. Grades of "F" or "I" in lieu of a grade for entire course. All academic misconduct is subject to appropriate referral to the Office of Student Conduct, which may take further action (e.g., assignment of "F" grade, conduct review and possible suspension or expulsion from the University). Plagiarism is a serious offense.

All written work for this course is automatically reviewed for plagiarism using Turnitin. Students will have the UCF Creed review, and will be required to sign an affidavit to these standards, so please **do not ask me to change or report on the charges your grade Plagiarism!** by heading video that would benefit your grade, or asking for a grade revised/changed will be not be equally applied to other students (see e.g., individual extra credit assignments) I will not respond to requests to reveal or that grades ... you will be assigned the grade that was earned.

## Why should I use WebCourses email?

Our **official mode of communication is the secure WebCourses inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses inbox and Knights email regularly. Students should be sure these three your needs. You may also use UCF Knights Mail address. I will not respond to emails from other addresses. Please use your UCF Knights Mail address when contacting me about the course number in your email reference to a real Knights recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, I will respond to your emails within 24 hours, Monday through Friday, except on holidays. Please keep in mind that I generally do not check webcourses in my email on weekends. 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 and between students and student should be respectful and professional. Please be aware that any **online harassment or bullying will not be tolerated. Students who violate the WebCourses Netiquette or UCF Knights Mail systems** I will not respond to messages and by other means, such as in class or in office hours.

## What are the technology and software requirements?

Students will be expected to have access to a computer frequently, or all assignments will be submitted and/or graded through WebCourses. At a minimum, students need:

- Access to a mobile 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 campus labs. For further information, please see the UCF Libraries FAQ for laptop and desktop.
- Reliable 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 apps 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 course content and materials.

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

If you experience technical difficulties or issues with accessing webcourses, please contact your professor for assistance 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 Knights email and Ask Your Instructor/WebCourses@UCF Support.
- A built-in "Help" button for WebCourses@UCF/Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to the Student Tutorial, Student Guides, and Support Forum. Please review the Student Tutorial for more information.

WebCourses allows students to submit assignments online, view grades online, and communicate with instructors and classmates online. Students should have Internet access to view and submit assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment**, it will always be your responsibility to contact the online service provider (webcourses@ucf.edu or Ask Your Instructor) and document the problem.

While some of these might be related to required assignments or course materials, **you need to make sure you personally identifying information on a public site, such as your name, phone number, or personal email address, should not be in your webcourses**. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your instructor.

## 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.
- Follow the instructor's instructions.
- Leave your belongings behind.
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- Sign up for **UCF Emergency Notifications** to receive text messages during an emergency. Visit http://emergency.ucf.edu/ for more information.
- Students should be aware of **campus emergency situations**, such as **lockdowns**, **active shooter**, **severe weather**, **medical emergencies**, **fire**, **hazardous materials**.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- If a **fire alarm** has been triggered, **an active shooter situation** on campus is underway, consider entering the UCF Alert.

## What is my course discussion and assignment schedule?

Changes to the course lecture and assignment schedule may occur during the course and the instructor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Webcourses@UCF** in WebCourses. A Course summary with deadlines is listed below.

Your discussion 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 and described in each learning module.

## Course Schedule

| Date | Details | Due |
|---|---|---|
| Wed Aug 25, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Aug 25, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Sep 7, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Sep 14, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Sep 21, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Sep 28, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Oct 5, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Oct 12, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Oct 19, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Oct 26, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Nov 1, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Nov 8, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Nov 15, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Nov 22, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Wed Nov 29, 2021 | Research in Anthropology: Regular Class Meeting | 4pm to 5pm |
| Fri Aug 27, 2021 | REQUIRED ACTIVITY: Expectations and Tolerances | 11:59pm |
| Sun Sep 5, 2021 | CARDER 1: Understanding Yourself | 11:59pm |
| Sun Sep 12, 2021 | RESEARCH 1: Schulting's Research Methodes | 11:59pm |
| | CARDER 2: The Transcript Exercise | 11:59pm |
| Sun Sep 19, 2021 | RESEARCH 2: Mapping Lockwood's Rectory | 11:59pm |
| | CARDER 3: Understanding Your Work Background | 11:59pm |
| Sun Sep 26, 2021 | CARDER 4: Academic Job Postings and Descriptions | 11:59pm |
| | CARDER 5: The Practitioner Interview | 11:59pm |
| Sun Sep 26, 2021 | RESEARCH 3: The Theoretical Lens | 11:59pm |
| Sun Oct 3, 2021 | RESEARCH 4: Grant Writing / Grant Scholars? | 11:59pm |
| | CARDER 6: CV / Resume Review | 11:59pm |
| Sun Oct 10, 2021 | RESEARCH 5: Having a Voice | 11:59pm |
| | Carrer 7: The Networking Exercise | 11:59pm |
| Sun Oct 17, 2021 | CARDER 8: Understanding Your Ideal Job | 11:59pm |
| | RESEARCH 6: Reading Your Problem | 11:59pm |
| Sun Oct 24, 2021 | PORTFOLIO 1: CV and Resume | 11:59pm |
| Sun Oct 31, 2021 | RESEARCH 7: Tables, Charts and Quants, Oh My! | 11:59pm |
| | CARDER 9: Life SMART Yourself | 11:59pm |
| Sun Nov 7, 2021 | PORTFOLIO 2: Teaching Assignment | 11:59pm |
| | CARDER 10: Shop Mix Mix Mixes | 11:59pm |
| Sun Nov 14, 2021 | PORTFOLIO 3: Research / Diversity / Personal / Development | 11:59pm |
| | PORTFOLIO 4: Cover Letter | 11:59pm |
| Sun Nov 21, 2021 | Final Project: Teaching Your Portfolio Online | 11:59pm |
| | CARDER 10: The Lifeline Exercise | 11:59pm |
| Sun Dec 5, 2021 | CONFERENCE: Conference Proposal | |

# Course Syllabus

Jump to Today ✎ Edit

# Course Information

| | |
|---|---|
| **Course name:** | Ethics in Anthropology |
| **Course ID:** | ANG 6003-0001 |
| **Credit hours:** | 3.0 hours |
| **Semester/year:** | Fall 2021 |
| **Location & time:** | Thursday 3-5:50pm, HPH 409M |

# Instructor Contact


| | |
|---|---|
| **Instructor:** | Dr. Michael Callaghan |
| **Main office:** | Phillips Hall 409L |
| **Office hours:** | W, TH 12:30-2 Zoom, and by appt. |
| **Phone:** | 407-823-4964 |
| **E-mail:** | michael.callaghan@ucf.edu |


# University Catalog Description

Ethical issues and concepts practitioners of integrative anthropological sciences confront across various academic, research, and public domains. **Prerequisites:** Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I.

# Course Overview

This course examines a range of ethical issues and concepts anthropological practitioners increasingly confront across various academic, research, and public domains. Growing recognition among institutions, professional organizations, and individuals for the need to ethically treat the communities, populations, material remains, and cultural heritages of those anthropologists traditionally study has assumed newfound urgency over recent years. The challenges faced by cultural anthropologists,

archaeologists, and bio-/physical anthropologists on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important implications for how future anthropological research is conducted and how the discipline is perceived in many mainstream contexts.

# What textbooks will I need?

Weekly readings will be a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

# What are the course requirements?

This course begins on **August 23, 2021** and ends on **December 11, 2021**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Write 3 reaction papers addressing the larger ethical concerns in each of the three sub-disciplines
- Create 3 original case studies for mock ethics-bowl debates for each sub-discipline
- Lead 3 discussions and judge 3 ethics-bowl debates for each sub-discipline
- Write a problem-based research paper (including a prospectus, first draft, critique, and final draft), which will be presented in a final professional seminar

All graded work ***will be submitted online***.  Please note the due dates carefully. It is ***your responsibility to be aware of all due dates*** for this course.

# How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is ***your responsibility to check on your grades throughout the course***. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score ***after the grade column has been released***, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed ***within two weeks of the grade being released***.

***NB:*** As per UCF rules, any grade below a B- in a graduate course ***does count*** toward your GPA but ***does not count*** toward the degree program.

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

| Assignment | Points | Percentage |
|---|---|---|
| Attendance and Participation | 20 | 4 |

| | | |
|---|---|---|
| Attendance and Participation | 20 | 4 |
| Reaction Papers (3) | 75 | 15 |
| Sub-disciplinary Ethics Presentation (3) | 75 | 15 |
| Ethics-Bowl Case Studies (3) | 75 | 15 |
| Prospectus | 10 | 2 |
| Draft | 25 | 5 |
| Critique | 20 | 4 |
| Final Paper | 100 | 20 |
| Presentation | 100 | 20 |
| **TOTAL** | **500** | **100** |

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

| Letter Grade | Percentage | Letter Grade | Percentage |
|---|---|---|---|
| A | 95 - 100% | C+ | 77 - 79% |
| A- | 90 - 94% | C | 74 - 76% |
| B+ | 87 - 89% | C- | 70 - 73% |
| B | 84 - 86% | D | 60 - 69% |
| B- | 80 - 83% | F | 59% or less |

Incomplete grades are only given in situations where ***unexpected and documented medical emergencies prevent a student enrolled in the course in good standing*** from completing the remaining work. Your instructor 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.

# What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in

require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) ***prior to any scheduled class presentations***. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation ***prior to class***. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a ***valid documented excuse*** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, ***only work submitted on time will be graded***. It is your responsibility to check the course schedule for assignment due dates.

# How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the **Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students)** for further action (e.g., possible expulsion). See the **UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu/)** for further information. All written work in this course is ***automatically submitted and reviewed*** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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*****,** to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

# Should I use UCF email or the Canvas Inbox?

In this course, our ***official mode of communication is through the secure Canvas Inbox system***. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You

may also use your UCF Knight's Email account to communicate with the instructor. ***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.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials ***must utilize the Canvas or UCF Knight's Mail system*.**

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

# How do I receive disability accommodations?

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. Students who need accommodations must be registered with **Student Disability Services (http://www.sds.ucf.edu/)** , Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

# What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

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

https://tpc.ucf.edu/product/microsoft-office-2016/ (https://tpc.ucf.edu/product/microsoft-office-2016/)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, 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)

Canvas has an online tracking system where instructors can review a student's progress 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. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (http://learn.ucf.edu/support/)

# What about copyright and third-party software?

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to

contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required

course materials, you ***will not*** need to make 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 instructor or **OnlineSupport@UCF.** **(http://learn.ucf.edu/support/)**

# Statements Regarding COVID-19

## *General Statement*

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

## *Statement Regarding Masks in Classrooms*

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

## *Notifications in Case of Changes to Modality*

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

## *COVID 19 and Illness Notification*

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

their instructor(s) before missing class.

### *Course Accessibility and Disability*

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.

## Statement on Florida HB 233

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. ***Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations, and invited guest speakers is prohibited*.** Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. ***Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.*** Lectures used for other purposes, or recordings that are published without the permission of the instructor, ***may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed $200,000"*** **(FL Senate 2021:6-7 lines 150-151). (https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)**

## Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and ***due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.***

| Week | Date | Topic |
|---|---|---|
| 1 | Aug 26 | Introduction and Orientation |
| 2 | Sep 2 | **NO CLASS - FOOTBALL GAME** |
| 3 | Sep 9 | Introduction to Ethics in Cultural Anthropology (Guest Speaker: Dr. F |
| 4 | Sep 16 | Case Studies in Cultural Anthropology I |
| 5 | Sep 23 | Case Studies in Cultural Anthropology II |
| 6 | Sep 30 | Introduction to Ethics in Archaeology (Guest Speaker: ----) |
| 7 | Oct 7 | Case Studies in Archaeology I |
| 8 | Oct 14 | Case Studies in Archaeology II |
| 9 | Oct 21 | Introduction to Ethics in Biological Anthropology (Guest Speaker: Dr. |
| 10 | Oct 28 | Case Studies in Biological Anthropology I |
| 11 | Nov 4 | Case Studies in Biological Anthropology II |
| 12 | Nov 11 | **NO CLASS - VETERAN'S DAY** |
| 13 | Nov 18 | **NO CLASS - AAA's/RESEARCH DAY** |
| 14 | Nov 25 | **NO CLASS - THANKSGIVING** |
| 15 | Dec 1 | Final Presentations |

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Wed Sep 8, 2021 | **Reaction Paper 1: Ethics in Cultural Anthropology** (https://webcourses.ucf.edu/courses/1386821/assignments/7175874) | due by 11:59pm |
| Wed Sep 22, 2021 | **Ethics Case Studies (Cultural Anthropology)** (https://webcourses.ucf.edu/courses/1386821/assignments/7175866) | due by 11:59pm |
| | **Ethics Discussion (Cultural Anthropology)** (https://webcourses.ucf.edu/courses/1386821/assignments/7175869) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| Wed Sep 29, 2021 | Reaction Paper 2: Ethics in Archaeology (https://webcourses.ucf.edu/courses/1386821/assignments/7175875) | due by 11:59pm |
| Wed Oct 6, 2021 | Project Prospectus (https://webcourses.ucf.edu/courses/1386821/assignments/7175873) | due by 11:59pm |
| Wed Oct 13, 2021 | Ethics Case Studies (Archaeology) (https://webcourses.ucf.edu/courses/1386821/assignments/7175864) | due by 11:59pm |
| | Ethics Discussion (Archaeology) (https://webcourses.ucf.edu/courses/1386821/assignments/7175867) | due by 11:59pm |
| Wed Oct 20, 2021 | Reaction Paper 3: Ethics in Biological Anthropology (https://webcourses.ucf.edu/courses/1386821/assignments/7175876) | due by 11:59pm |
| Wed Nov 3, 2021 | Ethics Case Studies (Biological Anthropology) (https://webcourses.ucf.edu/courses/1386821/assignments/7175865) | due by 11:59pm |
| | Ethics Discussion (Biological Anthropology) (https://webcourses.ucf.edu/courses/1386821/assignments/7175868) | due by 11:59pm |
| Wed Nov 10, 2021 | Paper Draft (https://webcourses.ucf.edu/courses/1386821/assignments/7175871) | due by 11:59pm |
| Wed Nov 17, 2021 | Paper Critique (https://webcourses.ucf.edu/courses/1386821/assignments/7175863) | due by 11:59pm |
| Wed Dec 1, 2021 | Final Draft (https://webcourses.ucf.edu/courses/1386821/assignments/7175870) | due by 11:59pm |
| | Project Presentation (https://webcourses.ucf.edu/courses/1386821/assignments/7175872) | due by 11:59pm |
| | Roll Call Attendance (https://webcourses.ucf.edu/courses/1386821/assignments/7177618) | |

# Course Syllabus

Jump to Today Edit

# Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Ph.D. in Integrative Anthropological Sciences, Anthropology MA, or CI.

