


# Syllabus



**ANT 3163: Mesoamerican Archaeology**  
**Dr. Brigitte Kovacevich**  
**Syllabus**

## Instructor Contact

<p><b>Instructor</b></p>	 <p>Dr. Brigitte Kovacevich  <a href="mailto:brigitte.kovacevich@ucf.edu">brigitte.kovacevich@ucf.edu</a>  <a href="mailto:brigitte.kovacevich@ucf.edu">mailto:brigitte.kovacevich@ucf.edu</a></p>
<p><b>Office</b></p>	<p>HPH 309P</p>
<p><b>Office Hours (Virtual and Phone)</b></p>	<p><u>Various methods for contacting me during office hours:</u>            1. Email/Inbox (during office hours, I will respond quickly!)</p>

2. Schedule a phone call (so you don't have to see my face!)
3. Schedule a zoom call (if you do want to see my face!)

Office hours: Tuesdays and Thursdays 10 AM-11:30 AM

**For phone or virtual calls, please make an appointment first!!**

**I can meet in person if you would like, but please do let me know ahead of time!**

**Phone**

Office Phone: 823-6554

**E-mail/Response time**

[brigitte.kovacevich@ucf.edu](mailto:brigitte.kovacevich@ucf.edu)

[\(mailto:brigitte.kovacevich@ucf.edu\)](mailto:brigitte.kovacevich@ucf.edu) (when emailing, please include the class title in your subject!)

I have two young daughters, As such, I will respond to emails from 9am to 5pm on weekdays (quickest during office hours) and sporadically on evenings and weekends when I have time. I will respond within 12-36 hours, unless you are notified otherwise.



**GTA**

George Micheletti (Primary TA)

Jessica Clark (Secondary TA)

**GTA Email**

via webcourses inbox

**GTA Office Hours**

George: Wednesdays from 10-11

Jessica: Mondays from 1-2

\*Please contact the TA to arrange a "meeting" place: via email, zoom, etc.

## Course Information

<b>Course Name</b>	ANT 3163- Mesoamerican Archaeology
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	Sophomore standing
<b>Corequisites</b>	none
<b>Semester/Year</b>	Fall 2021
<b>Location</b>	100% Online (Asynchronous-no set class meetings)

## Course Description

This survey course is designed to provide a broad introduction to the prehistory of the peoples of Mesoamerica, a culture area that includes all of Guatemala and Belize and parts of Mexico, El Salvador, and Honduras. The class will move chronologically; we will begin with earliest human occupation in this region and end with the arrival of the Spanish. Some examples of cultural groups we will discuss include the Olmec, the Maya, the peoples of Teotihuacan and Tula, and the Aztec Empire. Furthermore, we will explore the archaeological record of this region to discuss topics such as religion, increasing complexity, hieroglyphics, and fascinating artifacts, to name a few. As a Gordon Rule course, students will engage in scientific writing; for example, learning how to write artifact descriptions, abstracts, and an analysis of a pyramid.

**Course Catalog Description:** An introduction to the prehistory of Mexico. Guatemala and upper Central America from earliest times through the Spanish conquest.

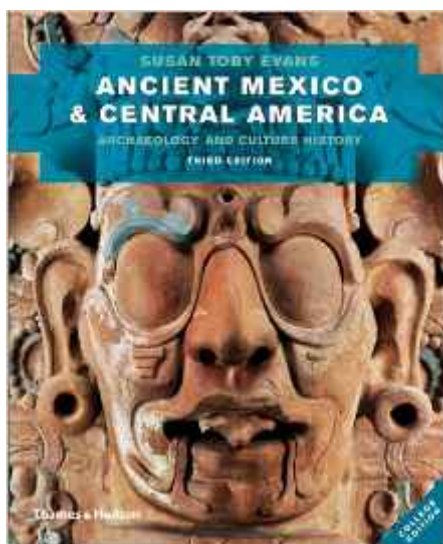
## Course Objectives

**The specific objectives for this course are that students:**

- develop a geographic understanding of Mesoamerica,
- learn the temporal diversity of Mesoamerica,
- understand the various different cultures that comprise Mesoamerica, and
- understand the dynamic field of Mesoamerican archaeology, especially how archaeologists gather information and interpret the past.

**Required Text**

(available at the bookstore & used copies may be available at Amazon.com):



**Title:** *Ancient Mexico and Central America: Archaeology and Culture History* **3rd edition**

**Publisher:** Thames and Hudson

**Year:** 2013 ISBN: 978-0500290651

**Required Tools**

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read)
3. Headphones (if working in a public space so that video clips may be watched)
4. Access to Microsoft word (You can download FOR FREE from UCF Apps: <https://it.ucf.edu/ucf-apps/> [\(https://it.ucf.edu/ucf-apps/\)](https://it.ucf.edu/ucf-apps/).)

**Course Requirements**

This course begins on August 23rd, 2021 and ends on December 3rd, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines**

(modules close weekly on Sundays, see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester. There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date on Sundays)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

**You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You have unlimited attempts at this quiz only, allowing you the opportunity to earn the 10.**

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

## Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	-	10	5	August 27
1	1 & 2	5	10	September 5
2	3 & 4	5	10	September 12
Exam 1	-	100	-	September 19
3	5 & 6	5	10	September 26
4	7 & 8	5	25	October 3
5	9	5	15	October 10
Exam 2	-	100	-	October 17
6	10	5	10	October 24
7	11 & 12	5	10	October 31
8	13 & 14	5	10	November 7

<b>Exam 3</b>	-	<b>100</b>	-	<b>November 14</b>
<b>9</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>November 21</b>
<b>10</b>	<b>16 &amp; 17</b>	<b>5</b>	<b>30</b>	<b>November 28/ December 5</b>
<b>11</b>	<b>18 &amp; 19</b>	<b>5</b>	<b>10</b>	<b>December 5 /December 12</b>
<b>Exam 4 (Final) *not cumulative</b>	-	<b>100</b>	-	<b>December 12</b>
<b>TOTAL</b>		<b>465</b>	<b>160</b>	

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

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

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

## Grading Scheme

This course weights grades to emphasize your writing accomplishments.

<u>Assignment Group</u>	<u>Percentage of your Final Grade</u>
Exams	30%
Mini-Quizzes	10%
Written assignments	60%

**How do I calculate my weighted grade?** Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 40%, 10%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in Group A, 86% in

Group B, and 94% in Group C, the final score would be calculated as  $(.75 \times .40) + (.86 \times .10) + (.94 \times .50) = .856$ , or 85.6%.

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

## **Reviewing Quiz/Assignment Questions**

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

## **Timed Assignments: Mini-Quizzes and Exams:**

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz.

**Exam 4 aka THE FINAL:** The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

## **Important Dates and Information**

Add class deadline Friday, August 27 ; Drop class deadline: Friday, August 27

Withdrawal deadline for this course: Friday, October 29

Final course closing date: Sunday December 12

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 27**. Failure to do so will result in a delay in the disbursement of your financial aid.

## **Make-ups/Excuses**

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

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



\*If late work is accepted or approved, they will likely be subject to penalties.

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

## **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> [.\(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)](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 due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be required). 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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## **Discussion Board Appropriateness**

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

## **Student non-solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or [knights.ucf.edu](mailto:knights.ucf.edu) without

explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

## **Email Appropriateness**

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

## **GroupMe**

GroupMe is meant to be used for simple class discussions. If a student wishes to create a GroupMe concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe was created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe that does not include me or the TAs, please report it to me; again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

## **Online Technology**

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

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

## **Academic Services and Resources**

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

## **Non-Academic Services and Resources**

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

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## **Academic Integrity**

Students should familiarize themselves with the UCF [Rules of Conduct \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [UCF Center for Academic Integrity](https://scai.sdes.ucf.edu/) [\\_\(https://scai.sdes.ucf.edu/\)\\_](https://scai.sdes.ucf.edu/) [\\_\(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](http://www.academicintegrity.org/icai/assets/FVProject.pdf)

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

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [UCF Golden Rule](https://goldenrule.sdes.ucf.edu/) [\\_\(https://goldenrule.sdes.ucf.edu/\)\\_](https://goldenrule.sdes.ucf.edu/) [\\_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)\\_](http://goldenrule.sdes.ucf.edu/zgrade).

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

## **Course Accessibility Statement**

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

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

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

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.  
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



(<https://youtu.be/NIKYajEx4pk>)

## **Deployed Active Duty Military Students**

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

## **Copyright**

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

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

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

## **Third-Party Software and FERPA**

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

## **My expectations of you for taking Mesoamerican Archaeology.**

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.

- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

## **What You Can Expect From Me**

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

## **Final Comments**

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

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



# ANT3196-0M01

## LIFE AND DEATH IN THE ANCIENT ANDES

FALL - 2021

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

☺ Mixed Mode course ☺

Professor: Dr. J. Marla Toyne  
Office: Howard Phillips Hall 409R  
Phone: (407) 823 1927  
Email: [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu)  
There is no GTA for this course.

Class Schedule: Th 12:00 to 1:15 pm  
Class Location: BA1 0122  
Office Hours (HPH 409R): Thursday 2-4 pm  
Additional meetings by appointment

### I. Welcome!

This undergraduate level course explores bioarchaeology in the Andes.

### II. University Course Catalog Description

Demonstrates the potential of human skeletal remains for reconstructing past lifeways in the ancient Andean civilizations of South America (Peru and Bolivia).

### III. Course Description

This course will demonstrate the potential of human skeletal remains for reconstructing past lifeways in the ancient Central Andean civilizations of South American (coastal and highland areas of Peru, Ecuador, Chile, and Bolivia). We will take a historical approach but also focus on major transitions and their impact on specific regional populations as case studies. Readings, discussions, and exercises are designed to develop students' understanding of the variation and complex relationship between the living and dead using the bioarchaeological approach, which uses the contextual analysis of human burials (bodies and grave features) to reconstruct aspects of lived experience as well as mortuary practices and beliefs.

Topics to be covered include an introduction to bioarchaeology and methods, and the impact on patterns of LIFE (skeletal indicators of health, diet, disease), and DEATH (mortuary practices and concepts of ancestors) in 1) the origins and evolution of early societies associated with domestication; 2) the development of early states and urbanism; 3) the coalescence of later states and social conflict and religious violence (human sacrifice), and 4) the rise of the Inca Empire all within the landscape and geography of the Andean region. We will consider the different skeletal changes associated with **quality of life** including evidence of trauma, dental pathology, dietary changes in stable isotopes, and osteoarthritis. We will also recognize the importance of burials as biocultural, socially-constructed, and meaningful spaces.

### IV. Course Learning Outcomes

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

- ❖ Identify the major Central Andean geographical regions and the significant socio/political changes.
- ❖ Understand how bioarchaeology identifies different skeletal changes in the bones and teeth to define patterns in health in past populations.
- ❖ Describe the skeletal patterns of health associated with each major transition in relation to social complexity.
- ❖ Understand how different mortuary practices reflect ideas about death and ancestorhood.
- ❖ Discuss the evidence and importance of human sacrifice in the Ancient Andes.



- ❖ Locate and evaluate scholarly sources about Andean bioarchaeology.

#### V. Course Prerequisites:

ANT2511 or or ANT2410 or ANT2000, or sophomore standing.

#### VI. Course Credits:

3 credit hours

#### VII. Course Requirements

This course will include **face-to-face and online lectures**, online pages, and readings that explore diverse aspects of bioarchaeology from the Andean region of South America. The course will include weekly online assignments, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success.

**In the case of an emergency ONLY** we may have to shift this course to a remote instruction mode due to the COVID-19 pandemic. IF NECESSARY, we will use **Zoom for synchronous** (“real time”) **class lectures**. Meeting dates and times will be scheduled through [Webcourses@UCF](mailto:Webcourses@UCF) and should appear on your calendar. Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) 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**.
- For your laptop/desktop computer, you will **need a webcam and voice audio** set up, and sufficient bandwidth to display live streaming. If you do not have these materials, please contact the professor.
- The Zoom sessions are **recorded**. If you miss a meeting, recordings will be made available upon request.
- Students are **expected to participate regularly** in Zoom class discussions, including asking questions, responding to prompts, polls, and discussions. Students will use the **raise the hand feature**, and questions included in the chat may addressed at the end of class if there is time.
- **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](mailto:Webcourses@UCF) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

#### VIII. Student Success

This is my goal. This is a mixed-mode course with a lab. So this is an exciting opportunity to do a lot of things. This means there are **F2F meetings** and **online learning activities**. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class and lab are essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.

#### Recommendations for Success:

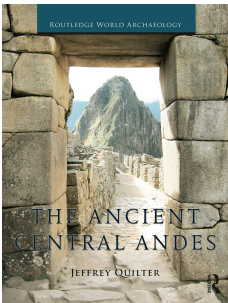
- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
- 2) You must use your [knight@ucf.edu](mailto:knight@ucf.edu) email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.

- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

### IX. Textbook and Readings

- ❖ Quilter J. 2014. The ancient central Andes. New York: Routledge. Available at UCF bookstore or online vendors. (Q2014 in readings section)



- ❖ Additional required Andean and Bioarchaeology specific readings will be made available through WebCourses as PDFs.

### X. Student Evaluation

**Grade Scale** (+/- system is used in this course)

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

**Final Grades** will be based on your performance in the following:

<b>Evaluation:</b>	<b>% Final Grade:</b>
Participation (in class)	10%
Quizzes/ Reflections (online)	15%
04 Written Assignments/Discussions (online)	30%
Midterm Exams (online)	30%
Final Exam (take home submitted online)	15%
<b>Total</b>	<b>100%</b>

### Grade Dissemination

Quizzes, assignments and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

**Exam Discussions:** Unfortunately, I will not be able to review exams in class, but will retain copies if you wish to review the exam assessment. Please make an appointment or during office hours, I will be happy to go over the exam with you on an individual basis.

Each module will have a reading and comprehension quiz associated as well as short reflection responses as the online learning component. There will also be 4 short written assignments based on readings and additional research about a selected topic to demonstrate critical thinking. Group online discussions of these assignments will be used to have students engage with each other on topics related to major discoveries and methods and new interpretations. Three major exams will assess student learning of concepts.

## XI. LEARNING ASSESSMENT

Regular attendance and participation in class and labs is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge-base week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

## XII. Class Assignments

**PARTICIPATION.** This course includes in-class discussion, review of new materials, and other activities that are vital to your course learning and that cannot be made up through text reading or other independent learning. I highly encourage you to attend the classroom sessions as we will discuss concepts that you will be expected to critique in the exams. Test and assignment grades may be impacted for students who miss too many classes. However, if you are sick, please stay home. Contact me as soon as possible if you are unable to attend class in any fashion.

**MINI-QUIZZES** will occur weekly **online** based on required readings. These are **multiple choice** or **short answer questions** based on REQUIRED weekly readings and provided questions available in Webcourses modules. Quizzes will be due on the Sunday before class. See Assignments tab for deadlines.

**REFLECTIONS** are specific questions based responses based on additional required articles. Reflections will be due Tuesday before class meetings. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.). See Assignments tab for deadlines.

### Written Assignments

There will be 4 independent written assignments/discussions due online. POST to discussion by Wednesday, reply by Friday.

- 1) *Discussion post* based on a film. “Raiders of the Lost Civilization” (2001). 50 pts.
- 2) *Review article.* Students will be assigned a research article that they will need to summarize, review, and critique. 50 pts.
- 3) *Article Research.* Students will be required to use online library resources to find a **new article** related to an assigned reading to compare and contrast the perspectives presented.
- 4) *Annotated Bibliography.* Students will be required to research and review **10 scholarly** articles related to a specific topic that they select. Topics that may be selected include: Climate change and life in the Andes; Warfare in Pre-Inca societies; Domestication of different foods; The role of animals domesticated and hunted in diet and lifestyle; Marine resources; Mobility and migration in the Andes; Ancient use of medicinal plants or coca leaf; etc.. OR a particular archaeological culture, Sican, Chimú, Recuay, Lima, Tiawanaku, Atacama, Yschma, Cupisnique, Salinar, etc...

### Examinations

There will be **2 midterm exams** Online – non-cumulative. See schedule for due dates. **MIDTERM EXAMS** Review questions will be provided to the students one week before in class exams. Exams will include multi-choice, definitions, and short answer questions, as well as longer written answers based on reading and class discussions. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.), see below for policy.

There will be a take home **Final exam** that is cumulative based on overall themes covered in the course. This will be a cumulative exam that includes essay questions based on prepared selected topics from the semester. This will take place during the final exam period. It will be a take home exam, with essay format synthesis questions handed out in the last class, and answers to be handed in during the exam time by **1pm** (see attached schedule for final exam date).

### **XIII. 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](mailto: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.

### **XIV. Course PROCEDURES AND POLICIES**

#### **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](mailto: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 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab 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. Also check Webcourses for common questions asked and their answers via the discussion boards.

### **Webcourses@UCF**

This is a **Mixed Mode course**. Some course materials and assignments 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 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.

### **Course Etiquette**

- **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.

### **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/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

An alternative assignment or make up exam may be offered.

### **Late Work Policy and Grades of 'Incomplete'**

Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. 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.

Assignments turned in late will be assessed a penalty: 5% of assignment for each day late. Major assignments will not be accepted if overdue by more than five days.

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.

### **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/>. The UCF Rules of Conduct apply to all UCF students - <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

For more information about **Academic Integrity**, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

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

### **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>>.

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **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](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.

### **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](mailto: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.

### **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](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.

### **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>.

### **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.

### **University Writing Center**

This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. 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.

### **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 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.



ANT3196-0M01 LIFE AND DEATH IN THE ANCIENT ANDES FALL - 2021

XV. COURSE SCHEDULE AND ASSIGNMENTS \*all effort will be made to adhere to this schedule

Module	In-Class Dates	Topic	Assignment (online)	Reading
1	<b>Online Aug 26</b>	Introduction to Course <i>Bioarchaeology and Human Osteology</i>	<b>Q1; RR1</b>	Knüsel 2012
2	<b>Online Sept 2</b>	Introduction to Andean Geography and <i>Mortuary Practices</i>	<b>Q2; RR2</b>	Q2014 chap2; Rowe 1995
3	<b>Online Sept 9</b>	Formative coastal peoples – <i>Paloma and Chinchorro</i>	<b>Q3; RR3</b>	Q2014 Chap 3; chap4; Benfer 1990; Arriaza 2005
4	<b>Online Sept 16</b>	Initial Period: <i>Development of Agriculture</i>	<b>Q4; Write1</b>	Q2014 chap5 Alfonso et al. 2007
5	<b>Online Sept 23</b>	Early Complex Societies: <i>Highland Chavin and Coastal Paracas Necropolis</i>	<b>Q5; RR4</b>	Q2014 chap6; Dwyer/Dwyer 1975; Tomasto et al. 2009
6	<b>Sept 28 Sept 30</b>	<b>MIDTERM EXAM – ON ONLINE</b> <i>Nasca</i>	-	- Q2014 chap7;
7	<b>Online Oct 7</b>	<i>Nasca and trophy heads</i>	<b>RR5; Write 2</b>	Q2014 chap7; DeLeonardis 2004; Williams 2001
8	<b>Online Oct 14</b>	<i>Urbanism, Warfare, and the Moche</i>	<b>Q6; RR6</b>	Q2014 chap7; Verano 2014; Gagnon et al. 2013
9	<b>Online Oct 21</b>	<i>Expansion of the Wari</i>	<b>Q7; RR7</b>	Q2014 chap8; Isbell 2015; Tung 2007
10	<b>Online Oct 28</b>	<i>LIP Non-state Chachapoya and Mummification</i>	<b>RR8; Write 3</b>	Q2014 chap9; Nystrom et al. 2010; Friedrich et al. 2011
11	<b>Nov 2 Nov 4</b>	<b>MIDTERM EXAM – ON ONLINE</b> <i>Inca Empire</i>	- <b>Q8;</b>	- Q2014 chap10;
12	<b>Online No Class</b>	<i>Inca Empire – ONLINE</i> VETERANS DAY	-	Kaulicke 2015; Andrushko 2006
13	<b>Online Nov 18</b>	<i>Human Sacrifice and the Ancestors</i>	<b>Q9; RR9 (pick Write 4)</b>	Wilson et al. 2007 Toyne 2011 TBD
14	<b>Online No Class</b>	<i>Conquest – ONLINE</i> THANKSGIVING	<b>Write 4</b>	Salomon 1995; Velasco 2014
15	<b>Online Dec 2</b>	<i>Early Colonial transformations</i>	<b>Q10; RR10</b>	Klaus 2015; Murphy et al. 2017
16		<b>FINAL EXAM- December 9<sup>th</sup>, 10 am</b>		

**Dates to remember:** The FALL Academic calendar can be found online at: <http://calendar.ucf.edu/2021/FALL>

Late registration, Add/Drop: **August 23-27th, 2021**

Withdrawal deadline for this course: **October 20<sup>th</sup>, 2021**

# Syllabus Part 1: Course Objectives, Assessment, and Policies



## **ANT 3174 Battlefield Archaeology**

**Fall 2021 (3 credits)**

### **1. Course Information**

Classroom: BA1 0122

Modality: M Mode

Dates: August 23 to December 11, 2021

Final Exam: TBA

Prerequisites: None

### **2. Instructor and GTA Information**

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu) (<mailto:Peter.sinelli@ucf.edu>)

#### **2a. Contacting the professor:**

Office hours will be held in HPH 309c at the times below.

[Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

- Mondays: 8:45-11:15 AM.
- Tuesdays: 8:45-10:15 AM.
- Wednesdays: 8:45-11:15 AM.

<mailto:Peter.sinelli@ucf.edu>

In office hours you can ask questions about the material or anthropology in general.

<mailto:Peter.sinelli@ucf.edu>

## 2b. GTAs:

Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:

Brenna - Thursdays: 11-1 PM in HPH 309

Brianna - Wednesdays: 3-5 PM in HPH 309

Stephanie - Mondays 2-4 PM in HPH 309

Email: Contact via Webcourses message

## **3. Course Description:**

This course will provide students an archaeological perspective of fields of combat and military infrastructure (e.g. forts) from the Classic period to the early 20<sup>th</sup>. The course begins with an overview of the unique theoretical and methodological issues and approaches that are relevant to this subdiscipline of archaeology. Thereafter, the course surveys the results of archaeological excavations of individual battle sites and military installations that influenced the social and political evolution of the Western World. In each segment the discussion will focus on how the evolution of weaponry, strategy, and tactics is evidenced in the archaeological record, and how systematic survey and excavation of fields of combat and military infrastructure can add context to the human and cultural dimension of battle that is not always available in historical documents.

## **4. Learning Outcomes:**

*Outcome 1:* Introduce students to the anthropological subdiscipline of historical archaeology.

*Outcome 2:* Provide an overview of the specific methods and theories that guide archaeological research of battlefields and combat infrastructure.

*Outcome 3:* Explore ways that archaeology helps add context and detail to formal, recorded accounts of what transpired at a particular battle or point of conflict.

*Outcome 4:* Explain how archaeology plays an important role in reconstructing individual perspectives of warfare and conflict that are infrequently represented in formal accounts.

*Outcome 5:* Survey the results of battlefield and military archaeological research and excavations to enhance student understanding of important events of the past.

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

## **6. Course Evaluation:**

6a. Students' grades will be based out of 400 total points. Grades can be calculated by dividing the total number of points earned by 400. Grades for every assignment will be posted online. Below is a list of assessments for the course:

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 27, 2021 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Two exams – 200 points (100 each)

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

Assignments: 100 points total (variable points each)

These consist of both in-class quizzes and homework assignments

Research Paper (100 points)

In an 8-10 page paper, students will research and discuss the results of archaeological excavations at a battlefield of their choice, pending approval of the instructor.

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

A = 376 or more

A- = 360-375

B+ = 348-359

B = 336-348

B- = 320-335

C+ = 308-319

C = 296-307

C- = 280-295

D+ = 268-279

D = 256-267

D- = 240-255

F = 239 or less

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

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

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have the tools you need.

## 7. Course Materials:

Historical Archaeology of Military Sites, Ed. By C. Geier, L. Babits, D. Scott, and D. Orr. Texas A&M University Press, 2011. ISBN: 978-1-60344-207-7

The Archaeology of Forts and Battlefields, by David R. Starbuck. University Press of Florida, 2011. ISBN: 978-0-8130-3689-2

Students will also be assigned additional readings from a variety of sources. Book chapters, articles, links to UCF library resources, links to relevant websites, etc. will be posted to Webcourses in weekly Modules.

## COURSE SCHEDULE

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed. **Additional articles may also be assigned depending on the topic.**

**Note as to abbreviations:**    **HAMS = Historical Archaeology of Military Sites**  
   **FAB = Archaeology of Forts and Battlefields**

Week	Topic	Associated Readings
Week 1	Introduction to the course  Introduction to Historical Archaeology	Complete Class Participation Quiz  Orser, Ch. 1
Week 2	Method and Theory	FAB ch. 1 and 2 Pratt 2007 Carman and Carman 2007 <b>Assignment 1: Source Analysis</b>
Week 3	Methods of Forensic Analysis of Battlefield Casualties	<b>Introduce Paper</b> HAMS 3-4 FAB 8
Week 4	Archaeology of a Roman Battlefield  The Crusades	Rost 2007 Wilbers-Rost 2007 Boas 1999 Mitchell et al 2006 <b>Paper proposal due!</b>
Week 5	European colonialism and indigenous resistance	HAMS 11 and 18 FAB 3
Week 6	The French and Indian War  The Revolutionary War	FAB 4-5 Babits 2013 HAMS 15
Week 7	“The Second War of Independence” (AKA The War 1812) Balaklava: The Charge of the Light Brigade	Cornelison and Lowe 2014 (1812) HAMS 13 Wason ch. 6
Week 8	<b>Exam 1</b>  Chalk Talk: The Civil War	N/A
Week 9	Civil War forts and battlefields: Archaeology vs. the written record.	HAMS 6-7 FAB 6 TBA
Week 10	War from a soldier’s perspective	HAMS 8, 14 Abel 2014 <b>Assignment 2: Civil War Letters Analysis</b>
Week 11	Archaeology of the Battle of Little Big Horn	FAB 7 HAMS 19 Wason ch. 7 <b>Assignment 3: Academic vs. Popular depictions of the past</b>

Week 12	WWI Chalk Talk: War is different...how? WWI and the Archaeology of Modern, large scale conflict.	HAMS 12 De Meyer and Pype 2009 TBA
Week 13	POWs and the archaeology of internment Chalk talk: the material culture of POWs	Mytum and Carr 2013 Thomas 2011 Jameson 2013 <b>Paper Due!</b>
Week 14	Thanksgiving!	<b>Eat Turkey, watch football, etc.</b>
Week 15	Maritime Military Archaeology	HAMS 5, 6, and 17 <b>Assignment 4: Primary Sources</b>
Week 16	<b>Final TBA In Class</b>	

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: 8/27
- Withdrawal deadline for this course: 10/29



# Syllabus Part 2: University Core Policies and Protocols

## **ANT 3174 Battlefield Archaeology**

### **8. University Core Policies**

#### **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](mailto: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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0>.)

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

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"

<http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

**8c. Campus Safety Statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](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.

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

## **9. Protocols**

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

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

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

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

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

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

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

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

# Syllabus Part 1: Course Objectives, Assessment, and Policies



## **ARRRchaeology of Caribbean Piracy ANT 3177**

**Fall 2021 (3 credits)**

### **1. Course Information**

Classroom: CB1 307

Modality: M Mode

Class times: T 10:30-11:45

Dates: August 23 to December 11, 2021

Final Exam: TBA

Prerequisites: None

### **2. Instructor and GTA Information**

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu) (<mailto:Peter.sinelli@ucf.edu>)

2a. Contacting the professor:



Office hours will be held in HPH 309c at the times below.

<mailto:Peter.sinelli@ucf.edu>

- Mondays: 8:45-11:15 AM.
- Tuesdays: 8:45-10:15 AM.
- Wednesdays: 8:45-11:15 AM.

<mailto:Peter.sinelli@ucf.edu>

In office hours you can ask questions about the material or anthropology in general.

<mailto:Peter.sinelli@ucf.edu>

## 2b. GTAs:

Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:

Brenna - Thursdays: 11-1 PM in HPH 309

Brianna - Wednesdays: 3-5 PM in HPH 309

Stephanie - Mondays 2-4 PM in HPH 309

Email: Contact via Webcourses message

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

#### **4. Learning Outcomes:**

*Outcome 1:* Develop knowledge of the physical geography and natural history of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

*Outcome 2:* Comprehend the historical and political factors behind the origins of New World piracy and its evolution into an established profession.

*Outcome 3:* Demonstrate knowledge of underwater archaeology method and theory, and apply this to interpret the archaeological record of pirate ships, havens, and hideouts.

*Outcome 4:* Conceptualize a scientifically-based reconstruction of the reality of “the pirate life” and contrast this to the romanticized pop culture and Hollywood versions.

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

#### **6. Course Evaluation:**

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

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 27, 2021 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

This quiz will be administered in Week 2 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

Two exams – 180 points (90 each) to assess Learning Outcomes 2, 3 and 4.

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

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

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

1. Create your own Pirate Crew and ARRticles, and LET FLY!
2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

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

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

Refer to the POW directions and the course schedule for details. These are posted to Webcourses.

BAPOW! Showdown: (20 points total) to assess Learning Outcomes 3 and 4.

Who is the "Baddest-Ass Pirate of the Week?" We will have an election toward the end of the semester in which students will nominate their favorite, campaign on his (or her) behalf, and vote. The pirate who garners the most votes (straight up, no electoral college) will win the coveted 2021 BAPOW! Award. Detailed instructions are posted in the POW instructions in Webcourses.

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

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

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

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have the tools you need.

7. Course Materials: Both books are available on Amazon

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about \$12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). This book is available through the UCF library at [https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/rh57g9/cdi\\_proquest\\_ebookcentral\\_EBC4082621\\_\(https://ucf-](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621_(https://ucf-)

[flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/rh57g9/cdi\\_proquest\\_ebookcentral\\_EBC4082621](https://flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621))

- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

# Syllabus Part 2: University Core Policies and Protocols

## **ARRRchaeology of Caribbean Piracy ANT 3177**

**Summer A 2020 (3 credits)**

### **8. University Core Policies**

#### **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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0>.)

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

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of

sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

**8c. Campus Safety Statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan



for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at

<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](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.

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

## **9. Protocols**

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

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

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

posting:

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

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed

up for an online class, so these are not valid excuses for failing to get your work in on time.

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

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

# Syllabus Part 3: Course Schedule

**ALL POW ASSIGNMENTS ARE DUE ON FRIDAYS AT 11:59PM ON THE DATE NOTED.**

**CASE STUDIES ARE DUE ON SUNDAYS AT 11:59PM ON THE DATE NOTED.**

Fairly warned be thee says I. Ye na'er be complainin' 'bout not knowin'.