Fall 2021: Thursdays at 6-8:50pm at MSB 0149

# Instructor Contact Information

**Professor:** John Walker

**Office:** Howard Phillips Hall 409o

**Course-Related Email:** Webcourses Email Client

**Secondary Email:** john.walker@ucf.edu

**Phone:** (407) 823-3798

**Office Hours:** 10:00 - 12:00 Tuesdays and Thursdays, or by appointment

# COVID related information:

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines (Links to an external site.). Masks are required in approved clinical or health care settings.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time.

Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

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.

# Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology's subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

# Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:

1) articulate how theory informs archaeological research;

2) explain the principles behind some of the major archaeological methods;

3) articulate the basic tenets of the major theoretical schools of archaeology in the 20th and 21st centuries and understand how these connect to broader trends in anthropology as a whole;

4) recognize theoretical approaches in published research;

5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;

6) articulate the principles governing ethical archaeological practice; and

7) apply theoretical approaches and ethical principles to their own research.

# Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses. The Johnson text is available for 21-day checkout in the library and individual chapters can be downloaded. Note that there are often limits to the number of students who can check out a book at once, so you may find that you need a hard copy of the book.

Johnson, Matthew, Archaeological Theory, 3rd edition. 2019, Oxford: Blackwell.

# Useful Web Sites

- Society for American Archaeology: saa.org (Links to an external site.)
- American Anthropological Association: aaanet.org (Links to an external site.)
- Archaeological Institute of America: archaeological.org (Links to an external site.)
- The Archaeology Channel (archaeology streaming video/audio): archaeologychannel.org (Links to an external site.)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): http://www.americanarchaeology.com/aawelcome.html (Links to an external site.)
- Shovel Bums (a site to find jobs in archaeology): shovelbums.org (Links to an external site.)

# Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:

| Grade Categories | Description of Requirements | Due Date | Weight Toward Final Grade | Point Value |
|---|---|---|---|---|
| Participation and Attendance | Routinely contributing to the class discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class.<br><br>Submitted in person | Weekly | 12 | 120 |
| Discussion leadership | Leading part of the class discussion for one week of class | Once per semester | 10 | 100 |
| Weekly written assignments | The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries.<br><br>Submitted through Webcourses. | 11:59am the day after class | 13 | 130 |
| Bibliography | A 15-source bibliography for your term paper, with the five most important sources annotated.<br><br>Submitted through Webcourses. | October 23 at 11:59pm | 10 | 100 |
| Term paper | A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words).<br><br>Submitted through Webcourses. | Due December 10 at 9:00am | 40 | 400 |

| | | | | |
|---|---|---|---|---|
| Presentation | A 15-minute, SAA-style presentation of the subject matter of the term paper, followed by 5 minutes of Q&A | December 3 & 10 in class | 15 | 150 |
| Final Exam | There is no final exam in this course | | 0 | 0 |
| TOTAL | | | 100 | 1000 |

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.
- You may need to work as a team to complete the discussion leadership requirement. If you don't pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

## Grading Scale

| Letter Grade | Percent of Total Raw Score |
|---|---|
| A | 95-100% |
| A- | 90-94% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D | 60-69% |
| F | 59% and below |

# Covid Policies for 2020 School Year

**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.

### Accessing the Synchronous Component of Class

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.

- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

### Professionalism and Parenting during Zoom Sessions

While Zoom sessions obviously cannot have the same formality as a classroom setting, it is expected that you will treat classes in as professional manner as possible. This includes wearing attire appropriate for a university course, removing distractions from your environment, finding a place where you can sit upright and focus on your classmates.

That said, parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.

# (Usual) Policies

| Topic | Policy |
|---|---|
| Contacting the professor | In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. |
| Webcourses@UCF | This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. |
| Accessing On-line Course Content | You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.<br><br>Readings unavailable through the UCF Libraries website will also be available through Webcourses. |
| Grading and evaluation | Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide |

announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus.

If you receive two √- grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three √- grades on weekly written assignments will result in your final grade being dropped by 1 letter.

**Attendance and Participation**

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter.

If you receive a √- grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three √- grades in participation will result in your grade being dropped by 1 letter.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

**Deadlines and Make-ups**

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

I will give students **one** opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).

**Academic integrity**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will

be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.

**Course Accessibility**

We are 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 (SAS) <http://sas.sdes.ucf.edu/Links 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.

**Emergency Procedures**

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.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, 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-UCFLinks to an external site.> (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.eduLinks to an external site.> 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 videoYou CAN Survive an Active Shooter (Links to an external site.) |
| Deployed Active 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 |

# Summary of Topics:

| Week-Class Date: | Topic: |
|---|---|
| 1--August 27 | What is Archaeological Theory? |
| 2--September 3 | Archaeology as Anthropology |
| 3--September 10 | Fieldwork (term paper topic preferences due this week) |
| 4--September 17 | Early Professional Archaeology |
| 5--September 24 | Dating techniques |
| 6-October 1 | New Archaeology |
| 7--October 8 | The Postprocessual Critique |
| 8--October 15 | Processual, Processual-plus, and Marxist Archaeologies |
| 9--October 22 | Agency and Agency-Related Approaches |
| 10--October 29 | Gender and Identity |
| 11--November 5 | Landscape and Geospatial Methods |
| 12--November 12 | Curation, Stakeholders, and the Public (annotated bibliography due this week) |
| 13--November 19 | Where we go from here (final weekly writing assignment due this week) |
| 14--December 3 | Presentations |
| 15--December 10 | Presentations |

# Course Summary:

| Date | Details |
| --- | --- |
| Thu Aug 27, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Sep 3, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Sep 10, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Sep 17, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Sep 24, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Oct 1, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |

| Date | Details |
| --- | --- |
| Thu Oct 8, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Oct 15, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Oct 22, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Oct 29, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Nov 5, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Nov 12, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Nov 19, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Nov 26, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Dec 3, 2020 | Calendar Event Virtual Office Hours |

| Date | Details |
| --- | --- |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Dec 10, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Thu Dec 17, 2020 | Calendar Event Virtual Office Hours |
| | Calendar Event ANG6110-20Fall 0001 |
| Sat Aug 28, 2021 | Assignment Week 1 Writing Assignment |
| Sat Sep 4, 2021 | Assignment Week 2 Writing Assignment |
| Sat Sep 11, 2021 | Assignment Week 3 Writing Assignment |
| Sat Sep 18, 2021 | Assignment Week 4 Writing Assignment |
| Sat Sep 25, 2021 | Assignment Week 5 Writing Assignment |
| | Assignment Term Paper Topics |
| Sat Oct 2, 2021 | Assignment Week 6 Writing Assignment |
| Sat Oct 9, 2021 | Assignment Week 7 Writing Assignment |
| Sat Oct 16, 2021 | Assignment Week 8 Writing Assignment |
| Sat Oct 23, 2021 | Assignment Week 9 Writing Assignment |
| | Assignment Bibliography |
| Sat Oct 30, 2021 | Assignment Week 10 Writing Assignment |

| Date | Details |
| --- | --- |
| Sat Nov 6, 2021 | Assignment Week 11 Writing Assignment |
| Sat Nov 13, 2021 | Assignment Week 12 Writing Assignment |
| Fri Nov 19, 2021 | Assignment Discussion Leadership |
| Sat Nov 20, 2021 | Assignment Week 13 Writing Assignment |
| Sat Dec 4, 2021 | Assignment Class Participation |
| Fri Dec 10, 2021 | Assignment Presentation |
| Sat Dec 11, 2021 | Assignment Final Paper |
| Thu Dec 16, 2021 | Assignment Final Grade |
| | Assignment Week 1 |
| | Assignment Week 10 |
| | Assignment Week 11 |
| | Assignment Week 12 |
| | Assignment Week 13 |
| | Assignment Week 2 |
| | Assignment Week 3 |
| | Assignment Week 4 |
| | Assignment Week 5 |

| Date | Details |
| --- | --- |
| | Assignment Week 6 |
| | Assignment Week 7 |
| | Assignment Week 8 |
| | Assignment Week 9 |

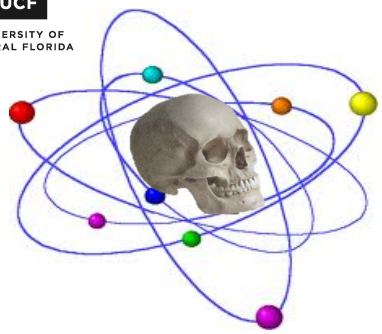
Prev monthNext monthAugust 2021

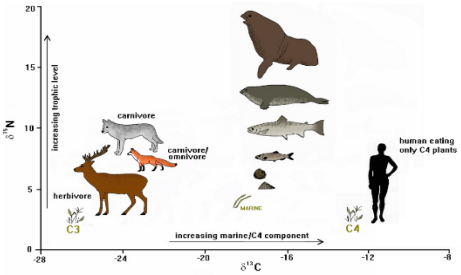
Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| --- | --- | --- | --- | --- | --- | --- |
| 25 July 202125Previous month | 26 July 202126Previous month | 27 July 202127Previous month | 28 July 202128Previous month | 29 July 202129Previous month | 30 July 202130Previous month | 31 July 202131Previous month |
| 1 August 20211 | 2 August 20212 | 3 August 20213 | 4 August 20214 | 5 August 20215 | 6 August 20216 | 7 August 20217 |
| 8 August 20218 | 9 August 20219 | 10 August 202110 | 11 August 202111 | 12 August 202112 | 13 August 202113 | 14 August 202114 |
| 15 August 202115 | 16 August 202116 | 17 August 202117 | 18 August 202118 | 19 August 202119 | 20 August 202120 | 21 August 202121 |
| 22 August 202122 | 23 August 202123 | 24 August 202124Today | 25 August 202125 | 26 August 202126 | 27 August 202127 | 28 August 202128Click to view event details |
| 29 August 202129 | 30 August 202130 | 31 August 202131 | 1 September 20211Next month | 2 September 20212Next month | 3 September 20213Next month | 4 September 20214Next monthClick to view event details |

## Course assignments are not weighted.

# Integrative Isotopic Sciences
# ANG6189






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

Instructor Contact

| | |
|---|---|
| Instructor | Dr. J. Marla Toyne<br>Associate Professor |
| Office | Howard Phillips Hall, 409R |
| Meeting Time & Location | **MSB 149**<br>Monday 3-5:50pm |

| | |
|---|---|
| Office Hours | Monday 10:00-12:00pm or by apt, ZOOM via Calendly |
| Phone | (407) 823-1927 |
| E-mail | j.marla.toyne@ucf.edu |

## I. Welcome!

## II. University Course Catalog Description

Theoretical and methodological aspects of stable isotope analysis of contemporary and archaeological materials for the determination of human migration, origins, diet, and physiology.

## III. Course Description

This course focuses on primary literature in stable isotope ecology, which uses naturally occurring variation in $\delta^{13}C$, $\delta^{15}N$, $\delta^{18}O$, and $^{86/87}Sr$ as markers of organismal and ecological processes. The focus will be on human studies (both archaeological and contemporary), including dietary and food web analysis, nutrient allocation, migration, and metabolic processes specific to stable isotope analysis.

## IV. Course Objectives

- To develop an understanding of current methodological and theoretical approaches using stable isotopes in anthropological research.
- Understand isotopes in natural systems and key concepts of stable isotope fractionation.
- Be able to explain how isotopes of carbon and oxygen are used to understand the carbon and hydrological cycles and to reconstruct the Earth's climate history, including recent anthropogenic changes.

- Be able to explain how isotopes of carbon, nitrogen, oxygen, and strontium can be used to reconstruct life history and how they are used to infer paleo/diets and paleo/migration of animals and humans.
- To review comprehensively the literature (original and recent) to develop critical thinking skills in research.

## V. Learning Objectives

With diligent effort, the student should be able to do the following at the completion of this course.

- To develop competency in understanding the basic principles of stable isotope ecology, analysis, and interpretation.
- To learn the history of isotopic studies and summarize current published literature on new advances in the field.
- To develop working knowledge of the mechanics and methods for sample preparation and laboratory protocols.
- To explore data organization, analysis, and interpretation using data sets for a regional survey research.
- To examine the value of isotope studies for studying the human past and present to higher order questions of anthropological interest.

## VI. Course Prerequisites

Acceptance in the MA or PhD in Integrative Anthropological Sciences.

## VII. Course Credits

3 credit hours

## VIII. Course Requirements

- Regular attendance and participation in course lectures and discussions.
- Submission of written summaries, graded assignments, final paper/presentation, and individual in-class discussion of readings.
- Collaboration in the creation of stable isotope bibliographies.
- Each class will include a weekly Discussion lead by a selected student.

### Seminar Structure:

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided in a lecture style format, while discussions will focus on specific readings assigned for that week.