*If late ye be, no quarter for thee.*

<b>Week and Dates</b>	<b>Lectures for the week/module.</b> All will open up on Mondays at 7am.	<b>Assignments and Due Dates</b> Everything opens on Mondays at 7am and is due as noted.	<b>Textbook Chapters</b> POE = <u>Pieces of Eight</u> UTBF = <u>Under the Black Flag</u> Other readings will be attached to the modules as PDFs.
-----------------------	---	---	---

## MODULE 1

Week 1 Aug. 23-29	Course Overview and Orientation	<b>TUESDAY 8/24: Assign Syllabus and Course Policies Quiz.</b> Due Friday 8/27 at 11:59pm to comply with financial aid rules.	
----------------------	---------------------------------	---	--

	Caribbean Geography	<b>TUESDAY 8/24: Assign Caribbean Geography Quiz.</b> Due Sunday 9/5 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
--	---------------------	---	---

## MODULE 2

Week 2 Aug. 30- Sept. 5	Underwater Archaeology Lecture	<b>Assign POW 1.</b> Due Friday 9/3 at 11:59pm	POE Ch. 2
		<b>REMINDER: Caribbean Geography Quiz.</b> Due Sunday 9/5 at 11:59pm	

## MODULE 3

Week 3 Sept. 6-12	Excavation and Ethics Lecture	<b>Assign POW 2.</b> Due Friday 9/10 at 11:59pm	POE Ch. 5
----------------------	----------------------------------	---	-----------

## MODULE 4

Week 4 Sept. 13-19	Colonies and Rivalries Lecture	<b>Assign POW 3.</b> Due Friday 9/17 at 11:59pm	POE Ch. 6 UTBF Ch. 2
-----------------------	-----------------------------------	---	-------------------------

## MODULE 5

Week 5 Sept. 20-26	Pirate Origins Lecture	<b>Assign POW 4.</b> Due Friday 9/24 at 11:59pm	
--------------------------	------------------------	--	--

## MODULE 6

Week 6 Sept. 27-Oct. 3	The Buccaneers Lecture	<b>Assign POW 5.</b> Due Friday 10/1 at 11:59pm	UTBF Ch. 3
---------------------------------	------------------------	--	------------

## MODULE 7

Week 7 Oct. 4- 10	Pirate Ships Lecture	<b>Assign POW 6.</b> Due Friday 10/8 at 11:59pm	
-------------------------	----------------------	--	--

## MODULE 8

Week 8 Oct. 11-17	Tuesday 10/12: Exam 1 in class over Modules 1-7	<b>Assign POW 7.</b> Due Friday 10/15 at 11:59pm	POE Ch. 12
-------------------------	---	---	------------

## MODULE 9

Week 9	Pirate Weapons and Pirate Stuff Lecture	<b>Assign POW 8.</b> Due Friday 10/22 at 11:59pm	Soulat and DeBry 2019
--------	--	---	--------------------------

Oct. 18-24			(PDF in Module 9)
<b>MODULE 10</b>			
Week 10  Oct. 25-31	Pirate Health Lecture	<b>Assign POW 9.</b> Due Friday 10/29 at 11:59pm	UTBF Ch. 4-5
		<b>Assign Pirate Crew and ARRticles Case Study.</b> Due Sunday 11/14 at 11:59pm	
<b>MODULE 11</b>			
Week 11  Nov. 1- 7	Pirate Politics Lecture	<b>Assign POW 10.</b> Due Friday 11/5 at 11:59pm	UTBF Ch. 7
<b>MODULE 12</b>			
Week 12  Nov. 8- 14	Pirate Tactics Lecture	<b>Assign POW 11.</b> Due Friday 11/12 at 11:59pm	UTBF Ch. 6  POE Ch. 9
		<b>REMINDER: Pirate Crew and ARRticles Case</b>	



**Study.** Due at 11/14 at  
11:59PM

## MODULE 13

Week  
13  
Nov.  
15-21

Pirate Lairs Lecture

**Assign POW 12.** Due  
Friday 11/19 at 11:59pm

POE Ch. 11  
UTBF Ch. 8

**Assign Pirate Hunter  
Case Study.** Due Sunday  
Dec. 5 at 11:59pm

## MODULE 14

Week  
14  
Nov.  
22-28

Pirate Fighters Lecture

**BAPOW Showdown  
assigned Monday 11/22.**  
All discussions due Friday  
12/3 at 11:59pm

UTBF Ch. 11-  
12  
POE Ch. 4

## MODULE 15

Week  
15  
Nov.  
29-  
Dec. 5

Pirate Wrecks  
Movie: Sin City, Jamaica  
Movie: The Queen Anne's  
Revenge Shipwreck Project

**REMINDER: BAPOW  
Showdown discussions  
due Friday 12/3 at  
11:59pm**  
**REMINDER: Pirate Hunter  
Case Study due Sunday**

POE Ch. 3

Dec. 5 at 11:59pm

## MODULE 16

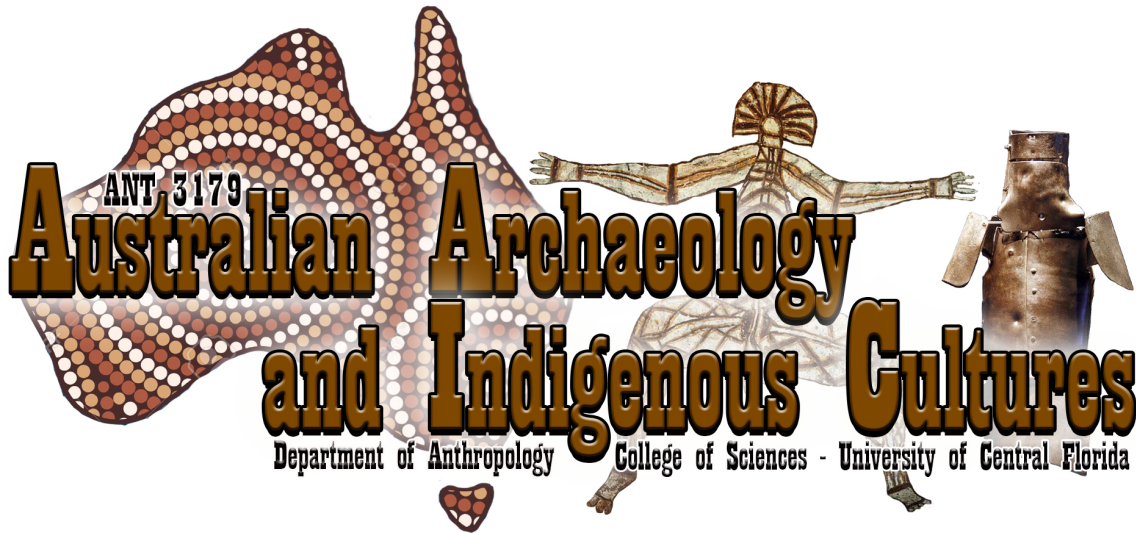
**Tuesday 12/7 at 10:00 am - 12:50 pm**

**Exam 2 on Modules 8-15.**

Drop/Add Period: August 24-28

Withdrawal Deadline: Friday October 30

# Syllabus




**ANT 3179-0W60: Australian Archaeology and Indigenous Cultures**

## Syllabus

### Instructor Contact

<p><b>Instructor</b></p>	  <p>UNIVERSITY OF CENTRAL FLORIDA</p> <p>Dr. Amanda T. Groff <a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours (Virtual)</b></p>	<p>Various methods for contacting me during office hours:</p> <ol style="list-style-type: none"> <li>1. Email (during office hours, I will respond quickly!)</li> <li>2. Schedule a phone call (so you don't have to see my face!)</li> <li>3. Schedule a zoom call (if you do want to see my face!)</li> </ol>

	Office hours: Tuesdays and Wednesdays 10am-12pm <b>For phone or virtual calls, please make an appointment first!!</b>
<b>Phone</b>	Dept Phone: 823-3757
<b>E-mail/Response Time</b>	<p><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
<b>GTA</b>	Katherine Lane Alexandria Brock
<b>GTA E-Mail</b>	<p><a href="mailto:Katherine.Lane@ucf.edu">Katherine.Lane@ucf.edu</a> (<a href="mailto:Katherine.Lane@ucf.edu">mailto:Katherine.Lane@ucf.edu</a>)</p> <p><a href="mailto:Alexandria.Brock@ucf.edu">Alexandria.Brock@ucf.edu</a> (<a href="mailto:Alexandria.brock@ucf.edu">mailto:Alexandria.brock@ucf.edu</a>)</p>
<b>GTA Office Hours</b>	TBA

## Course Information

<b>Course Name</b>	ANT 3179- Australian Archaeology and
--------------------	--------------------------------------

	Indigenous Cultures
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	Sophomore standing or CI
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2021
<b>Location</b>	100% Online; asynchronous

## **Course Description and Scope**

This course will explore Indigenous, historical, and maritime archaeology, as a means of unraveling the full breadth of Australia's rich Indigenous and colonial history. Archaeology is the only discipline able to study the nearly 60,000 years of human settlement on this continent and is of crucial significance for understanding Australia's past. In Australia, archaeology takes three main forms: Indigenous Archaeology (the archaeology of Aboriginal and Torres Strait Islander people in Australia before and after European Settlement), Historical Archaeology (the archaeology of Australia after European Settlement) and Maritime Archaeology. As such, the class will be sub-divided and will use Cultural Heritage Management as a means of bridging these sub-disciplines. Topics covered in this course will include (but aren't limited to) the peopling of Australia, Indigenous archaeology and contemporary culture, historical archaeology of Fossil Beach and Melbourne Gaol, Dutch and West Indian shipwrecks, and cultural heritage.

**Course Catalog Description:** Explore indigenous peoples, both past and present, through historical and maritime archaeology, as a means of unraveling the full breadth of Australia's rich indigenous cultures.

**Click Here for Course Protocols:** [Protocols](https://webcourses.ucf.edu/courses/1381727/pages/protocols)  
<https://webcourses.ucf.edu/courses/1381727/pages/protocols>

## **Course Goals**

**The specific objectives for this course are to:**

- Introduce students to archaeological practices in Australia.
- Provide an overview of the methods and theories that guide archaeological research in Australia.

- Explain migration out of Africa and the peopling of Australia and Oceania.
- Explain the significant impact that historical and maritime archaeology has had on the understanding of early European explorations of Australia.
- Explain the complicated relationship between Indigenous Australians and Europeans; both past and present
- Highlight the resilient and beautiful nature of Indigenous Australian cultural practices

## Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

## Required Text

There is no required text for this class. You will be provided material through assigned article/chapter readings and video lectures (located in each module).



## Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) [Get Adobe Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>) Privacy Policy: [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html) (<https://www.adobe.com/privacy/policy.html>)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
4. Up-to-date web browser. Use this website to check: <https://cdl.ucf.edu/support/webcourses/browser/>

[\(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)

**\*\*\*Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead**

## Course Requirements

This course begins on August 23rd, 2021 and ends on December 10th, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

**Getting Started Quiz:** You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

## Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	--	August 27
1	5	10	September 10
2	5	10	September 10

3	5	10	September 24
4	5	10	September 24
Exam 1	100		September 26
5	5	10	October 8
6	5	20	October 8
7	5	10	October 22
8	5	10	October 22
9	5	--	October 22
Exam 2	100		October 24
10	5	20	November 5
11	5	--	November 5
12	5	--	November 19
13	5	10	November 19
14	5	10	December 3
Exam 3 (Final)	100		December 10
TOTAL	380	130	

## Timed Assignments: Mini-Quizzes, Quiz-graded Assignments, and Exams

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

**A quick note on timed-assignments:** If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.

**Exam 3 aka THE FINAL:** The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!



## Written Assignments

You will encounter written work in this class (work that I think is fun and engaging!). There are a few guidelines for this:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
2. Your work will pass through Turnitin
3. You must submit written work by the deadline assigned to it.
4. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
5. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.

## Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **[DON'T LOSE YOUR NOTES!](#)** **[THE LECTURES CLOSE WITH THE MODULE DEADLINES!!](#)** **[If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.](#)**

## Grading Scheme

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

--	--

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

## **Reviewing Quiz/Assignment Questions**

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

## **Important Dates and Information**

Add class deadline Friday, August 27 ; Drop class deadline: Friday, August 27

Withdrawal deadline for this course: Friday, October 29

Final course closing date: Friday, December 10

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 27**. Failure to do so will result in a delay in the disbursement of your financial aid.

## **24-Hour Grace Period for 20%**

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that modules were due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all graded assignments in this class.

Example: Let's say your assignment is due Friday by 11:59pm but you missed it. With this policy, you will have until Saturday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

## **Make-ups/Excuses**

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

\*\*\* A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

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

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

### **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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>  
(<https://policies.ucf.edu/documents/4-401.pdf>)

**Religious Observances:** Students must notify their instructor in advance if they intend to miss class for a religious observance. For more:

<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>  
(<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>)

### **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 due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be required). 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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## **Discussion Board Appropriateness**

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

## **Student Non-Solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1381727/discussion\\_topics\)](https://webcourses.ucf.edu/courses/1381727/discussion_topics) and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

## **Email Appropriateness**

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

## **Online Technology**

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an

issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

## **Decolonizing the Syllabus**

In Spring of 2021, we as the Anthropology Department at UCF, decided as a group to commit to decolonizing our syllabi. What does this mean? In a nutshell, we are seeking to create a curriculum that provides a wider variety of voices and perspectives, particularly those that have been historically marginalized and silenced. We are making a concerted effort to include more local, indigenous, and POC scholars in the readings used in our courses. Anthropology has a lot to make up for with some of its history, and this is one way present anthropologists are trying to overcome the past and do our best to bolster these scholars and students.

In adopting this effort, we, as a department, must construct an official statement. This statement is an ongoing process of writing, re-writing, and gaining approval from various entities at the university (which may take a year or two!). As such, I have no statement to offer as of yet. However, please know that we recognize the importance of producing this work.

## **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](http://osc.sdes.ucf.edu/process/roc)

(<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity. \(http://www.academicintegrity.org/ica/asssets/FVProject.pdf\)](http://www.academicintegrity.org/ica/asssets/FVProject.pdf)

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

## Turnitin

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment.

## GroupMe

GroupMe is meant to be used for simple class discussions. If a student wishes to create a GroupMe concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe was created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe that does not include me or the TAs, please report it to me; again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

## Unauthorized Use of Technology for Graded Work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology 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 test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

## **Unauthorized Use of Websites and Internet Resources**

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

## **Unauthorized Distribution of Class Notes**



Third parties 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 our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## **Quiz Audit Log**

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the [Webcourses@UCF](mailto:Webcourses@UCF) quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

## **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). [\\_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)\\_](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

## **Academic Services and Resources**

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

## **Non-Academic Services and Resources**

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

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## **Course Accessibility Statement**

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

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

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

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> [\\_\(http://www.ehs.ucf.edu/workplacesafety.html\)](http://www.ehs.ucf.edu/workplacesafety.html) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) [\\_\(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.  
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [\\_\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)  
[\\_\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

## Deployed Active Duty Military Students

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

## Copyright

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

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

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

## **Third-Party Software and FERPA**

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

## **My expectations of you for taking Australian Archaeology.**

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

## **What You Can Expect From Me**

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

## **Final Comments**

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

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

# Syllabus Peoples of the World

Ant 3212 Peoples of the World Fall 2021

## Instructor Contact

<b>Instructor</b>	Vance Geiger, PhD
<b>Office</b>	Philips Hall 311C
<b>Office Hours</b>	Online in class chat Thursday evening 7-9 pm
<b>Phone</b>	407-823-3779
<b>Email</b>	vance.geiger@ucf.edu
<b>TA</b>	Suzanne Draper

## Course Information

<b>Course Name</b>	Peoples of the World
<b>Course ID</b>	ANT3212
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Fall 2021
<b>Location</b>	Online

Prerequisite(s): Sophomore standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

UCF catalogue description:

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies. (this description is incorrect as the class does not focus on "preliterate" societies)

## Course Description

This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large

state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

## Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

### Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

## Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8

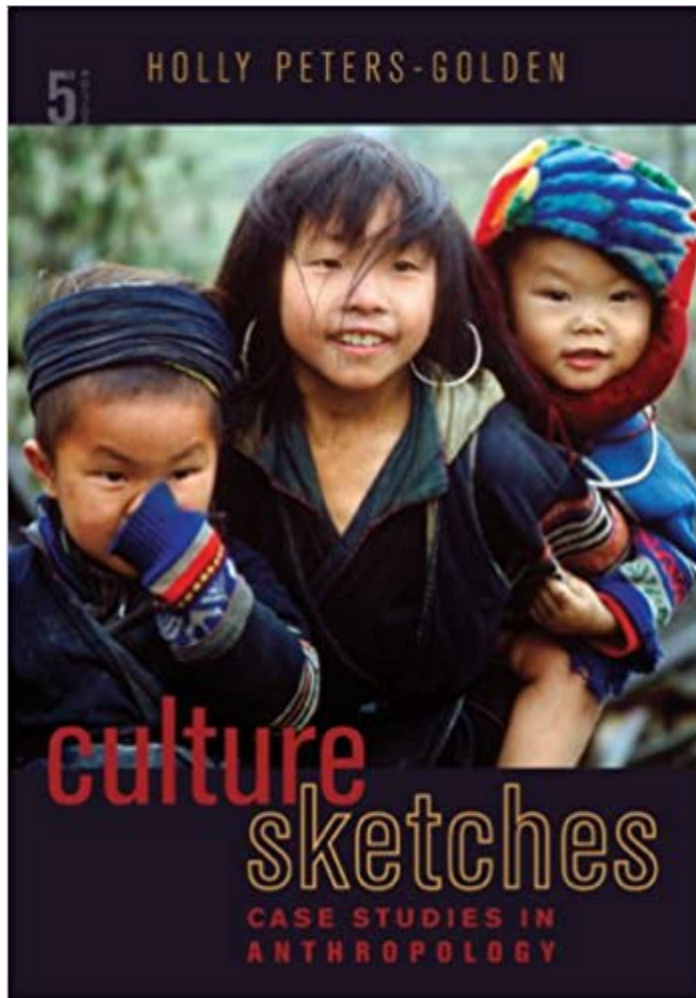
# CULTURE SKETCHES

SIXTH EDITION



CASE STUDIES IN ANTHROPOLOGY

HOLLY PETERS-GOLDEN



- Online material including pdfs of texts (The Dobe, The Trobriand Islanders, Friend by Day, Enemy by Night, The Hutterites)

## Course Requirements

**Important Information:** There is a syllabus quiz that you need to take before **Friday 8/27 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are [modules](#). The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the [Schedule](#) for more details.



# Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
14 Online Assignments and Discussions @ 10 points each	140
3 Discussion posts and responses 20 points each	60
Total	500 points

## Online Exams

The exams will be available for specified days (see [Schedule](#)). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the final exam period after classes officially end. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

## Online Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other

student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)



It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer, you will not receive credit.

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## Office Hours - Face to Face and Online

Your instructor office hours online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class

students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

## Covid

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.

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.

## Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student ConductLinks to an external site.](#) for further action. See the [UCF Golden RuleLinks to an external site.](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon

request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#)[Links to an external site.](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## Copyright

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

## 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.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#)
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in

this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#)(click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [ucf.edu](#)[Links to an external site.](#)and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)[Links to an external site.](#))



[site.](#)) ([Links to an external site.](#))

shooter situation on campus or elsewhere.