## IX. Recommended Texts

**Main books: (Available at UCF BOOKSTORE or alternative sources as PDFs)**

- Fry, B. (2006). *Stable isotope ecology*. New York: Springer.
- Sharp, Z. (2007). *Principles of Stable Isotope Geochemistry*. Upper Saddle River, NJ: Pearson Education.
- Meier Augenstein, W. (2018). *Stable isotope forensics an introduction to the forensic application of stable isotope analysis*. 2nd edition. Hoboken, NJ: Wiley-Blackwell.

Other Recommended Resources: (Available as PDFs on Webcourses)

- Michener, R.H., & Lajtha, K., (Ed.). (2007). *Stable isotopes in ecology and environmental science*. Malden, MA Blackwell Publishers.
- Grupe, G., & McGlynn, G.C. (2016). *Isotopic landscapes in bioarchaeology*. New York: Springer.
- Hoefs, J. (2018). *Stable isotope geochemistry*. New York: Springer Science Media.

### Weekly Supplemental Readings:

- **Required Articles**: these will be available for download as PDFs on Canvas or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed in the SCHEDULE and READING LIST. In addition to these required articles, I may post "Supplements" – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics.
- Additional important website or news reports will be linked to the course Webcourses.
- Students will also be expected to independently find resources and present new materials to the class.

## X. Evaluation

Grades will be based on a student's scores weighted in the following:

| | |
|---|---|
| Article Discussion and Participation: | 10% |
| Bring/Find Discussion leadership: | 10% |
| Written Summaries: | 20% |
| Activity 1 through 3: | 25% (see Webcourses) |
| Research Proposal/Outline: | 5% (Outline and prelim bibliography) |
| Regional Research Paper: | 20% (15 page literature review) |
| Final Research Presentation: | 10% (10 min summary) |
| Total | 100% |

### Grading Scale (%)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100-95 | A | 86-84 | B | 76-74 | C | 66-64 | D |
| 94-90 | A- | 83-80 | B- | 73-70 | C- | 63-60 | D- |
| 89-87 | B+ | 79-77 | C+ | 69-67 | D+ | 59-0 | F |

**Reminder**: Graduate Students should be aware that a minimum of a B is required to demonstrate adequate progress in a graduate level course and for this course to count towards your degree and graduation.

## XI. Grade Dissemination

Grades and feedback will be made available via Webcourses.

## XII. Learning Assessment

### Participation:

Regular attendance and participation in class and assignments are required. Attendance will be considered. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. We will also take time to discuss our research paper ideas as topics come up. I also expect students to participate in the collaborative bibliography pages.

### Weekly Seminar Discussions:

There is a lot of reading in this course. Each week will include a topical discussion of a series of 4-6 assigned readings. Everyone will be responsible for reading and summarizing (see below) each article or chapter and participating in the class discussion with questions and comparisons. Each student will be responsible for 2 Bring/Find week and will be evaluated on their selection and discussion leadership. On weeks that we have a Bring/Find, 1 student will sign up to add 1 article each (posted to Discussion Board minimum the week before). ALL students must read the new Bring/Find articles in addition to the required readings. They will also contribute a brief summary and LEAD a critical discussion with the class of all the weekly articles including what they found and contributed to the broader discussion. Since it is meant to be a conversation among scholars – Powerpoints or handouts are not necessary unless there is some relevant diagram or model that you would like to share.
See **Webcourses** for more information about formatting and suggestions for Bring/Find.

### Topical Summaries:

10 short written topical summaries (2 pages single-spaced) will be submitted weekly during this course. These directed and referenced annotation-like summaries are based on required weekly readings and additional sources are designed to provide a student with critical thinking and synthesizing skills. You may use diagrams/illustrations to support your answers, but they must be necessary and correctly sourced and referenced. All bibliographic referencing must follow AJPA style (separate page after summary). Assignments will be due online by **Monday by noon** before the class discussion. These will be **peer-reviewed** with a rubric provided. This involves evaluating each other's submissions for content, language, and critical approach.
See **Webcourses** for more information about formatting and suggestions for Summaries.

### Written Assignments/Activities:

There will be 4 analytical activities. 1) Sample and method selection, 2) Using $\delta^{13}C$ and $\delta^{15}N$ for data organization and dietary analysis, 3) Using $\delta^{18}O$ and Sr ratio data for data organization

and mobility analysis; 4) Final regional research activity. The Final Regional Research summary project will require a meeting with the professor to identify a topic, a proposal, and outline review, and the final presentation in class during final exams.
See **Webcourses** for more information about formatting and suggestions for each activity.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for **AJPA** (American Journal of Physical Anthropology) referencing (APA) and formal academic papers (12-point Times New Roman or Calibri font, single-spaced, 1 inch margins, always include **page numbers**, even if only a single page). Spelling, grammar, and writing style are also very important and will be taken into consideration.

## XIII. Course Policies: Grades

**Grading and Evaluation**: Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

**Late Work Policy**: You also should note that late assignments, reports, and term papers will be penalized by one percent of Final Grade per day unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Major extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

**Grades of "Incomplete"**: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor 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" will automatically be recorded as an "F" on your transcript.

## XIV. Required Statement Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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

To protect members of our community, UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). 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. 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.

### COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.
Students should contact their instructor(s) as soon as possible if they miss class for any illness 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.

## XV. Course Policies: Technology and Media

**Email**: In order to protect your private information and keep everything in one place, communication between the students and the professor will take via Webcourses. Please observe appropriate netiquette and use professional language when emailing your professor.

**Contacting the professor:** In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do

not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.
Also check Webcourses for common questions asked and their answers via the discussion boards

**Webcourses@UCF**: This is a Face to Face course, but some live synchronous meetings may also take place via ZOOM during our schedule class time. In additional, course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF.
Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

## XVI. Course Policies: Student Expectations

**Accessing On-line Course Content:** You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday at 5pm.

**Grading and evaluation:** All efforts will be made to return graded materials to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

**Attendance and Participation:** Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.
Participation is an important component of this class and coming to class prepared each week by reading all assigned materials (articles, chapters, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

- **Be on time**. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. Let's not get distracted together!
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- **Be polite, please**. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Let's chat!** Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class

interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.

- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Zoom Policy: ***Meeting Expectations:*** Since we may be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.
In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- **Join early**. Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance.
- **Find a quiet place to attend class**, with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise.
- ***Enable video***. Have your video on unless you truly are experiencing connection issues.
- ***You're on camera!*** Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- **Avoid using zoom backgrounds**. Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue.
- ***Lighting***. Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- ***Camera level***. Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- ***Microphone***. Mute your microphone when not talking.
- ***Raising your hand.*** If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Toyne can call on you. This will prevent you from speaking over / speaking at the same time as other participants. Chat can be used to set up questions if we have time to discuss them. But live questions are best.

**Deadlines and Make-ups:** There can be accommodations for **in-class/online exams** or **quizzes or the final exam**. No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor's note).

The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date and will take a different format from the original. No penalty will be applied.

University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.

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>.
An alternative assignment or make up exam may be offered.

**Late Work Policy and Grades of 'Incomplete'**:
Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor 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" will automatically be recorded as an "F" on your transcript.

**Professionalism Policy**: Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule may be asked to leave the classroom immediately so as not to disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

**Academic conduct:** 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. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule 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 at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**Academic Integrity:** UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.
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. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.
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>

**Turinitin.com**: In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

**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.

**Accessibility Statement**: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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.

**University Writing Center**: This is a **graduate-level seminar**. My expectation is that you are already a **strong writer**. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

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

**Deployed Active Duty Military Students Statement**: 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.

**Discrimination**: I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

**Religious Observances:** Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

### 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.

### Disclaimer

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

## XVII. Important Dates to Remember

The FALL Academic calendar can be found online at: http://calendar.ucf.edu/2021/fall

Drop/Swap Deadline: August 27th
Withdrawal Deadline: October 20th
Holidays: Labor Day – September 6th; Thanksgiving - November 25th

# Course Syllabus

Jump to Today Edit

# Advanced Topics in Medical Anthropology

# ANG6467-001

# Spring 2021

Mondays, 6:00pm-8:50pm, with Webcourses support

HPH 409M

## Course Overview

## Instructor Contact

| | |
|---|---|
| Professor | Dr. Beatriz Reyes-Foster |
| Office | HPH409I |
| Office Hours | Tuesdays, 1-3 (dedicated) |
| Email | Webcourses mail client; beatriz.reyes-foster@ucf.edu |
| Phone | (407) 823-2206 |

# Catalog Information and Course Description

ANG 6467 -Advanced Topics in Medical Anthropology. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

Catalog Description: Examination of advanced topics in the cultural construction of health and illness.

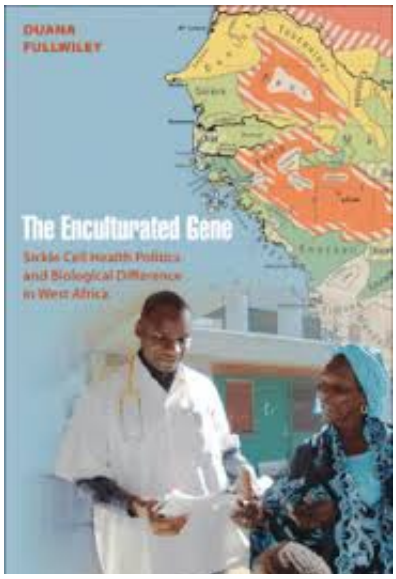
***Student Learning Outcomes***

Upon course completion, students will be able to:

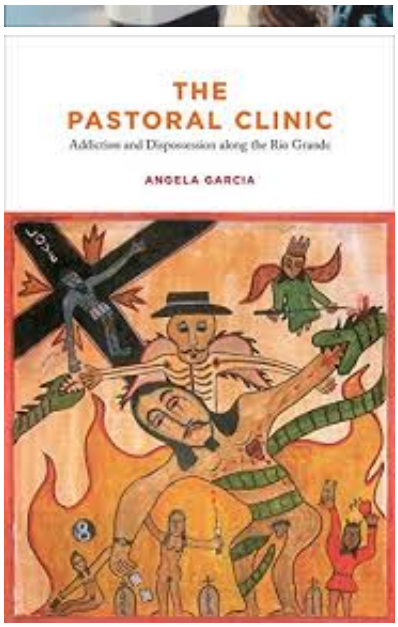
- analytically evaluate the complex relationships between health, illness, wellness, and the role of social and political institutions in shaping health experiences and outcomes.
- applying medical anthropology theoretical paradigms and concepts as explanatory frameworks through which to understand contemporary health problems.
- applying critiques emerging from medical anthropology to evaluate emerging health issues, in both local and global contexts, as well as health policy debates and claims
- qualitative research, including project design, data collection and analysis, and research presentation
- attain the CITI Ethics Training Certification for research with human subjects (if not already complete)

# Course Materials and Resources

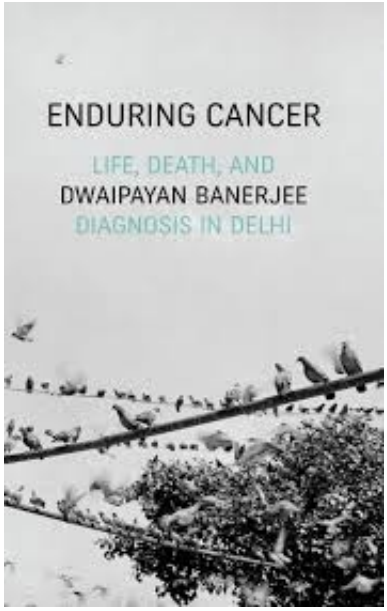
There are four required ethnographies in this course.



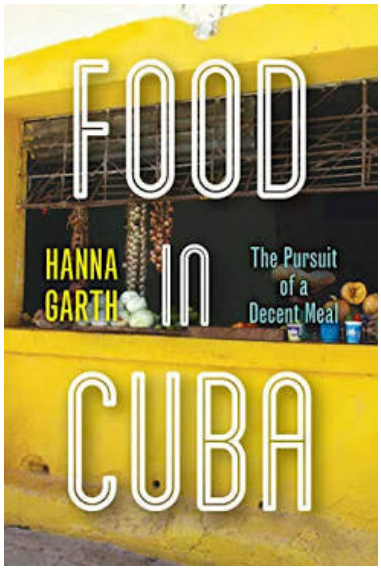

*The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa* by Duanna Fullwiley. ISBN: 978-0-691-12317-2




*The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande* by Angela Garcia. ISBN: 978-0-520-26208-9




*Enduring Cancer: Life, Death, and Diagnosis in Delhi* by Dwaipayan Banerjee. ISBN: 978-1-4780-0955-9




*Food in Cuba: The Pursui of a Decent Meal* by Hannah Garth. ISBN: 978-1-5036-1109-1

In addition to the books listed above, supplementary readings will be required. I will post the initial readings in Webcourses but after Week 2 everyone will be responsible for obtaining the readings on your own. These readings will be comprised of book chapters, journal articles, and book excerpts that are available through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

# Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

| Grade Categories | Description of Requirements | Weight Toward Final Grade | Grading System |
|---|---|---|---|
| Weekly writing assignments | Due each Wednesday at 11:59am on Canvas. | 20% | 200 |
| Discussion Participation | All students must participate in all three roles at least three times | 30% | 400 |
| Pilot Project | A mini-ethnography on a topic related to medical anthropology | 50% | 400 |
| TOTAL | | 100% | 1000 |

**Grading scale**: (+/- letter grades)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A** | 95-100% | **B+** | 87-89% | **C+** | 77-79% | **D** | 60-69% |
| **A-** | 90-94% | **B** | 84-86% | **C** | 74-76% | **F** | 59% or below |
| | | **B-** | 80-83% | **C-** | 70-73% | | |

# Course Schedule

You may access the course schedule by following this link. Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library's document delivery service.YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

# Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 600-750 words (double spaced, 12-point font, 1” margins) 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by midnight of the day before class (SUNDAY) in the Webcourse Assignment labeled for that week (see week numbers in syllabus schedule).