) about how to manage an active

## Deployed Active Duty Military Students

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

# Schedule - Peoples Fall 2021

**Week 1 8/23** Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 8/27 11:55 pm

Assignments 1A and 1B due 8/30 11:55 pm

**Week 2 8/30** Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 9/6 11:55 pm

**Week 3 9/6:** Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 9/13 11:55 pm

**Week 4 9/13:** Plant and Animal domestication

Assignment 4 Due 9/20 11:55 pm

**Week 5 9/20** Horticulture and Big Men

Assignment 5 Horticulture Due 9/27 11:55 pm

**Exam 1 9/25 8 am - 9/27 11:55 pm**

**Week 6 9/27** Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 10/4 11:55 pm

Discussion 1 due 10/4 11:55 pm

**Week 7 10/4:** Pastoralism

Week 7 Assignment due 10/11

**Week 8 10/11:** Friend by Day Enemy by Night

Week 8 Assignment due 10/18 11:55 pm

**Week 9 10/18** The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Week 9 Assignment due 10/25 11:55 pm

**Week 10 10/25** The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 11/1

**Exam 2 10/30 8 am - 11/1 11:55 pm**

**Week 11 11/1** Cultures within states - The Hutterites

Week 11 assignment due 11/8

Discussion 2 due 11/8 11:55 pm

**Week 12 11/8:** States - American culture

**Week 12 assignment due 11/15**

**Week 13 11/15:** Summing Up

Assignment: Scale due 11/22 11:55 pm

**Week 14 11/22** The Roma

**Reading: chapter 11** Sketches of Culture

**Week 15:** Haiti

**Reading: chapter 4** in Sketches of culture

**Discussion 3 due 12/3 2011:55 pm**

**Exam 3 12/2 8 am - 12/3 11 55 pm**

**Last day of class - 12/3 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.**

**Make Up Exam 12/4 8 am - 12/5 11:55 pm**

# Syllabus

## **ANT3241-0W60 - Magic, Ritual, and Belief Fall 2022**

**Ty Matejowsky**  
(no face-to-face class meetings; strictly  
online)

Course Syllabus

### Contacting the Professor

Office Hours:1:00PM-2:00PM Tuesdays, or by appointment

Zoom Office Hours:1:00PM-2:00PM Tuesdays (non-mandatory)

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: [Ty.Matejowsky@ucf.edu](mailto:Ty.Matejowsky@ucf.edu)

### Course Description:

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



challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

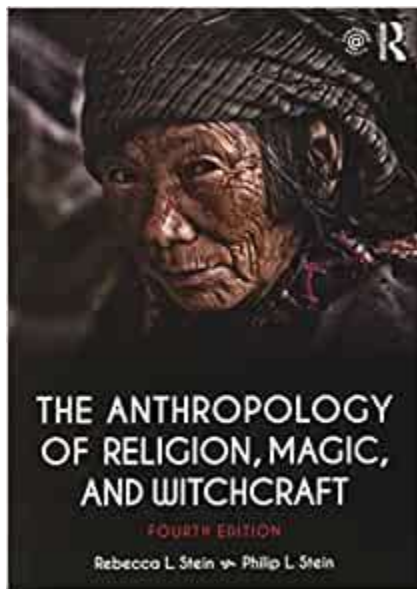
## Course Objectives

The objectives of this course are fourfold:

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

## Required Texts (purchase in Bookstore or online)

Stein, Rebecca L. and Philip L. Stein 2017. *The Anthropology of Religion, Magic, and Witchcraft*. Fourth Edition. Routledge.



*The Anthropology of Religion, Magic, and Witchcraft* (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 7 *Ethnomedicine* and Module 9 *Revitalization Movements*.

## Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 40-60 plus questions covering material

presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

## Discussion Rubric

5 points (A)	<p>Excellence in posting timely,</p> <ul style="list-style-type: none"> <li>• Follows assignment</li> <li>• postings of at least</li> <li>• Does not repeat (i.</li> <li>• with classmates an</li> <li>• Applies course info</li> <li>• readings and week</li> <li>• Critical thinking (i.e.</li> <li>• not simply recite in</li> </ul>
4 points (B)	Above Average in criteria listed consistent with, criteria for an
3.5 points (C)	Adequate in criteria listed for materials and analysis.
3 points (D)	Serious insufficiency in criteria of discussion topic. Also include classmates.
0 points (F)	Failing is earned when student

## Course Assignments:

1. Completion of **nine** on-line discussion assignments (each discussion assignment counts for 5% of total grade )= **45%** total
2. **Three** non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = **55%** total

## Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).

3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
7. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
8. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

## Grading Scale:

A	B	C	D	F
	B+ = 88-89	C+ = 78-79	D+ = 68-69	
A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

## Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information announced in this fashion. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

## Schedule

### ANT3241 - Magic, Ritual, and Belief

# Ty Matejowsky

ANT3241- 0W60 Fall 2022  
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
8/22/22	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday August 26 at 11:59pm Eastern Time.
8/29/22	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-31) <b>Complete on-line assignment for Module 1.</b>	On-line assignment for Module 1 due Friday September 2 at 11:59pm Eastern Time.
9/5/22	Module 2: Religious Specialists	Read <i>Religious Specialists</i> (pp.127-144) <b>Complete on-line assignment for Module 2.</b>	On-line assignment for Module 2 due Friday September 9 at 11:59pm Eastern Time.
9/12/22	Module 3: Rituals and Symbols	Read <i>Religious Symbols</i> (pp. 58-81); <i>Ritual</i> (pp. 82-109) <b>Complete on-line assignment for Module 3.</b>	On-line assignment for Module 3 due Friday September 16 at 11:59pm Eastern Time.
9/19/22	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday September 23 at 11:59pm Eastern Time
9/26/22	Module 4: Witchcraft & Sorcery	Read <i>Witchcraft</i> (pp. 233-250) <b>Complete on-line assignment for Module 4.</b>	On-line assignment for Module 4 is due Friday September 30 at 11:59pm Eastern Time.

10/3/22	<b>Module 5: Magic &amp; Divination</b>	Read <i>Magic and Divination</i> (pp. 145-170) <b>Complete on-line assignment for Module 5.</b>	On-line assignment for Module 5 is due Friday October 7 at 11:59pm Eastern Time.
10/10/22	<b>Module 6: Religious Use of Drugs</b>	Read <i>Altered States of Consciousness</i> (pp. 110-126) <b>Complete on-line assignment for Module 6.</b>	On-line assignment for Module 6 is due Friday October 14 at 11:59pm Eastern Time.
10/17/22 & 10/24/22	<b>Exam Two</b>	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday October 28 at 11:59pm Eastern Time
10/31/22	<b>Module 7: Ethnomedicine</b>	Read <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (downloaded document) <b>Complete on-line assignment for Module 7</b>	On-line assignment for Module 7 is due Friday November 4 at 11:59pm Eastern Time.
11/7/22	<b>Module 8: Death: Ghosts, Souls &amp; Ancestors</b>	Read <i>Souls, Ghosts, and Death</i> (pp. 172-204) <b>Complete on-line assignment for Module 8</b>	On-line assignment for Module 8 is due Friday November 11 at 11:59pm Eastern Time.
11/14/22	<b>Module 9: Revitalization Movements</b>	Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By Peter M. Worsley (downloaded document); <b>Complete on-line assignment for Module 9</b>	On-line assignment for Module 9 is due Friday November 18 at 11:59pm Eastern Time.
11/21/22 & 11/28/22	<b>Exam Three</b>	Take on-line exam 3 covering Modules 7-9	Exam Three is due Friday December 2 at 11:59pm Eastern Time.

# Protocols

## Protocols and Policies

### ANT3241 - Magic, Ritual, & Belief

#### Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is **NOT** considered a valid reason for a reset request.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This will only be done at the professor's discretion for what is determined as compelling reasons.
5. Exams will only be reset **ONCE** for technical issues.
6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and may result in a failing grade.
7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will **NOT** be entertained.

#### Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .

3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
  1. Sign your e-mail messages
  2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
  3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
  4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
  1. IMHO = in my humble/honest opinion
  2. FYI = for your information
  3. BTW = by the way
  4. Flame = antagonistic criticism
  5. :- ) = happy face for humor
8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

## Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

# Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[Links to an external site.](#). 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, students may consult [The Center for Academic Integrity](#) [\(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#) [\(Links to an external site.\)](#)."

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#)[Links to an external site.](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click [here](#)[Links to an external site.](#).



# Course Accessibility

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

# Campus Safety

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu)[Links 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.

# Makeup Assignments for Authorized University Events and 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 policyLinks to an external site.](#)

# 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.

# Course Syllabus

Edit



"Spiritual Boundary" (<https://www.flickr.com/photos/71699887@N00/396505396>) by [vincos](https://www.flickr.com/photos/71699887@N00) (<https://www.flickr.com/photos/71699887@N00>), is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/?ref=ccsearch&atype=rich) (<https://creativecommons.org/licenses/by-nc-nd/2.0/?ref=ccsearch&atype=rich>)

## ANT 3241 : Magic, Ritual, and Belief

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

Three (3) Credit Hours

### Instructor Information



- Instructor: Rachael Root
- Office Location: Howard Philips Hall 309
- Office Hours: Wednesdays 1 to 3 pm online in Webcourses Chat or by appointment in Zoom
- Department Phone: (407) 823-2227
- Digital Contact:
  - [rachael.root@ucf.edu](mailto:rachael.root@ucf.edu)
  - (<mailto:rachael.root@ucf.edu>)
  - Webcourses Inbox

<Under Construction>

- Graduate Teaching Assistant: Rachel Lotze
- Office Hours: By appointment only
- Digital Contact:
  - Webcourses Inbox

### Course Information

- Term: Fall 2021
- Course Number & Section: ANT 3241 - 0W60
- Course Name: Magic, Ritual, and Belief
- Credit Hours: 3 Credit Hours
- Class Location: Online
- Course Modality: W

### Course Description

This is a sophomore-level, middle-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is neither a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind and an expectation of exploration. This course is not intended to push a particular point of view, to challenge or belittle your personal beliefs, or as a place for religious recruitment.

### Learning Outcomes

As an introduction to the anthropology of religion, this course will survey a variety of global belief systems and related issues:

- You will learn about the history, theories, and methods of cultural anthropologists' study of religion

- You will compare various belief systems and changes over time
- You will explore the concepts of witchcraft, magic, ethnomedicine, and drug use
- You will examine differences among practitioners and their methods
- You will analyze how systems of belief frame and impact everyday life

### National Association of Colleges and Employers (NACE): Career Readiness Competencies

This course will provide you knowledge and skills related to the [Career & Self-Development Competency \(https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/\)](https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/). These skills will help prepare you in securing internship or employment opportunities. This is also a great opportunity to take what you are learning in this class and see how it will help you in your chosen career! You can learn more about these competencies and how to include them in your resume at UCF Career Services: [career.ucf.edu | 407.823.2361](https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/) or by visiting the Career Readiness website at: <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/> (<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>).

### Career & Self Development Competency

What it is: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

This course will help you develop the Career & Self-Development Competency through class assignments. You will be encouraged to reflect on your own beliefs in the Photovoice assignment; develop your writing skills in the three essays, learn to prepare for an interview in Critical Questions, and practice doing a targeted search in the Society for Anthropology of Religion's peer-reviewed journal. While these assignments are focused on anthropology academic careers, the skills are broadly applicable to all majors and for both personal and professional development. After all, we interact with diverse persons every day!

By reading these chapters, listening to the lecture videos, and completing the assignments, you will learn about a wide variety of belief systems from around the world. This will enable you to expand your awareness of difference, which will facilitate your ability to form relationships with future friends and colleagues from diverse backgrounds, geographies, languages, and cultures.

## Course Format

The format of this course is **completely online** and is accessed through Webcourses. All content will be delivered in modules through Webcourses. You are responsible for **all** material presented in Webcourses as well as the readings from your text. Links to videos, articles, podcasts, and other websites will be provided to supplement the material presented in the modules and to help you complete your discussions and exams.