Class Structure

The amount allotted for participation should make clear how seriously I take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than others. Regardless of your interest in or commitment to the literature in question, it is our expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a socratic panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

*Panelists:* Panelists will discuss the week's readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it's older reading, how does it play out or serve our thinking on the topic today? If it's more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

*Instigators:* Instigators work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question and send your questions to the instructor by 12:00 pm the day of class. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions: **https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions (https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)**

*Investigators:* Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. The presentation should highlight works relevant to the class discussion. Please send us the bibliography by 12:00 pm the day of class.

Final Paper:

Medical Anthropology Pilot Field Project

Student will develop, conduct, and write up a Pilot Field Project based on the medical anthropology topic of their interest. For this project, students will conduct two 40-minute semistructured interviews (can be longer if needed) with a population of interest and about a topic focusing on health. I will work with individual students to adapt this project to their research needs, as long as the framework remains within anthropological methods and the student is developing new ideas or expanding their current project. Three components will be required:

**I.) Research Proposal:**

- establishing the research topic & reading relevant scholarship
- developing research question/s

- developing the most suitable methods to answer the RQ

**II.) Data Collection & Analysis:**

- CITI Certificate (free and valid for 3 years; on UCF IRB website)
- interviewing and analyzing the narratives

**II.) Write-Up the Project:**

- presenting findings and formulating conclusions based on findings

4. Presentations of Pilot Field Projects:
During the last class of the session students will present to their colleagues in class. You will have approximately 30 minutes for your presentation. Please allow a few minutes at the end of your presentation for questions and comments. You may use Power Point for a portion of your presentation or the entire talk but you are not required to do so. More instructions will be provided about how to develop an effective presentation of a research project.

Final Exam: There is no final exam in this course.

# Policies

## COVID 19 Safety and Our Collective Health

We meet face-to-face once each week during our scheduled class time. **However, under the current conditions I will not force anyone to meet face to face who does not feel safe. Therefore, we will always have a synchronous Zoom meeting going during class time for anyone who prefers to join class that way**. Also, if you are under the weather --if you have a fever, cough, body pain, or any other sign of illness-- I ask that you DO NOT ATTEND CLASS IN PERSON. If you are feeling sick, but well enough to participate in class, please join us via Zoom. This is also the case if you have a documented exposure to COVID19. Please quarantine for two weeks and join the class via Zoom. Likewise, if I have any reason to believe I am coming down with something, or if I have reason to believe I have been exposed to COVID19, I will lead the class via Zoom. All classes will also be recorded and posted on web courses for anyone who is unable to join class live. However, I do STRONGLY encourage you to attend class (remotely or F2F) during our scheduled class time.

Please note that when we meet face to face, face coverings (a mask or shield) and social distancing of 6 feet apart or more are REQUIRED.

### 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.pdf (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 G**olden Rule (https://goldenrule.sdes.ucf.edu/)** 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 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)** )

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** (mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**Should this course shift to remote-only instruction**, the university has provided several resources to assist students with learning: **https://digitallearning.ucf.edu/newsroom/keeplearning/** (https://digitallearning.ucf.edu/newsroom/keeplearning/)

**Live and Recorded Lectures**: This course will include synchronous ("real time") sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.

Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

**Technology Access:** Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at **https://it.ucf.edu/techcommons** (https://it.ucf.edu/techcommons) and **https://library.ucf.edu/libtech** (https://library.ucf.edu/libtech).

**Resources:**

**https://www.ucf.edu/coronavirus/** (https://www.ucf.edu/coronavirus/)

# Other Course Policies

## Contacting the Professor

In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "inbox" tool frequently

and professional. It is the student's responsibility to check the "Inbox" tool frequently.

## Webcourses@UCF

This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

## Accessing Online Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

## Grading and Evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.

## Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

## Deadlines and Make-ups

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, 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. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Academic Integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so

seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.

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 (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)**

## Course Accessibility

We are 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 (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)** > (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.

## Emergency Procedures

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)

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://youtu.be/NlKYajEx4pk)

  (https://youtu.be/NlKYajEx4pk)
  >).

## Deployed Active 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

## 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

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.

### Inclusive Classroom Statement

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 us to use specific personal gender pronouns (PGPs) when communicating with you. In this class, we recognize the origins of anthropology in colonialism and white supremacy, and we recognize that we live in a society rife with anti-Blackness.

In this class, Black Lives Matter. No Human Being is Illegal. Water is Life.

# Course Summary:

| Date | Details | |
|---|---|---|
| Fri Jan 15, 2021 | **Academic Engagement Activity** (https://webcourses.ucf.edu/courses/1368781/assignments/6944037) | due by 11:59pm |
| Sun Jan 24, 2021 | **Reading Response 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6944031) | due by 11:59pm |
| Mon Jan 25, 2021 | **Participation 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6948624) | due by 11:59pm |

# Course Schedule

| Weeks/Dates | Topics | Readings and Assignments |
|---|---|---|
| Week 1/Jan 11 | Introduction | Syllabus review |
| Week 2/Jan 18 | NO CLASS MLK DAY | NO CLASS MLK DAY |
| Week 3/Jan 25 | Letting Anthropology Burn | Jobson, Ryan C. **"The Case for Letting Anthropology Burn: Sociocultural Anthropology in 2019."** **(https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1111/aman.13 af=R)**<br><br>Trouillot, M.R. **"Anthropology and the Savage Slot: The Poetic and Politics of Otherness."** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)**<br><br>Shange, S. **"Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography."** **(https://doi.org/10.1111/traa.12143)**<br><br>Olson, Kyle. **"Disciplinary Futures and Reorienting Research: Reply to Jobson and Rosenzweig on Doing Anthropology in t Age of COVID."** **(https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1111/aman.1** |
| Week 4/February 1 | Colonialism, Race, and Racism | Fanon, F. Black Skin, White Masks. Selections.<br><br>Tuana, N. and Sullivan, S. *Race and Epistemologies of Ignorance.* Introduction.<br><br>Bernasconi, R. "On Needing not to Know and Forgetting What On Never Know: The Epistemology of Ignorance in Fanon's Critique |

| | | |
|---|---|---|
| | | Never Knew: The Epistemology of Ignorance in Fanon's Critique o Sartre." in *Race and Epistemologies of Ignorance.* |
| Week 5/February 8 | Biopolitics and Biosociality | Fulwiley, D. "Discriminate Biopower and Everyday Biopolitics: Vie on Sickle-cell testing in Dakar." *Medical Anthropology* 23(3): 157-1<br><br>Palmié, S. "Genomics, Divination, and 'Racecraft.'" *American Ethnologist* 34(2): 205-222.<br><br>Lock, M. "Cultivating the Body: Anthropology and Epistemologies Bodily Practice and Knowledge." *Annual Review of Anthropology* 22:133-155.<br><br>Rose, N. and Novas, C. "Chapter 23. Biological Citizenship." in O and Collier (eds.). Global *Assemblages.* |
| Week 6/February 15 | Ethnographic Roundup | Fulwiley, Duana. The *Enculturated Gene* |
| Week 7/February 22 | Experience, Suffering, and Incommensurability | Povinelli, Elizabeth. 2001. "Radical Worlds: The Anthropology of Incommensurability and Inconceivability." *Annual Review of Anthropology* 30: 319-334.<br><br>Bourgois, Philippe. 1998. "Just Another Night in a Shooting Gallery." *Theory, Culture and Society* 15(2): 165-196.<br><br>Wacquant, Loïc. 1993. "Inside 'the Zone': The Social Art of the Hu in the Americfan Ghetto." In *The Weight of the World: Social Suffe in Contemporary Society,* edited by Pierre Bourideu et. al. Stanfor Stanford University Press.<br><br>Comaroff, Jean and John. 2004. "Criminal Obsessions, after Foucault: Postcoloniality, Policing, and the Metaphysics of Disorder."*Critical Inquiry* 30: 800-824. |
| Week 8/March 1 | Ethnographic Roundup | Garcia, Angela. *The Pastoral Clinic.* |
| | | Comaroff, Jean and John. *Theory from the South: Or, How Euro-* |

| | | |
|---|---|---|
| Week 9/March 8 | Decolonial Epistemologies | *America is Evolving Toward Africa*. Ch. 1&2.<br><br>DeSousa Santos, Boaventura. *Epistemologies of the South: Justi Against Epistemicide*. Ch. 4<br><br>McClaurin, Irma. *Black Feminist Anthropology*. Introduction and C |
| Week 10/March 15 | Cancer | McMullin, J. "Cancer." *Annual Review of Anthropology* 45(1): 253.<br><br>Livingston, Julie. *Improvising Medicine: An African Oncology War an Emerging Cancer Epidemic.* Ch. 3 and 4.<br><br>VonHollen, Cecilia. 2018. "Handle with Care: Rethinking the Right versus Culture Dichotomy in Cancer Disclosure in India." *Medical Anthropology Quarterly* 32(1): 59-84. |
| Week 11/March 22 | Ethnographic Roundup | Banerjee, Dwai. *Enduring Cancer.* |
| Week 12/March 29 | Food | Caldwell, Melissa. "The Taste of Nationalism: Food Politics in Postsocialist Moscow." *Ethnos: Journal of Anthropology* 67: 295-3<br><br>Cole, Steven and G. Tembo. "The Effect of Food Insecurity on Me Health: Panel Evidence from Rural Zambia." *Social Science and Medicine* 73(7): 1071-2079.<br><br>DeVault, Marjorie. *Feeding the Family: The Social Organization o Caring as Gendered Work.* Ch.<br><br>Stout, Noelle. "Feminist, Queers, and Critics: Debating the Cuban Trade." *Journal of Latin American Studies* 40(4): 721-742. |
| Week 13/April 5 | Morals | Das, Veela. "Trauma and Testimony: Implications for Political Community." *Anthropological Theory* 3: 293-307.<br><br>Csordas, Thomas. "Morality as a Cultural System." *Current Anthropology* 54(5): 523-546.<br><br>Fassin, Didier. "Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals." *Anthropological Theory* 333-344 |

| | | |
|---|---|---|
| | | 333-344.<br><br>Zigon, Jarett. "Moral Breakdown and the Ethical Demand: A Theoretical Framework for an Anthropology of Moralities." *Anthropological Theory* 7(2): 131-150. |
| Week 14/April 12 | NO CLASS SPRING BREAK | NO CLASS SPRING BREAK |
| Week 15/April 19 | Ethnographic Roundup | Garth, Hannah. *Food in Cuba*. |
| Week 16/April 26 | **Research Presentations in Class** | **Final Paper Due** |

# Assessed Weekly:

Reading responses

Participation responsibilities

# Course Syllabus

Jump to Today Edit

# The Transformation of Human Societies

Fall 2021

Wednesdays, 3-5:50, with Webcourses support

HPH 409M

## Course Overview

### Instructor Contact

| | |
|---|---|
| Professor | Dr. Stacy Barber |

| | |
|---|---|
| Office | HPH409T |
| Office Hours | Tuesdays, 9-10:30 (dedicated) |
| Email | Webcourses mail client; sarah.barber@ucf.edu |
| Phone | (407) 823-2207 |

| | |
|---|---|
| Professor | Dr. Ty Matejowsky |
| Office | HPH309 |
| Office Hours | Tuesdays, 10-11:30 (dedicated) |
| Email | Ty.matejowsky@ucf.edu |
| Phone | (407) 823-4611 |

## Catalog Information and Course Description

ANG6474-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

## Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

## Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

## Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

| **Grade Categories** | **Description of Requirements** | **Weight Toward Final Grade** | **Grading System** |
|---|---|---|---|
| Weekly writing assignments | Due each Thursday at **11:59am** on Canvas. | 12% | 120 |
| Discussion Leadership | All students must lead discussion twice during the semester | 12% | 120 |
| Weekly Participation | Based on attendance and participation in class discussions when not class leader | 12% | 120 |

| | | | |
|---|---|---|---|
| Workshop | Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester) | 40% | 400 |
| Final Paper | A final paper supporting the workshop presentation (5,000-6,000 words) | 24% | 240 |
| TOTAL | | 100% | 1000 |

**Grading scale**: (+/- letter grades)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A** | 95-100% | **B+** | 87-89% | **C+** | 77-79% | **D** | 60-69% |
| **A-** | 90-94% | **B** | 84-86% | **C** | 74-76% | **F** | 59% or below |
| | | **B-** | 80-83% | **C-** | 70-73% | | |

# Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their

own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

# Covid Policies for 2021-2022 School Year

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

**Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines (Links to an external site.).

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

**Course Accessibility**

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.

# (Usual) Policies

| Topic | Policy |
|---|---|
| Contacting the professors | In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. |
| Webcourses@UCF | This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. |
| Accessing On-line Course Content | You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. |
| | Readings unavailable through the UCF Libraries website will also be available through Webcourses. |
| Grading and evaluation | Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. |
| Attendance and Participation | Attendance is required for this course, but may take place remotely. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. |
| | Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this |

| | |
|---|---|
| | is a professional setting: please be respectful and polite to your classmates. |
| Deadlines and Make-ups | Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. |
| Academic integrity | UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. |
| | 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.pdfLinks to an external site. |
| Course Accessibility | We are 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 (SAS) <http://sas.sdes.ucf.edu/Links 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. |
| Participation, Diversity and Inclusion | Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. We (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and |

expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.

Like many field sciences, the profession of anthropology is rife with examples of sexual misconduct and discrimination. It is very important to us that those problems not be replicated in our classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.eduLinks to an external site. and http://cares.sdes.ucf.edu/Links to an external site.. Please be aware that we are mandatory reporters for Title IX violations.

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 me as soon as possible and/or contact Student Accessibility Services.

Emergency Procedures

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.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, 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-UCFLinks to an external site.> (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.eduLinks to

| | |
|---|---|
| | an external site.> 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.”<br>.<br>· Students with special needs related to emergency situations should speak with their instructors outside of class.<br>· To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk (Links to an external site.)<br>>). |
| Deployed Active 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 |
| In-Class Recording | Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule. |

## Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

## Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

## Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Informe Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology, 19,* 89-117.

Faas, A.J., Roberto Barrios, Virginia Garcia-Acosta, Adriana Garriga-Lopez, Seven Mattes, & Jennifer Trivedi. (2020). Entangled roots and otherwise possibilities: An anthropology of disasters Covid-19 research agenda. *Human Organization*, 79, 333-342.

Gamlin, Jennie, Jean Segata, Lina Berriro, Sahra Gibbon, Francisco Ortega. (2021). Centering a critical medical anthropology of Covid-19 in global health discourse. *BMJ Global Health*, 6, 1-5.

Marabello, Selenia & Maria Luisa Parisi. (2020). 'I told you the invisible can kill you.' Engaging anthropology as a response in the Covid-19 outbreak in Italy. *Human Organization*, 79, 250-258.

## Module 2: Food in the Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology*, 44(3), 665-675.

Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology*, 43(4), 665-675.

Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico. Boston: International Nutrition Foundation for Developing Countries*. Boston, MA: International Foundation for Developing Countries.

Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite*, 47(1), 3-9.

Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis,& D. L Gimlin (Eds.),*The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis,& D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

Wilk, R. R. (1999). “Real Belizean Food”: Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

## Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on

environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press.

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology*

*and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.327-340). New York, NY: Routledge.

### Module 4: Collective Action and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow the way that humans cooperate and compete in was that transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Prosocial Behavior and Human Evolution. This week, we consider a basic question: why do humans cooperate in the first place? Could our capacity to work together create evolutionary advantages?

Readings pending

- Week 12: Collective Action and the Origins of Civilization. Following on a general discussion of collective action and human evolution, we will look at the potential for collective action to enable one of the most important transformations in human history: the origins of "civilization."

Readings pending

- Week 13: Collective Action and Social Justice in the Modern World.

Readings pending

# Course Summary:

| Date | Details |
|---|---|
| Fri Aug 27, 2021 | Assignment First Week Attendance Quiz |

| Date | Details |
| --- | --- |
| Wed Sep 1, 2021 | Assignment Attendance Week 2 |
| Thu Sep 2, 2021 | Assignment Week 2 Writing Assignment |
| Wed Sep 8, 2021 | Assignment Attendance Week 3 |
| | Assignment Call For Papers |
| Thu Sep 9, 2021 | Assignment Week 3 Writing Assignment |
| Wed Sep 15, 2021 | Assignment Attendance Week 4 |
| Thu Sep 16, 2021 | Assignment Week 4 Writing Assignment |
| Wed Sep 22, 2021 | Assignment Attendance Week 5 |
| Thu Sep 23, 2021 | Assignment Week 5 Writing Assignment |
| Wed Sep 29, 2021 | Assignment Attendance Week 6 |
| Thu Sep 30, 2021 | Assignment Week 6 Writing Assignment |
| Wed Oct 6, 2021 | Assignment Attendance Week 7 |
| Thu Oct 7, 2021 | Assignment Week 7 Writing Assignment |
| Wed Oct 13, 2021 | Assignment Attendance Week 8 |
| | Assignment Abstracts |
| Thu Oct 14, 2021 | Assignment Week 8 Writing Assignment |
| Wed Oct 20, 2021 | Assignment Attendance Week 9 |

| Date | Details |
| --- | --- |
| Thu Oct 21, 2021 | Assignment Week 9 Writing Assignment |
| Wed Oct 27, 2021 | Assignment Attendance Week 10 |
| Thu Oct 28, 2021 | Assignment Week 10 Assignment |
| Wed Nov 3, 2021 | Assignment Attendance Week 11 |
| Thu Nov 4, 2021 | Assignment Week 11 Writing Assignment |
| Wed Nov 10, 2021 | Assignment Attendance Week 12 |
| | Assignment Program |
| Thu Nov 11, 2021 | Assignment Week 12 Writing Assignment |
| Wed Nov 17, 2021 | Assignment Attendance Week 13 |
| Thu Nov 18, 2021 | Assignment Week 13 Writing Assignment |
| Fri Dec 3, 2021 | Assignment Presentation |
| Wed Dec 8, 2021 | Assignment Week 16 Attendance |
| Fri Dec 10, 2021 | Assignment Discussion Leadership |
| | Assignment Final Paper |
| | Assignment Peer Evaluation |
| | Assignment Weekly Participation |

Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 25 July 202125Previous month | 26 July 202126Previous month | 27 July 202127Previous month | 28 July 202128Previous month | 29 July 202129Previous month | 30 July 202130Previous month | 31 July 202131Previous month |
| 1 August 20211 | 2 August 20212 | 3 August 20213 | 4 August 20214 | 5 August 20215 | 6 August 20216 | 7 August 20217 |
| 8 August 20218 | 9 August 20219 | 10 August 202110 | 11 August 202111 | 12 August 202112 | 13 August 202113 | 14 August 202114 |
| 15 August 202115 | 16 August 202116 | 17 August 202117 | 18 August 202118 | 19 August 202119 | 20 August 202120 | 21 August 202121 |
| 22 August 202122 | 23 August 202123 | 24 August 202124 | 25 August 202125Today | 26 August 202126 | 27 August 202127Click to view event details | 28 August 202128 |
| 29 August 202129 | 30 August 202130 | 31 August 202131 | 1 September 20211Next monthClick to view event details | 2 September 20212Next monthClick to view event details | 3 September 20213Next month | 4 September 20214Next month |

## Course assignments are not

# Course Syllabus

Jump to Today Edit

# The Transformation of Human Societies

Fall 2021

Wednesdays, 3-5:50, with Webcourses support

HPH 409M

## Course Overview

### Instructor Contact

| | |
|---|---|
| Professor | Dr. Stacy Barber |

| | |
|---|---|
| Office | HPH409T |
| Office Hours | Tuesdays, 9-10:30 (dedicated) |
| Email | Webcourses mail client; sarah.barber@ucf.edu |
| Phone | (407) 823-2207 |

| | |
|---|---|
| Professor | Dr. Ty Matejowsky |
| Office | HPH309 |
| Office Hours | Tuesdays, 10-11:30 (dedicated) |
| Email | Ty.matejowsky@ucf.edu |
| Phone | (407) 823-4611 |

## Catalog Information and Course Description

ANG6474-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

## Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

## Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

## Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

| **Grade Categories** | **Description of Requirements** | **Weight Toward Final Grade** | **Grading System** |
|---|---|---|---|
| Weekly writing assignments | Due each Thursday at **11:59am** on Canvas. | 12% | 120 |
| Discussion Leadership | All students must lead discussion twice during the semester | 12% | 120 |
| Weekly Participation | Based on attendance and participation in class discussions when not class leader | 12% | 120 |

| | | | |
|---|---|---|---|
| Workshop | Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester) | 40% | 400 |
| Final Paper | A final paper supporting the workshop presentation (5,000-6,000 words) | 24% | 240 |
| TOTAL | | 100% | 1000 |

**Grading scale**: (+/- letter grades)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A** | 95-100% | **B+** | 87-89% | **C+** | 77-79% | **D** | 60-69% |
| **A-** | 90-94% | **B** | 84-86% | **C** | 74-76% | **F** | 59% or below |
| | | **B-** | 80-83% | **C-** | 70-73% | | |

# Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their

own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

# Covid Policies for 2021-2022 School Year

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

**Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines (Links to an external site.).

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

**Course Accessibility**

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.

# (Usual) Policies

| Topic | Policy |
|---|---|
| Contacting the professors | In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. |
| Webcourses@UCF | This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. |
| Accessing On-line Course Content | You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. |
| | Readings unavailable through the UCF Libraries website will also be available through Webcourses. |
| Grading and evaluation | Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. |
| Attendance and Participation | Attendance is required for this course, but may take place remotely. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. |
| | Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this |

| | |
|---|---|
| | is a professional setting: please be respectful and polite to your classmates. |
| Deadlines and Make-ups | Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. |
| Academic integrity | UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. |
| | 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.pdfLinks to an external site. |
| Course Accessibility | We are 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 (SAS) <http://sas.sdes.ucf.edu/Links 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. |
| Participation, Diversity and Inclusion | Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. We (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and |

expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.

Like many field sciences, the profession of anthropology is rife with examples of sexual misconduct and discrimination. It is very important to us that those problems not be replicated in our classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.eduLinks to an external site. and http://cares.sdes.ucf.edu/Links to an external site.. Please be aware that we are mandatory reporters for Title IX violations.

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 me as soon as possible and/or contact Student Accessibility Services.

Emergency Procedures

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.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, 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-UCFLinks to an external site.> (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.eduLinks to

| | |
|---|---|
| | an external site.> 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.”<br>.<br>· Students with special needs related to emergency situations should speak with their instructors outside of class.<br>· To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk (Links to an external site.)<br>>). |
| Deployed Active 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 |
| In-Class Recording | Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule. |

## Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

## Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

## Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Informe Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology, 19,* 89-117.

Faas, A.J., Roberto Barrios, Virginia Garcia-Acosta, Adriana Garriga-Lopez, Seven Mattes, & Jennifer Trivedi. (2020). Entangled roots and otherwise possibilities: An anthropology of disasters Covid-19 research agenda. *Human Organization*, 79, 333-342.

Gamlin, Jennie, Jean Segata, Lina Berriro, Sahra Gibbon, Francisco Ortega. (2021). Centering a critical medical anthropology of Covid-19 in global health discourse. *BMJ Global Health*, 6, 1-5.

Marabello, Selenia & Maria Luisa Parisi. (2020). 'I told you the invisible can kill you.' Engaging anthropology as a response in the Covid-19 outbreak in Italy. *Human Organization*, 79, 250-258.

## Module 2: Food in the Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology*, 44(3), 665-675.

Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology*, 43(4), 665-675.

Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico. Boston: International Nutrition Foundation for Developing Countries*. Boston, MA: International Foundation for Developing Countries.

Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite*, 47(1), 3-9.

Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis,& D. L Gimlin (Eds.),*The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis,& D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

Wilk, R. R. (1999). “Real Belizean Food”: Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

## Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on

environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press.

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology*

*and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.327-340). New York, NY: Routledge.

### Module 4: Collective Action and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow the way that humans cooperate and compete in was that transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Prosocial Behavior and Human Evolution. This week, we consider a basic question: why do humans cooperate in the first place? Could our capacity to work together create evolutionary advantages?

Readings pending

- Week 12: Collective Action and the Origins of Civilization. Following on a general discussion of collective action and human evolution, we will look at the potential for collective action to enable one of the most important transformations in human history: the origins of "civilization."

Readings pending

- Week 13: Collective Action and Social Justice in the Modern World.

Readings pending

# Course Summary:

| Date | Details |
|---|---|
| Fri Aug 27, 2021 | Assignment First Week Attendance Quiz |

| Date | Details |
| --- | --- |
| Wed Sep 1, 2021 | Assignment Attendance Week 2 |
| Thu Sep 2, 2021 | Assignment Week 2 Writing Assignment |
| Wed Sep 8, 2021 | Assignment Attendance Week 3 |
| | Assignment Call For Papers |
| Thu Sep 9, 2021 | Assignment Week 3 Writing Assignment |
| Wed Sep 15, 2021 | Assignment Attendance Week 4 |
| Thu Sep 16, 2021 | Assignment Week 4 Writing Assignment |
| Wed Sep 22, 2021 | Assignment Attendance Week 5 |
| Thu Sep 23, 2021 | Assignment Week 5 Writing Assignment |
| Wed Sep 29, 2021 | Assignment Attendance Week 6 |
| Thu Sep 30, 2021 | Assignment Week 6 Writing Assignment |
| Wed Oct 6, 2021 | Assignment Attendance Week 7 |
| Thu Oct 7, 2021 | Assignment Week 7 Writing Assignment |
| Wed Oct 13, 2021 | Assignment Attendance Week 8 |
| | Assignment Abstracts |
| Thu Oct 14, 2021 | Assignment Week 8 Writing Assignment |
| Wed Oct 20, 2021 | Assignment Attendance Week 9 |

| Date | Details |
| --- | --- |
| Thu Oct 21, 2021 | Assignment Week 9 Writing Assignment |
| Wed Oct 27, 2021 | Assignment Attendance Week 10 |
| Thu Oct 28, 2021 | Assignment Week 10 Assignment |
| Wed Nov 3, 2021 | Assignment Attendance Week 11 |
| Thu Nov 4, 2021 | Assignment Week 11 Writing Assignment |
| Wed Nov 10, 2021 | Assignment Attendance Week 12 |
| | Assignment Program |
| Thu Nov 11, 2021 | Assignment Week 12 Writing Assignment |
| Wed Nov 17, 2021 | Assignment Attendance Week 13 |
| Thu Nov 18, 2021 | Assignment Week 13 Writing Assignment |
| Fri Dec 3, 2021 | Assignment Presentation |
| Wed Dec 8, 2021 | Assignment Week 16 Attendance |
| Fri Dec 10, 2021 | Assignment Discussion Leadership |
| | Assignment Final Paper |
| | Assignment Peer Evaluation |
| | Assignment Weekly Participation |

Calendar

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 25 July 202125Previous month | 26 July 202126Previous month | 27 July 202127Previous month | 28 July 202128Previous month | 29 July 202129Previous month | 30 July 202130Previous month | 31 July 202131Previous month |
| 1 August 20211 | 2 August 20212 | 3 August 20213 | 4 August 20214 | 5 August 20215 | 6 August 20216 | 7 August 20217 |
| 8 August 20218 | 9 August 20219 | 10 August 202110 | 11 August 202111 | 12 August 202112 | 13 August 202113 | 14 August 202114 |
| 15 August 202115 | 16 August 202116 | 17 August 202117 | 18 August 202118 | 19 August 202119 | 20 August 202120 | 21 August 202121 |
| 22 August 202122 | 23 August 202123 | 24 August 202124 | 25 August 202125Today | 26 August 202126 | 27 August 202127Click to view event details | 28 August 202128 |
| 29 August 202129 | 30 August 202130 | 31 August 202131 | 1 September 20211Next monthClick to view event details | 2 September 20212Next monthClick to view event details | 3 September 20213Next month | 4 September 20214Next month |

## Course assignments are not

*Welcome to:*

# Public & Applied Anthropology – ANG 6701

**Fall 2021**

**Mondays: 6:00 – 8:50 pm in room HPH 0409M**

~~~
~~~

**COVID-19 and Illness Notification**
If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place. You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
You should contact me as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact me before missing class.

~~~
~~~

the ideas in the texts that can help us generate discussion. For example your questions and/or comments can be related to:

- The strengths of the paper (remember that all texts assigned have strengths and merit because, first of all, they have gone through a peer review process and been published, but also because I have selected them as meaningful texts for this class)
- Any weaknesses or critiques of the paper (it's possible for you to develop a critique of a text but this will have to be well substantiated, i.e., just saying you didn't like an article isn't a meaningful or scholarly critique)
- Which argument or points or examples did you find interesting or surprising regarding the study or arguments made, and why?
- Etc..