## Course Expectations for You and Me

It is my sincere hope that you find this class interesting, engaging, challenging, and useful not only in your future careers but in all aspects of your daily life. To this end I try to be available for questions, comments, and discussions about topics related to class material, the discipline of anthropology, or my professional experiences (such as conference presentations, graduate school, etc.). I encourage you to contact me to make an appointment to chat!

If you want me to provide you with a letter of recommendation, my requirements are:

- A final grade between an A and C in this course
- A conversation in Zoom to get to know you, your career goals, and what you need the letter for
- At least two weeks advanced notice before the letter is due
- Clear directions about where/how to submit the letter

I also understand that you may be anxious to receive grades and feedback promptly. Your assignments graded within a reasonable amount of time and will include specific and useful feedback. However, please note that there are 160 of you but only two of us! Grading your assignments will take time. I ask for your patience and understanding. If there is some reason I or the TA are unable to complete grading within a reasonable timeframe (such as illness, injury, or extended loss of power), I will make an announcement and keep you updated. Remember that you are always welcome to message us or make an appointment to Zoom with us if you'd like to solicit more detailed feedback.

A major difficulty with online communication is a lack of visual and aural context. This can cause miscommunications (i.e. thinking a joke is actually an insult). This is especially true in contexts of discussion posts; please be aware of this and review your responses before posting them. It is a good idea to keep posts professional and polite; remember to respond to the content of the post and not to the person; please refrain from *ad hominem*, offensive, or argumentative language. I hope you have the opportunity to fully engage in debate and discussion - which I encourage! - but ask that you be alert to how your words could be interpreted. Please review UCF's policies in the "Discrimination and Harassment" section below and in UCF's Golden Rule Handbook at <https://goldenrule.sdes.ucf.edu/> (<https://goldenrule.sdes.ucf.edu/>).

One major expectation I have of you is this: let me or the TA know if you are struggling! We are not mind readers, but we do want to help you succeed in this class! If you are having a hard time with the reading, understanding the content, or completing assignments on time, let us know! We can work something out to give you the best possible opportunity to earn the grade you want. I expect you to reach out to us so we can reach out to you :)

## Contacting Your Instructor

I check for emails and messages several times a day. However, I am also a student and there are blocks of time when I will not be able to check for messages. Therefore, during the week, please give me **at least 24 hours to respond to your message**. If you are unable to contact me in an emergency, you can contact the anthropology department at (407) 823-2227.

During weekends (Saturday & Sunday), I usually check for messages at least once a day; however, I may not be able to respond immediately. Please give me between 24 and 48 hours to respond to a message sent on the weekend. During weekends that include an exam due date, I will check for messages more frequently to facilitate your successful exam completion and will respond as soon as possible.

### Office Hours

Since this is an asynchronous online course, using Webcourses conversations (Inbox) or email should be your go-to method of contacting me. I am happy to set an appointment to talk in real-time using Webcourses Chat (for instant text messaging) or Zoom for video and audio conversations. If you are only able to meet during evenings

appointment to talk in real-time using Webcourses Chat (or instant text messaging) or Zoom for video and audio conversations. If you are only able to meet during evenings or weekends, I am happy to oblige! While I have evening classes, I am willing to work with you to find a time that works for us both. Please contact me to make an appointment.

**What are office hours for?** Lots of things! You can ask me questions about class content, theory, the discipline of anthropology, anthropology careers, internship and fieldwork opportunities... just about anything having to do with anthropology! You can also request advice and tips on how to complete assignments and request clarification about grading expectations and procedures. If a personal issue arises that hampers your ability to do the work of this class, we can talk about ways to help you catch up - moving deadlines, completing alternative assignments, or even taking an "Incomplete" or "Medical Withdrawal." If you are not sure if I can help you - ask me! If I cannot help you, I may be able to direct you to someone who can.

## 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 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 \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

If I become ill during the semester, there may be temporary 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 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 to discuss reasonable adjustments that might need to be made.

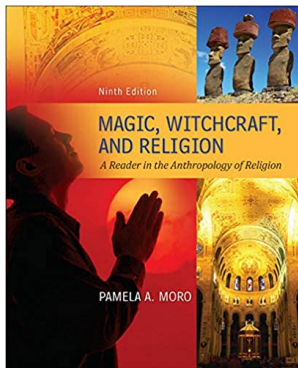
## Course Materials and Resources

You will need consistent access to Webcourses and the Internet for this class. You may consider downloading the Canvas Student app for your smartphone to monitor class communications (inbox messages, announcements, grade updates, etc.). The app is available through the Apple and Google Play app stores. This app is helpful if you need to message me through Webcourses Inbox in the event of a power or Internet outage.

### Required Textbook:

#### Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion

(Ninth Edition)



Available in the campus bookstore and through several websites for purchase or rental. **NOT AVAILABLE AS AN E-BOOK.**

Paperback: 512 pages

Authors: Pamela A. Moro

Publisher: McGraw Hill

Edition: Ninth Edition (2012)

ISBN-10: 0078034949

ISBN-13: 978-0078034947

Older versions: Use at your own discretion. I cannot provide support or assistance if you chose to use an older version of this text.

*Magic, Witchcraft and Religion: A Reader in the Anthropology of Religion takes an anthropological approach to the study of religious beliefs and practices, both strange and familiar. The engaging articles on all key issues related to the anthropology of religion grab the attention of students, while giving them an excellent foundation in contemporary ideas and approaches in the field. The multiple authors included in each chapter represent a range of interests, geographic foci, and ways of looking at each subject. Features of the ninth edition include new study questions and articles, as well as updated discussions on religion, illness, healing, and death. (McGraw Hill)*

## Assignment Submissions

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. As Webcourses is a secure server, I will post all grades in Webcourses. All assignments will be submitted via Webcourses and must be accessible across computing platforms. Your instructor uses a Windows-based PC; if you are using an Apple system, please make sure to export your papers into .doc, .docx, or .pdf format. There are computers available for use in the library. Laptops and tablets may also be checked out from the library for up to seven days at a time. To check availability please visit the library's home page at <http://library.ucf.edu/>.

## Attendance/Participation

As an online class, attendance will not be an explicit part of the grade. However, timely completion of course assignments and activities is expected and will be monitored for administrative attendance purposes. If an extended absence is unavoidable, be prepared to show supporting documentation at your instructor's request. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If you are absent for an extended period, I am willing to work with you and arrange ways for you to catch up to the class. Please provide notice in advance whenever possible and provide supporting documentation upon request.

Being prepared means having reviewed and/or read the assigned materials, completing the assigned activities and assessments, and contacting your instructor with questions or concerns that are not addressed in course documents. Taking notes, participating in optional discussion boards for study purposes, and exploring provided optional resources is strongly encouraged.

## Make-Up Assignments

### For Authorized University Events, Co-curricular Activities, or Religious Observances:

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> (<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637139336167004984&sdata=3E>)

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 <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. (<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINALJan19.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f94>)

### For Other Late Submissions:

All assignments are due by the date displayed in Webcourses. An automatic two points will be deducted for any assignment submitted after the due date has passed. Five points will be deducted from the graded total for late assignments beginning at 8:00 am the day AFTER it was due. In other words, if an assignment is submitted late but is submitted BEFORE 8 am the next day, only two points will be deducted. If it is submitted after 8 am, five points will be deducted.

For the final project: Five points will be deducted per day it is late, determined by the 8 am cutoff.

Please note: this is a grace period designed to help persons who are running a little late. If you experience difficulty submitting multiple assignments on time, please contact me to discuss your options. It is my hope that all of you can achieve your desired grade and I will do what I can to help you.

**The last day to submit all make-up assignments is Sunday, December 5th and require PRIOR approval. The final exam is due on Sunday, December 11th.**

**No late submissions will be accepted for the final exam or for the final project.**

## Make-up Exams and Assignments

You will be given plenty of notice of all due dates. If you miss a due date, you must contact me as soon as possible to explain the situation, provide documentation (upon request), and discuss make-up options. If you do not contact me to make alternate arrangements, you will receive a 0 for that activity or assessment. Make-up exams may be different from exams administered to the class. If you think you may not be able to submit an assignment on time, please contact me as soon as possible to discuss alternative arrangements.

**There is no make-up for the final exam.**

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.

## Assessment and Grading Procedures

All activities and assessments total 500 points. Grades will be determined according to this scale:

Letter	%	Point Value
A	94 and above	470 and above
A-	90 – 93	450 – 469
B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	76 – 79	380 – 399

<b>C</b>	70 – 75	350 – 379
<b>D</b>	60 – 69	300 – 349
<b>F</b>	59 and below	299 and below

## Course Grade Distribution

This course includes a variety of activities, assignments, exams, projects, and extra credit opportunities. This is designed to give students multiple avenues to demonstrate learning and content mastery in a variety of formats. It is also intended to distribute the final grade evenly across the entire semester. An additional bonus is that this format provides flexibility and opportunity for students who may miss assignments due to personal circumstances or unexpected events.

### Activities: 25 points total

At UCF all faculty members are required to document all students' academic activity at the beginning of each course. To document that you began this course, please complete the **Academic Activity** in Webcourses by 11:59 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

There are a few small activities to start the semester that are designed to check and reinforce understandings of foundational class concepts, facilitate practice with Webcourses, and to introduce yourself to your classmates. You will take a syllabus quiz and complete a discussion where you introduce yourself to the class.

### Weekly Assignments: 25 points each (225 total)

Every week, you will be assigned to read selections from one chapter of the textbook and complete an activity that will further explore chapter topics and themes. Details are provided for each week's assignment in the modules. There are three essays, three discussions, and three skill building assignments. Each discussion requires one initial response to the prompt and two responses to classmates. Each essay has been allotted two weeks to give you plenty of time to complete quality work and visit UCF's Writing Center.

The assignments are:

1. Photovoice Reflection
2. Comparative Essay
3. Rituals & Rites Discussion
4. Critical Questions
5. Expository Essay
6. COVID-19 Discussion
7. Academic Article Scavenger Hunt
8. Argumentative Essay
9. Multi-Media Resources Discussion

### Exams: 175 points total

There are two unit exams worth 50 points each. Exam 1 will cover material in chapters 1 through 4, while exam 2 will cover material in chapters 5 through 8. The final exam is worth 75 points will cover all material from the semester with an emphasis on chapter 9 content. The final exam has been segmented into three sections to provide you with as much flexibility over your schedule as possible. Exams are not timed. Only one attempt is permitted for each exam.