We will use your questions and/or comments during class to move our discussion along.

**Due:** Sundays, by midnight, via Canvas

**2. Discussions, Participation, and Attendance**

Much of the success of this class as well as a portion of your grade will depend on the quality of your participation in every class discussion. In class discussions I will stress shared learning by encouraging you to interact with each other based on the comments and questions. Each student will need to participate, but please don't dominate the discussion either. Let's find a good balance.

**Respectful attitude:**

Some of the topics and issues we will tackle during this course will be controversial and many students might have strong feelings about them. Everyone's opinion is welcome and encouraged, however I assume that respectful behavior is the norm in all class discussions, including toward your fellow peers as well as me. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences*. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology.

Let's make our seminar productive and enjoyable.

To help our discussions move along each class meeting two students will be assigned the role of Discussion Leaders. The two students will be expected to meet ahead of time and work together to create a plan of key ideas that will stimulate and guide the discussion. Please use questions submitted by the students and you may also prepare your own questions for the purpose of generating discussion or to introduce additional information obtained from websites or print media (no videos please, unless very short and approved by me). I will also facilitate discussion during the class to assist the Leaders. Power Points with a list of questions are discouraged. The Leaders should let the discussion evolve organically when possible. Leaders are asked to meet with me in my office 15 minutes before class on their day. The work of the Leaders should be interesting and enjoyable.

**Attendance is expected in every class** at the graduate level (like in a job), unless there are clear extenuating circumstances preventing the student from attending and documented in some manner with me, and when possible ahead of the class. We are relying on your role in

each class, which may be as the leader of the discussion, a participant in discussions, or a presenter. This class is a community effort that we will share and build together.

**3. Community Project OR Research Paper Project**

**3a.) Option I: Community Project & Report**

This option would be encouraged if it wasn't the pandemic.
Much of public/applied anthropological work involves working with community organizations. Increasingly, experience with a community organization is not only the key factor for successfully seeking jobs in non-academic settings, but is central to engaged citizenship, regardless of your future career or educational direction. Thus, you have the option of completing a minimum of 20-hour Community Service Project (could consist of a few events) with an approved community organization. There are 2 main ways of arranging this: (1) you can develop your own contact and project – feel free to talk with me about your ideas and I can make suggestions based on previous students' experiences, and (2) seek assistance from the Volunteer UCF office; browse their links with local organizations and pursue from there:
http://osi.ucf.edu/vucf/
https://knightconnect.campuslabs.com/engage/event/7129046
Recently confirmed active organizations are:

- Hope & Health: https://www.hopeandhelp.org
- IDEA Orlando Syringe Exchange: https://www.hopeandhelp.org/ideaorlando - Adam Troy (adam.troy@hopeandhelp.org)
- IDEA Miami website: https://ideaexchangeflorida.org

**Products:**

Personal Log of Activities:
Please keep track of the hours and activities in your community service project, and turn this document to me with the Report below.

Report will be a 3,500 – 4,000 (7-8 pages) word paper, not including references, discussing the project experience and incorporating class material related to anthropological theories, skills, and/or methods using references from the course.
Due 12/6/2021, Monday, by midnight. (Can submit earlier.)

**3b.) Option II: Research Paper Project**

Due to the on-going pandemic, this paper option may be a safer way to complete this requirement.
This will be a 6,000 – 6,500 word (12-13 pages), not including references, research paper on a topic relevant to public anthropology. Your topic has to be approved by the professor before you can begin. Please incorporate in your paper the readings from the course that are relevant to your topic. The use of scholarly journal articles and book chapters is expected. Information from sources such as website or other non-scholarly sources may be used, if relevant to your analysis.
Due: 12/6/2021, Monday, by midnight. (Can submit earlier.)

**4. Proposal for Option I or II**

Please turn in a brief statement (1-2 paragraphs is enough) to let me know your chosen path. I encourage you to chat with me if you'd like feedback ahead of this decision. Happy to Zoom to help you think through ideas.
Due: 9/13/2021, Monday, by midnight. (Feel free to submit earlier.)

**5. Presentations of Final Papers (both Options)**
During the last weeks of the semester students will present central ideas from their Community Service Projects or Research Papers to their colleagues in class. This is an extremely important learning experience through which additional and new topics and case studies in public anthropology will enrich to the course content. But this is also an important experience in learning how to present scholarly ideas, how to prepare for presentations, how to engage your audience, and how to field questions about your work.
You will have approximately 20-25 minutes for your presentation. We will then follow with a Q&A, and a discussion at the end of your presentation. You are required to use Power Point for a portion of your presentation or the entire talk, because currently this is the primary way of scholarly presentations. We will do a friendly and constructive peer-review of presentations.
~~~
~~~

# Seminar Schedule

**Week 1, August 23: Overview of Public & Applied Anthropology**
**Organizational Meeting:**
**Sign-Up for Discussion Leaders**
**Sign-Up for Presentations**

- **Reading for August 23**:
  "Making Anthropology Public" by Nancy Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.

  Optional (can read later in the semester):
  Haugerud, Angelique. 2016. "Public Anthropology in 2015. "Charlie Hebdo, Black Lives Matter, Migrants, and More." *American Anthropologist* 118(3):585-601.

---

**Week 2, August 30: Key Concepts and Approaches in Public and Applied Anthropology: Ethically-grounded research, structural violence, structural vulnerability, influencing policy, social justice.**

- **Reading**:
  1.) Scheper-Hughes, Nancy. 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 1995. 36(3):409-440.
  → Read Comments/Replies from these scholars (at the end of this article), and please choose the most compelling and the least compelling reply, and be ale to explain why:
  Vincent Crapanzano, Jonathan Friedman, Marvin Harris, Adam Kuper, Laura Nader, J. Tim O'Meara, Aihwa Ong, Paul Rabinow,…..and Scheper-Hughes' reply to the above

  2.) Catherine Besteman. 2010. "In and Out of the Academy: Policy and the Case of a Strategic Anthropology," *Human Organization 69, 4: 407-417*

  3.) Barbara Rylko-Bauer and Paul Farmer. 2016. "Structural Violence, Poverty, and Social Suffering" *Oxford Handbook of the Social Science of Poverty*, Eds. David Brady and Linda M. Burton.

  Optional text:
  "Anthropology in Pursuit of Public Policy and Practical Knowledge." Shirley J. Fiske. 2006. *NAPA Bulletin* 26:82-107.

  Websites relevant to public/applied anthropology (please browse):
  - National Association for the Practice of Anthropology (NAPA): http://www.practicinganthropology.org/
  - Society for Applied Anthropology: http://www.sfaa.net/
  - The Association for the Anthropology of Policy: https://www.anthofpolicy.org/

- Center for a Public Anthropology: http://www.publicanthropology.org/about/
- American Anthropological Association: http://www.aaanet.org/
- National Association of Student Anthropologists (NASA): https://studentanthropologists.wordpress.com/

Journals most relevant to public and applied anthropology:
*Human Organization*
https://www.appliedanthro.org/publications/human-organization
*Annals of Anthropological Practice*
https://anthrosource.onlinelibrary.wiley.com/journal/21539588
*Practicing Anthropology*
https://practicinganthropology.sfaa.net/

---

**Week 3, September 6: No class – Labor Day**

---

**Week 4, September 13: Global Emergencies: Covid-19, food security, conflict zones.**

- **Reading** (in this order)**:**

1.) Merrill Singer. 2012. "Syndemics of War: Malnutrition-Infectious Disease Interactions, and the Unintended Health Consequences of Intentional War Policies." Ostrach, B, and Singer, M. 2012 *Annals of Anthropological Practice* 36.2:257-273.

2.) Clarence C. Gravlee. 2020. "Systemic racism, chronic health inequalities, and COVID-19: A syndemic in the making?" *American Journal of Human Biology* 32(5):e23482, pp. 1-8.

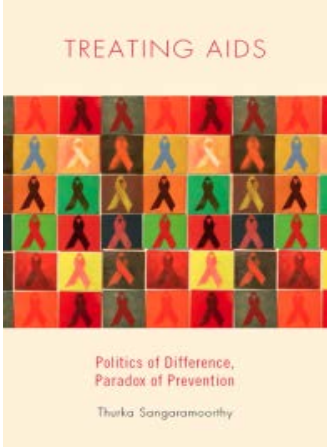
3.) Callejas, Linda M., Anna Davidson Abella, and Flandra Ismajli. 2020. "Rapid Ethnographic Assessment of Pandemic Restrictions in Child Welfare: Lessons from Parent and Provider Experiences." *Human Organization* 79(4):304-312.

4.) D. Himmelgreen and N. Romero-Daza. 2009. "Anthropological Approaches to the Global Food Crisis: Understanding and Addressing the 'Silent Tsunami.'" *Annals of Anthropological Practice* 32(1):1-11.

Optional:
Mishtal, J., S. De Zordo, I. Capelli, A. Martino, L. Rahm, G. Zanini. 2020. "Political (in)action in abortion governance during COVID-19 in Europe: a call for a harmonized EU response during public health crises." Special Collection: "COVID-19 and Sexual and Reproductive Health/ Maternal and Newborn Health" E. Varley, and A. Strong (eds.) *Medical Anthropology Quarterly* (June)

Gray, Deven, David Himmelgreen, and Nancy Romero-Daza. 2020. "Anthropological Engagement with COVID-19" *Human Organization* 79(4):247-249,

**<u>Week 5, September 20</u>: HIV/AIDS and the concept of risk: A case study through the Haitian experience.**




- **Reading:**
  Thurka Sangaramoorthy. 2014. *Treating AIDS: Politics of Difference, Paradox of Prevention.* Rutgers University Press.

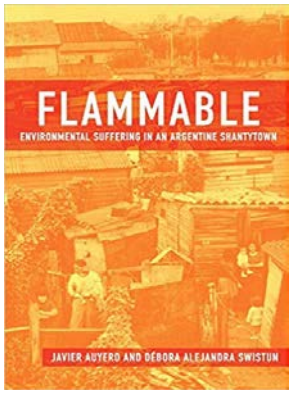
  **Websites to browse:**
  Partners in Health NGO, Paul Farmer
  https://www.pih.org/country/haiti?form=Haiti-Earthquake&ms=lb

**<u>Week 6, September 27</u>: Working and Conducting Research with National and International Institutions: The US Government Veteran Affairs and the Center for Disease Control.**

- **GUEST Scholar: Dr. Jacqueline Sivén, PhD, MPH/CPH, MA**
  **Research Behavioral Scientist**
  **Centers for Disease Control and Prevention, Cincinnati, OH**

- If time allows: **Conducting research for the World Health Organization:**
  Presentation of WHO sponsored study lead by J. Mishtal in 2020-2021

**<u>Week 7, October 4</u>: Environmental Issues and Public Effects: A Case Study from Argentina.**




- **Reading:**
  Javier Auyero and Debora Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown.* Oxford University Press.

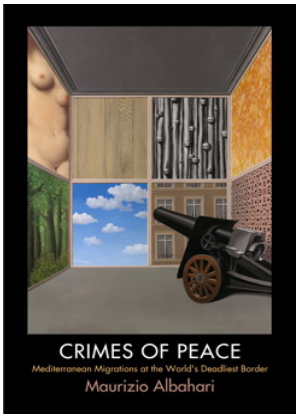
  <u>Optional</u>:
  - Donna M. Goldstein. 2017. "Invisible harm: science, subjectivity and the things we cannot see." *Culture, Theory and Critique* 58(4):321–329.
  - Melissa Checker. 2011. "Wiped Out by the 'Greenwave': Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210-229.

  <u>TED Talk to watch (recommended):</u>
  "Merrill Singer: Global Warming: Deconstructing our Society as we Know It

Professor, University of Connecticut"
http://tedxuconn.com/2015-2/2015-speakers/merrill-singer/

---

**Week 8, October 11: Migration, Displacement, Human Rights: A Case Study from the Europe - Africa sea border.**




- **Reading:**

Maurizio Albahari. 2015. *Crimes of Peace Mediterranean Migrations at the World's Deadliest Border.* University of Pennsylvania Press.

Optional:
Manzano, Russell, Joanna Mishtal, and Shana Harris. "The Effect of Second Reception Center Practices on Refugee Experiences in Sicily." *Human Organization* 77(2): 79-89.

---

**Week 9, October 18: Race and Science - Biological Anthropology and the Public**

- **GUEST Scholar: Dr. Donovan Adams, PhD, MPH, MS**
  **Anthropology, College of Sciences, UCF**

  Title of talk: "Biological Anthropologists and Serving the Public Good"

  **Reading:**
  Carolina Llorente ,Gema Revuelta, Mar Carrió, Miquel Porta. 2019. "Scientists' opinions and attitudes towards citizens' understanding of science and their role in public engagement activities." *PLoS ONE* 14(11): e0224262.

  [potential additional text TBD]

---

**Week 10, October 25: Sexual and Gender Minority Wellbeing - Designing Research for Public Good**

- **GUEST Scholar: Dr. Lindsay Taliaferro, PhD, MPH, MS**
  **Department of Population Health Sciences, College of Medicine, UCF**

  Title of talk: "Understanding gender minority young adults' experiences with healthcare to inform policy and system-level changes associated with improved care."

  **Reading:**
  "It's kind of hard to go to the doctor's office if you're hated there." 2020. A call for gender affirming care from transgender and gender diverse adolescents in the U.S.

Marla E. Eisenberg, Barbara J. McMorris, Nic Rider, Amy L. Gower, Eli Coleman. *Health Soc Care Community*. May ; 28(3): 1082–1089

"Social Connectedness Factors that Facilitate Use of Healthcare Services: Comparison of Transgender and Gender Nonconforming and Cisgender Adolescents" 2019
Lindsay A. Taliaferro, Brittany M. Harder, Nik M. Lampe, Shannon K. Carter, G. Nic Rider, and Marla E. Eisenberg. *Journal of Pediatrics* 211:172-178.

---

**Week 11, November 1: Public Engagements through Archaeology, History, and Ethnography: Multimodal Anthropology**

- **GUEST Scholar: Dr. Edward González-Tennant, PhD, RPA**
  **Department of Anthropology, UCF**

  **Title:** "Multimodal Anthropology and Restorative Justice in Rosewood, Florida"
  **Please read this book, with special attention on chap. 6:**
  *The Rosewood Massacre: An Archaeology and History of Intersectional Violence* by Edward González-Tennant. 2018. University Press of Florida → available via UCF Library.

---

**Week 12, November 8: Workshop of Papers and/or Presentation drafts.**

- **In class:** We will go over strategies for preparing presentations and papers, including content, types of analyses, referencing, structure, and formatting.
  - Please bring questions and any challenges you are encountering with these projects.

---

**Week 13, November 15: Student Presentations Part I, Discussion & Peer-Review**

- **Presentation – Student #1: _____**
  - **Q&A; Debrief**

- **Presentation – Student #2: _____**
  - **Q&A; Debrief**

- **Presentation – Student #3: _____**
  - **Q&A; Debrief**

---

**Week 14, November 22: Student Presentations Part II, Discussion & Peer-Review**

- **Presentation – Student #4: _____**
  - **Q&A; Debrief**

- **Presentation – Student #5: _____**

- **Q&A; Debrief**

- **Presentation – Student #6: _____**
  - **Q&A; Debrief**

---

**Week 15, November 29: Student Presentations Part III, Discussion & Peer-Review**

- **Presentation – Student #7: _____**
  - **Q&A; Debrief**

- **Presentation – Student #8: _____**
  - **Q&A; Debrief**

- **Presentation – Student #9: _____**
  - **Q&A; Debrief**

---

**Week 16, December 6:**

- **Final Papers Due: Dec. 6, 2021 by midnight. (Can submit early)**

**UCF Core Syllabus Statements:**

**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 national WPA Statement on Best Practices" http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should 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 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:** 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 (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.
If due to COVID-19 accommodations 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.

**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.

**In-Class Recording**
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in The Golden Rule.

**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 note the guide's physical location and review the online version 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 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 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, please view this video https://youtu.be/NIKYajEx4pk

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

**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. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

**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

**~~~~~~~ Have a restful winter break! ~~~~~~~**

# ETHNOGRAPHIC RESEARCH METHODS

ANG 6801
Section 0001

Fall 2021
Tuesday: 6:00 pm – 8:50 pm
HPH 409M
3 Credit Hours

---

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursday, 12:30pm – 2:00pm via Zoom

## Course Description

Ethnography is the backbone of cultural anthropology; it is our primary research method *and* genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete exercises to practice their ethnographic skills and work toward their own research goals.

## Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

## Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences Ph.D., or Consent of Instructor

## Student Learning Objectives

This course has three learning objectives: 1) to expose you to major issues surrounding ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

## Class Structure

Class meetings will be face-to-face and conducted primarily as seminars that focus on discussion. Occasionally, short "lectures" will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week.

## Office Hours

Office hours will be via Zoom. The Zoom link is available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

## Course Requirements

### *Attendance*

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

### *Reading and Participation*

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

### *Reading Reflections*

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 14 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

### *CITI Training*

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Human Subjects Research-Group 2: Social Behavioral Research Investigators and Key Personnel (Basic) portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training.

### *Project*

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three 30-minute interviews** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

### *Project Presentation*

You will give an in-class 20-30 minute presentation on your project at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide information on how to give an oral presentation on a research project as the semester progresses.

### *Grading Structure*

| | |
|---|---|
| Reading Reflections (13 out of 14) | 20% of total grade |
| Project | 40% of total grade |
| Project Presentation | 20% of total grade |
| Participation | 20% of total grade (10% for discussion leadership, 10% for non-leadership participation) |

### *Grading Scale*

Reading Reflections, project assignments, project presentation, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

## Course Policies

### *Respectful Behavior*

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

### *Knights Email and Webcourses Communication*

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

### *Late Policy*

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

### *Grade Disputes*

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

### *Academic Integrity*

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance.* Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not

limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Plagiarism*. Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Multiple submissions*. Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

***Responses to Academic Misconduct***

Engaging in academic misconduct it <u>will not be tolerated</u> in this course and will carry <u>serious consequences</u>. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

***Student Accessibility***

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 Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her 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, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

***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 Dr. Harris and should contact sas@ucf.edu to discuss specific accommodations for this course.

***Campus Safety***

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version:

http://emergency.ucf.edu/emergency_guide.html

- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email 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 Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

***Deployed Active Duty Military Students***

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

***Make-Up Assignments for Authorized University Activities***

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

***Religious Observance***

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

***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 or Knights email about changes specific to this course.

***Masks in Classrooms***

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines.

### *COVID-19 and Illness Notification*

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

### *In Case of Faculty Illness*

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

### *In-Class Recording*

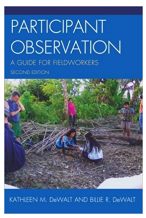
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in *The Golden Rule*.

## Academic Activity Record

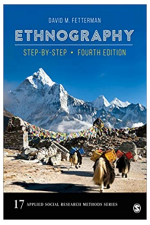
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 27**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

## Required Texts

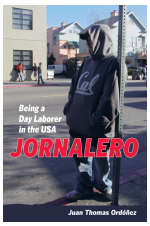
The following books are required for this course:




- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.




- Fetterman, David M. 2019. *Ethnography: Step-By-Step*. 4th Edition. Newbury Park: Sage Publications.




- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANG6801-21Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

## Course Schedule

### *Week 1*

**Tuesday, August 24**

- TOPIC: Course Overview and Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

  Fetterman, pg. 1-41

  McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15: 1-10.

---

### *Week 2*

**Tuesday, August 31**

Reading Reflection #1

- TOPIC: "The Field"
- READINGS: Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." *Human Organization* 60: 40-46.

Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Passero, Joanne. 1997. "'You Can't Take the Subway to the Field!' 'Village' Epistemologies in the Global Village." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

---

***Week 3***

**Tuesday, September 7**

Reading Reflection #2

- TOPIC: Ethnography's Colonial Legacy

- READINGS: Asad, Talal. 1973. "Introduction." In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

  Biolsi, Thomas, and Larry J. Zimmerman. 1997. "What's Changed, What Hasn't." In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, edited by Thomas Biolsi and Larry J. Zimmerman, 3-24. Tucson: University of Arizona Press.

  Deloria, Jr., Vine. 1969. *Custer Died for Your Sins: An Indian Manifesto*. New York: Macmillan. ("Anthropologists and Other Friends" – pg. 78-100)

---

***Week 4***

Reading Reflection #3
**AND**
CITI Training Due

**Tuesday, September 14**

- TOPIC: Participant Observation

- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage.

  DeWalt and DeWalt, pg. 41-97 and 137-156

---

***Week 5***

**Tuesday, September 21**

Reading Reflection #4

- TOPIC: Interviewing

- READINGS: Fetterman, pg. 42-78

  Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies*. New York: The Free Press. (Chapters 1-4 – pg. 1-119)

---

***Week 6***

**Tuesday, September 28**

Reading Reflection #5

- TOPIC: Fieldwork Online

- READINGS: Deakin, Hannah, and Kelly Wakefield. 2014. "Skype Interviewing: Reflections of Two Ph.D. Researchers." *Qualitative Research* 14: 603-616.

  Laurier, Eric. "YouTube: Using Third Party Video as Research Data." (unpublished)

  Seitz, Sally. 2016. "Pixilated Partnerships, Overcoming Obstacles in Qualitative Interviews Via Skype: A Research Note." *Qualitative Research* 16: 229-235.

  Sumiala, Johanna, and Minttu Tikka. 2011. "Imagining Globalised Fears: School Shooting Videos and Circulation of Violence on YouTube." *Social Anthropology* 19: 254-267.

---

***Week 7***

**Tuesday, October 5**

Reading Reflection #6

- TOPIC: Research Design

- READINGS: Booth, Wayne et al. 2008. *The Craft of Research*. Chicago: University of Chicago Press. (Chapters 3-4 – pg. 35-63)

  DeWalt and DeWalt, pg. 109-136

  Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32: 485-489.

---

***Week 8***

**Tuesday, October 12**

Reading Reflection #7
**AND**
Research Proposal Due

- TOPIC: Fieldwork Ethics

- READINGS: American Anthropological Association 2012 Code of Ethics

  DeWalt and DeWalt, pg. 211-226

  Fetterman, pg. 141-162

  Librett, Mitch, and Dina Perrone. 2010. "Apples and Oranges: Ethnography and the IRB." *Qualitative Research* 10(6): 729-747.

  Scheper-Hughes, Nancy. 2000. "Ire in Ireland." *Ethnography* 1(1): 117-140.

---

***Week 9***

**Tuesday, October 19**

Reading Reflection #8

- TOPIC: Gaining Trust and Access

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Access" – pg. 41-62)

  Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

  Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

---

***Week 10***

**Tuesday, October 26**

Reading Reflection #9

- TOPIC: Insider/Outsider Challenges

- READINGS: Abu-Lughod, Lila. 1991. "Writing Against Culture." In *Recapturing Anthropology*, *Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe: School of American Research Press.

  Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104: 791-804.

  Sherif, Bahira. 2001. "The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status." *Qualitative Inquiry* 7(4): 436-447.

Taylor, Jodie. 2011. "The Intimate Insider: Negotiating the Ethics of Friendship When Doing Insider Research." *Qualitative Research* 11: 3-22.

---

***Week 11***

**Tuesday, November 2**

Reading Reflection #10

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

  Fetterman, pg. 100-120

---

***Week 12***

**Tuesday, November 9**

Reading Reflection #11

- TOPIC: Writing
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Writing Ethnography" – pg. 191-208)

  Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

  Fetterman, pg. 121-140

  Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11: 25-69.

---

***Week 13***

**Tuesday, November 16**

Reading Reflection #12
**AND**
Data Collection and Analysis Due

- TOPIC: Representation
- READINGS: Ramos, Alcida. 1987. "Reflecting on the Yanomani: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2: 284-304.

  Said, Edward. 1978. *Orientalism*. New York: Vintage Books. (pg. 1-28)

  Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. ("Ethnographic Refusal: Anthropological Need" – pg. 95-114)

***Week 14***

**Tuesday, November 23**

Reading Reflection #13

- TOPIC: Reflexivity

- READINGS: McQueeney, Krista, and Kristen M. Lavelle. 2017. "Emotional Labor in Critical Ethnographic Work: In the Field and Behind the Desk." *Journal of Contemporary Ethnography* 46: 81-107.

  Uddin, Nasir. 2011. "Decolonising Ethnography in the Field." *International Journal of Social Research Methodology* 14: 455-467.

  Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66: 711-731.

---

***Week 15***

Reading Reflection #14

**Tuesday, November 30**

- TOPIC: Ethnography Example – Day Laborers in California

- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

---

***Finals Week***

**Sunday, December 5**

Project Report due by 11:59pm

**Tuesday, December 7**

- Student presentations (7:00pm – 9:50pm)

# Course Syllabus

Jump to Today ✎ Edit

# Forensic Archaeology Field Methods

## ANG 6821 - Fall 2021

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

## Course Information

| | |
|---|---|
| **Course Name:** | Field Methods in Forensic Archaeology |
| **Course ID:** | ANG 6821 (0001) / Fall 2021 |
| **Credit Hours:** | 3.0 hours |
| **Location/time:** | Howard Phillips Hall 409M / Fridays 1:00-3:50pm |

## Professor Contact


| | |
|---|---|
| **Professor:** | Dr. Lana Williams |
| **Main office:** | UCF Main Campus - Phillips Hall 309F |
| **Phone:** | 407-823-2227 |
| **Office Hours:** | Monday 12:30-2:00 PM via Chat and Zoom (or by scheduled Zoom appointment) |
| **E-mail:** | lana.williams@ucf.edu (or via WebCourses Inbox messaging) |


## Syllabus Quick Links


- Course Description
  - Skill development
  - Required textbook
  - Course requirements
- Course Schedule
- Evaluation and Grading
- COVID Notifications
- Working in WebCourses
  - Planning your time
  - Accessibility and inclusion
  - Getting started
  - Communicating with Inbox
- Technical Resources
- Academic & Life Resources
- Course Policies
  - Missing or late work
  - Absence accommodations
  - Respect for diversity
  - Academic integrity
  - Study groups
  - Campus emergencies


## University Catalog Description

Application of archeological techniques to the search, recovery, excavation and documentation of modern human remains. **Prerequisite:** Admission to Anthropology MA, PhD or C.I.

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

## *What is this course about?*

Forensic archaeologists assist law enforcement agencies and medical examiners in the recovery and interpretation of human remains within a medico-legal context. In this course, the role of the forensic archaeologist is explored through essential theoretical and applied archaeological methods and skills required when attending forensic scenes in order to properly search for, recover and document human remains.

In many instances, the forensic archaeologist must work within a multidisciplinary team. We will be examining various recovery situations encountered at forensic scenes when working with law enforcement authorities and additional forensic specialists. This will include fieldwork at an outdoor site with simulated body burials, recovery of scattered and burnt remains, and writing field reports.

Over the term we will be also examining a wide range of concepts and methods used in forensic archaeology to assist in scene reconstruction and identification of recovered remains. These include the medico-legal terminology necessary when working with law enforcement and the medical community; taphonomic processes and their effects on a recovery site and human remains; collection of environmental and cultural components present in forensic recovery scenes; and proper recording of recovered evidence and surrounding environment.

**NOTE:** Students taking this course must be physically capable of carrying up to 15 pounds and performing physical tasks in various outdoor environments. Images of burials and human remains will be part of the class lecture and field exercises will include animal skeletal material and human skeletal casts. Students for whom any of these may be of issue are invited to speak with the professor as soon as possible by Zoom appointment.

## *What skills will I develop in this course?*

You will be developing developing analytical and practical skills necessary for forensic evaluation and recovery of surface and buried remains and the methodological recovery, recording and preservation of related forensic evidence. After successfully completing this course, you should be able to:

- Identify the scope of forensic archaeology within the medico-legal framework, from crime scene to courtroom.
- Generate, record and analyze environmental and physical data used in scene reconstruction.
- Discuss the organization and management of a wide range of forensic recovery settings.
- Demonstrate proper protocols and basic practical skills in mapping and recording search and recovery scenes, locating remains, identifying evidence types, collecting biotic and soil samples, excavating anomalous features, and recovering surface, burnt and buried remains.
- Employ proper and standardized terms and fundamental scientific principles of forensic archaeology in site analysis, documentation, report writing and professional communication.
- Assist trained and experienced forensic archaeologists in properly searching for, recovering and documenting human remains in a forensic context.

You will also be developing the following intellectual and practical skills needed in higher level graduate study and future employment opportunities:

- 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 novel 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 and equipment will I need?*

All required readings and assignment materials for this course will be provided through WebCourses@UCF. Any equipment or supplies required will be loaned to the students by the UCF Department of Anthropology for use during completion of class and field activities.

## *What is WebCourses@UCF?*

**WebCourses@UCF** is an online course management system accessed through **my.ucf.edu (http://my.ucf.edu)** and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor and graduate 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 (https://cdl.ucf.edu/support/student/knights-online/)** has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and 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 explores the social science of human behavior through evolution and genetics, hormones and neurons, culture and philosophy – 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.

For most students striving for an A grade, you will need to **attend and participate in all weekly face-to-face classes and activities**. I also recommend that you set aside at least **three-to-five hours each week for assigned reading, reviewing online materials and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. All due dates for required assignments are located in the table at the end of this syllabus.

If you need any assistance with course materials, class activities or field assignments, please visit my **online office hours on Mondays from 12:30-2:00 PM EST via Chat and Zoom.** 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 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** (http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (mailto: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 Fall 2021 semester begins on **AUG 23, 2021** and ends on **DEC 11, 2021**. 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
- complete 10 weekly knowledge-based and skill-building activity assignments
- participate in field activities, including search, survey, excavation and recovery of evidence
- complete 4 field reports based on field activities and collected evidence
- complete a final project poster and present your findings in a final course seminar

In each online learning module, you will find an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts for any in-class and online lectures. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

**All graded work is due on an assigned schedule**. A missed assignment 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.

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 discussion activity, **REQUIRED ACTIVITY: She Blinded Me with Science,** in the COURSE INTRO module. Your initial discussion post is due by **11:59pm EST** on **AUG 25, 2021**, and your peer response is due by **11:59pm EST** on **AUG 27, 2021**, 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 access to learning materials.

## *How will I be evaluated and graded?*

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

| **Assessment:** | **Points Possible** | **% Final Grade** |
|---|---|---|
| Required activity (1) & Weekly activity (10) | 110 | 45% |
| Field reports (4) | 100 | 40% |
| Final project (poster & presentation) | 100 | 15% |
| *Total Possible* | *310 points* | *100%* |

You will be evaluated on your ability to define and critically apply terms, identify structures and systems related to forensic archaeology methods and recovery scenes, explain theoretical and applied concepts and describe examples from course materials in class discussions, and demonstrate critical thinking and reflection in your assignments and class/field activities.

- **Required Activity:** You will need to submit two discussion responses (initial post and reply) as a required academic activity to initiate your class participation. In the activity, you will complete a set of assigned readings and respond to two discussion prompts concerning the CSI effect in forensic science and how it relates to forensic archaeology. **You are required to participate in and submit both discussion responses in the Required Activity assignment** described in the Course Intro module.
- **Weekly Activities:** These short case-related or data-set activities are designed to help you think critically about, articulate, and reflect on key concepts related to forensic archaeology, evidence collection and logistical issues presented in course materials. **You are required to participate in and submit all 10 Weekly Activity assignments** described in the learning modules.
- **Field Reports:** You will be working in small groups to complete field activities. These assignments are designed around your critical evaluation of scene search, survey, evidence collection, and field recovery of remains. **You are required as a group to complete and submit all 4 Field Reports assignments** located in the learning modules.
- **Final Project:** You will need to select a topic in forensic archaeology to research, have the topic approved, and prepare an annotated bibliography based on that topic. From this information, you will construct an informational poster and present your results at a final project seminar during finals week. Instructions for each stage of the final project can be found in the learning modules. **You are required to complete and submit all stages of the Final Project assignment.**

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

| **Letter Grade** | **Percentage** | **Letter Grade** | **Percentage** |
|---|---|---|---|
| A (Excellent) | 95 - 100% | C+ | 76 - 79% |
| A- | 90 - 94% | C (Satisfactory) | 70 - 75% |
| B+ | 87 - 89% | D (Marginal) | 60 - 69% |
| B (Good) | 84 - 86% | F (Failing) | 59% or less |
| B- | 80 - 83% | | |

**NOTE:** As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does not count** toward the degree program.

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.

## *How do I view my grades?*

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. In most instances, activity grades will be available within two-to-three days after the final due date. For field report and final project assignments, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

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 using WebCourses Inbox, and I will address the concern as soon as reasonably possible. Questions regarding individual scores must be addressed **within five calendar days of the grade being released**.

## *What if I miss a class activity or assignment due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university graduate education. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). T**hree or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.**

**Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact me 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, **only work submitted on time will be graded unless late submission is properly approved by your instructor**. 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 or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** 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 (https://scs.sdes.ucf.edu/services/)** with appropriate documentation to obtain a **courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)** 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 instructor** 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 military, essential workers, or authorized events?*

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 reasonable arrangements for completion of work.
- Students who are **active emergency first-responders, medical staff, or essential workers** 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 (https://policies.ucf.edu/documents/4-401.pdf)**.
- 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 (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**.

## *What are the COVID-related policies at UCF?*

### Armor Up at UCF!

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, **in line with the latest CDC guidelines (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html)**. Masks are required in approved clinical or health care settings.

### Notice 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.

### Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must 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 or have tested positive for COVID-19.

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

### Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways,

including physical, mental, emotional, financial, academic, and professional. For that reason, **I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed**. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, **this does not mean that I will not hold you accountable**, especially in terms of class attendance, participation, and contributions.

## *What resources are available to help me with life challenges?*

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit **UCFCares.com** (http://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** (mailto: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.

## *What academic resources are available to me?*

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** (http://uwc.cah.ucf.edu/), 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** (http://sarconline.sdes.ucf.edu/) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through **UCF apps** (https://apps.ucf.edu/), 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** (https://vimeopro.com/cdlvideo/successful-you), so you can avoid undesirable academic outcomes.

## *How is respect for diversity and inclusion 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** (http://www.diversity.ucf.edu). 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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **https://letsbeclear.ucf.edu** (https://letsbeclear.ucf.edu/) and **http://cares.sdes.ucf.edu/** (http://cares.sdes.ucf.edu/) **.**

## *How is academic integrity maintained?*

Your enrollment in this course means that you will adhere to the **UCF Creed** (http://catalog.ucf.edu/content.php?catoid=2&navoid=4) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, **Section 1 Academic Misconduct** (http://osc.sdes.ucf.edu/process/roc) , 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** (http://goldenrule.sdes.ucf.edu/zgrade) for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct** (http://osc.sdes.ucf.edu/faq#students) , which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (http://goldenrule.sdes.ucf.edu/) 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 as a group or share 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 will also adhere to these standards, so please **do not ask me to change (or expect me 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). I 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 professor 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 and posting it** to GroupMe or WhatsApp, and/or 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.
- **Using 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.

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a **violation of UCF Rules of Conduct.** Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that 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. **WARNING:** Use these materials at **your own risk.**

During this course you might also encounter public online services and/or software applications, 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 me for assistance.

## *Why should I use WebCourses Email 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. 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 may only check our UCF email once, if at all, during the weekend hours 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 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**. 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** **(http://guides.ucf.edu/c.php?g=78577&p=517810)** . **(http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**
- Reliable broadband internet access
- A **compatible web browser** **(https://cdl.ucf.edu/support/webcourses/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** **(https://extranet.cst.ucf.edu/office365selfsvc)** ) 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** **(https://cdl.ucf.edu/support/webcourses/)** for technical support assistance with the most current versions of these products.

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor so they 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** **(https://cdl.ucf.edu/support/webcourses/)**
- 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 an assignment**, 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** (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 **locate** (http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** (https://my.ucf.edu) 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** (https://youtu.be/NIKYajEx4pk) .

## *What is my 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 | Due |
|---|---|---|
| Wed Aug 25, 2021 | **REQUIRED ACTIVITY: She Blinded Me with Science** (https://webcourses.ucf.edu/courses/1385024/assignments/7225755) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| Fri Aug 27, 2021 | REQUIRED ACTIVTY: Peer Response (https://webcourses.ucf.edu/courses/1385024/assignments/7225791) | due by 11:59pm |
| Thu Sep 2, 2021 | ACTIVITY 1: I've Committed Murder (https://webcourses.ucf.edu/courses/1385024/assignments/7225765) | due by 11:59pm |
| Thu Sep 9, 2021 | ACTIVITY 2: The Bone Bag (https://webcourses.ucf.edu/courses/1385024/assignments/7225767) | due by 11:59pm |
| Thu Sep 16, 2021 | ACTIVITY 3: Breaking Up Is Hard to Do (https://webcourses.ucf.edu/courses/1385024/assignments/7225768) | due by 11:59pm |
| Thu Sep 23, 2021 | ACTIVITY 4: Lookin' Out My Back Door (https://webcourses.ucf.edu/courses/1385024/assignments/7225771) | due by 11:59pm |
| Thu Sep 30, 2021 | ACTIVITY 5: I Still Haven't Found What I'm Looking For (https://webcourses.ucf.edu/courses/1385024/assignments/7225770) | due by 11:59pm |
| | PROJECT: Topic Approval (https://webcourses.ucf.edu/courses/1385024/assignments/7225790) | due by 11:59pm |
| Thu Oct 7, 2021 | ACTIVITY 6: Maps and Legends (https://webcourses.ucf.edu/courses/1385024/assignments/7225773) | due by 11:59pm |
| | FIELD REPORT: Mapping a Scene (https://webcourses.ucf.edu/courses/1385024/assignments/7225781) | due by 11:59pm |
| Thu Oct 14, 2021 | ACTIVITY 7: The Insect God (https://webcourses.ucf.edu/courses/1385024/assignments/7231787) | due by 11:59pm |
| Thu Oct 21, 2021 | ACTIVITY 8: We Didn't Start the Fire (https://webcourses.ucf.edu/courses/1385024/assignments/7225775) | due by 11:59pm |
| | FIELD REPORT: Biotic Evidence Recovery (https://webcourses.ucf.edu/courses/1385024/assignments/7225782) | due by 11:59pm |
| Thu Oct 28, 2021 | FIELD REPORT: Burned Remains Recovery (https://webcourses.ucf.edu | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| | /courses/1385024/assignments/7225779) | |
| Thu Nov 4, 2021 | ACTIVITY 9: Maxwell's Silver Hammer (https://webcourses.ucf.edu/courses/1385024/assignments/7225774) | due by 11:59pm |
| Thu Nov 11, 2021 | PROJECT: Annotated Bibliography (https://webcourses.ucf.edu/courses/1385024/assignments/7225784) | due by 11:59pm |
| Fri Nov 19, 2021 | ACTIVITY 10: Digging in the Dirt (https://webcourses.ucf.edu/courses/1385024/assignments/7225762) | due by 11:59pm |
| Thu Dec 2, 2021 | FIELD REPORT: Buried Remains Recovery (https://webcourses.ucf.edu/courses/1385024/assignments/7225778) | due by 11:59pm |
| Tue Dec 7, 2021 | PROJECT: Infographic Poster (https://webcourses.ucf.edu/courses/1385024/assignments/7225786) | due by 11:59pm |
| Fri Dec 10, 2021 | PROJECT: Seminar Presentation (https://webcourses.ucf.edu/courses/1385024/assignments/7225789) | due by 1pm |