Exams will be taken in Webcourses and will consist of different types of questions such as multiple choice, true/false, matching, fill-in-the-blank, short response, and/or short essay. Before beginning the exam, ensure that you have your notes and book ready and that you have a steady Internet connection and power supply. If you encounter any technical issues, contact UCF tech support.

You will be provided with a study guide. If you experience any technical issues, contact UCF tech support.

### Final Project: 75 points

There will be one project assigned towards the end of the semester. You will design, create, and present a multi-media project that explores the topic of religion from an anthropological perspective. This assignment is designed to give you creative freedom to address a class topic that you find interesting, relevant, or useful. You are able to choose what you present and how you present it - as long as it is uploaded into Webcourses and able to be viewed across computing platforms. Sharing the project with the class will be optional, but not required. Video presentations should be approximately 3 to 5 minutes long; papers should be 3 to 5 pages (not including references or appendices). You will have two weeks to complete this project.

For example, you can choose to create a formal presentation (i.e. PowerPoint/Prezzi) or to create a short video to present your work. Your project can consist of songs, poems, stories, artwork, skits, photographs, collages, news reports, blog posts, ethnographic research, games, etc. Your main requirements are:

1. Your presentation draws on course material and themes
2. Your content is understandable; for example, you may need to include an explanation of your artwork or context for poems/songs
3. Your content is uploaded into or accessible through Webcourses
4. You have permission / use citations for any non-original content you incorporate
5. Your project is created and presented by you - no teams are permitted (if you want to include other actors, please contact me first)

I have a detailed discussion about my expectations and your options in the video for Module 9, and additional information can be found in Module 9 and on the project submission page. I am also happy to answer questions and help you explore options earlier in the semester if you want to get feedback on an idea.

### Extra Credit and Bounding of Final Grades:

## Extra Credit and Rounding of Final Grades:

I provide ample opportunities to earn extra credit throughout the semester, therefore I do NOT round final grades. Any exceptions will be made at my discretion and on a case-by-case basis.

## Additional Policy Statements

### Adverse Weather

The National Hurricane Center provides information about hurricanes and other severe weather at <http://www.nhc.noaa.gov/> (<http://www.nhc.noaa.gov/>). During any threatening weather, UCF's Department of Security and Emergency Management monitors this site and sends official weather reports to campus leadership. If a serious storm or hurricane threatens our region, the Governor of Florida and President of UCF have the authority to cancel classes or close campuses. If they cancel classes or close the university, UCF Communications will disseminate details via UCF Alert, social media, local media, and radio outlets, including WUCF 89.9 FM. They also will post this information on the UCF home page at <http://www.ucf.edu> (<http://www.ucf.edu>) (<http://www.ucf.edu>). Course deadlines and expectations will be modified depending on the severity of the storm and the length of time that the university is closed. A list of other media outlets and hurricane resources is available at <http://emergency.ucf.edu/hurricanes.html> (<http://emergency.ucf.edu/hurricanes.html>) (<http://emergency.ucf.edu/hurricanes.html>).

If classes are cancelled, I will communicate with you as soon as I am able. I will provide announcements and/or Webcourses Inbox messages to keep you updated with any changes to course deadlines and/or assignments. It is possible that electricity, Internet, and other utilities will be unavailable for extended periods of time. Since this is an online class and the COVID-19 pandemic is ongoing, it is likely that we will all be impacted differently. Thus, any course changes will follow UCF's official decisions. If classes resume while you are unable to connect (or experience other weather-related difficulties) please alert me as soon as possible. Once your situation has stabilized, we can discuss your options. The mobile phone Canvas and Outlook apps will make it easier to communicate. [Additional information is on the "Student Resources and Support" page](#) in the ["Getting Started"](#) module.

### UCF Writing Center

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on their website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute Zoom appointment by using the TutorTrac scheduler on their website (<https://uwc.cah.ucf.edu/schedule-a-consultation/>) (<https://uwc.cah.ucf.edu/schedule-a-consultation/>).

### Withdrawal Policy

Per UCF policy, a student who withdraws from class before the **withdrawal deadline of Friday, October 29<sup>th</sup>**, will receive a grade of "W." **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc.

If you choose to stop participating in the class after the withdrawal deadline but have not withdrawn, you will be held responsible for all work missed, including assessments. **Any work that is not completed will receive a zero, which will be included in final grade calculations.**

### Incomplete

As per college policy, an incomplete "I" grade may be assigned if you are progressing satisfactorily and for valid, well documented, reasons (emergencies such as serious illness requiring hospitalization), cannot complete the work of a course within the term. You should be aware that I rarely give an incomplete grade; they are reserved for only the most exceptional circumstances. Proper documentation must be provided upon request. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Students cannot graduate from UCF with a grade of "I" on their transcripts. The "I" must be changed within one year of receipt; otherwise it will automatically be changed to "F" by the Registrar's Office.

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](https://scai.sdes.ucf.edu/) (<https://scai.sdes.ucf.edu/>). 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 syllabus, 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.

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)
- Limit the number of quotes; the bulk of a paper should be your own words
- Limit the size of quotes and always include quotation marks, citations, and references
- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience since the process of writing is in itself a learning



- Do not submit the same paper to more than one class. Even plagiarizing to accommodate to your learning experience, since the process of writing is in itself a learning process. You are welcome to choose topics that align with your interests or expand on other papers, but each written piece submitted in this class must be a new and original work
- Do not purchase or borrow a paper from anyone. Do not loan or give anyone one of your papers. Using a friend's paper will result in both of you being held accountable.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://www.academicintegrity.org/). (<https://www.academicintegrity.org/>)

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

### Turnitin Plagiarism Checker

In this course we utilize turnitin.com for written submissions. Turnitin is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you are expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> (<http://www.turnitin.com>).

### 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://issuu.com/universityofcentralflorida-osc/docs/goldenrule2020). (<https://issuu.com/universityofcentralflorida-osc/docs/goldenrule2020>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

## Course Accessibility Statement

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

## Discrimination and Harassment

Discrimination towards fellow students based on gender identity, race, ethnicity, nationality, sexual orientation, disability, religion, or political views will not be tolerated. While not all students share the same values, I will ask that differences be tolerated within this class.

The University of Central Florida's Title IX makes it clear that: "violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. 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 [shield.ucf.edu](http://shield.ucf.edu). Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties."

## Deployed Active Duty Military Students

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

## Copyright

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

## Third-Party Software and FERPA

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

## Course Schedule

Week	Start Date	Modules	Assignments	Textbook Readings	Due Dates
1	Monday, August 23 - Sunday, August 29	Getting Started  Optional: Review Module	Academic Activity  Syllabus Quiz  This is Anthropology Discussion  Extra Credit: NACE Pre-Survey	Acquire Textbook Access  <b>NO EBOOK AVAILABLE</b>	Activity: 5pm Friday  Quiz: 11:59 pm Saturday  Discussion Initial post: 11:59 Saturday  Extra Credit: NACE Pre-Survey: 11:59 pm Saturday  Discussion Response Post: 11:59 pm Sunday

2	August 30 - Sept 5	Module 1	Photovoice	Chapter 1	Photovoice: 11:59 pm Saturday
3	September 6 - 12	Module 2	Comparative Essay	Chapter 2	None
4	September 13 - 19	Module 3	Rituals & Rites Discussion	Chapter 3	Comparative Essay: 11:59 pm Saturday
5	September 20 - 26	Module 4	Critical Questions	Chapter 4	Rituals & Rites Initial: 11:59 pm Saturday Rituals & Rites Responses: 11:59 pm Sunday
6	September 27- Oct 3	<b>Exam 1: Chapters 1-4</b>	Study for Exam 1		Critical Questions: 11:59 pm Saturday <b>Exam #1: 11:59 pm Saturday</b>
7	October 4 -10	Unit 2 Overview Module 5	Expository Essay	Chapter 5	None
8	October 11-17		continue work on essay		Expository Essay: 11:59 pm Saturday
9	October 18 - 24	Module 6	COVID-19 Discussion	Chapter 6	COVID-19 Initial: 11:59 pm Saturday COVID-19 Response: 11:59 pm Sunday
10	October 25 - 31	Module 7	Academic Article Scavenger Hunt	Chapter 7	Academic Article Hunt: 11:59 pm Saturday
11	November 1 - 7	Module 8	Argumentative Essay	Chapter 8	None
12	November 8 - 14	<b>Exam 2: Chapters 5-8</b>	Continue work on essay Study for Exam 2		Argumentative Essay: 11:59 pm Saturday <b>Exam #2: 11:59 pm Saturday</b>
13	November 15 - 21	Module 9	Multi-Media Resources Discussion	Chapter 9	None
14	November 22 - 28		Final Project	continue chapter 9	Multi-Media Discussion Initial: 11:59 pm Saturday
15	November 29 - Dec 5		Final Project		Extra Credit: NACE Post-Survey: 11:59 pm Saturday Multi-Media Discussion Responses: 11:59 pm Sunday Extra Credit: UCF Writing Center: 11:59 pm Sunday <b>Final Project: 11:59 pm SUNDAY</b>
16	December 6 - <b>SATURDAY,</b> December 11	<b>Final Exam Week</b>	Study for Final Exams		<b>All Final Exam Sections Due 11:59 pm SATURDAY</b> Final Exam Part 1: Chapters 1-4 Final Exam Part 2: Chapters 5-8 Final Exam Part 3: Chapter 9

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



## ANT3246: Religion in Ancient Societies

Monday, Wednesday 1:30 - 2:20 pm  
Business Administration 1: Room 122

### Course Basics

#### Instructor Contact

Professor	Dr. Stacy Barber
Office	HPH409
Office Hours	Fridays 2:30-4pm <b>Zoom</b> ; or by appointment
Email	<ul style="list-style-type: none"> <li>• Webcourses mail client</li> <li>• <a href="mailto:Sarah.Barber@ucf.edu">Sarah.Barber@ucf.edu</a> (<a href="mailto:Sarah.Barber@ucf.edu">mailto:Sarah.Barber@ucf.edu</a>) (for non-class things like requests for letters of recommendation, etc.)</li> </ul>
Phone	(407) 823-2207 (just use email)

### Meeting Time and Location

Term	Fall 2021
Class Meeting Days	Monday and Wednesday
Class Meeting Time	1:30 - 2:20 pm
Class Location	Business Administration, Room 122
Course Modality	Mixed-Mode (some content delivered online)

### Catalog Course Description:

Examination of religion in ancient societies, with a focus on hunting-gathering, early agricultural and early complex societies.

### Objectives and Evaluation:

*Beautiful prose describing this class:* This upper-division course examines religion, and the study of religion, as it pertains to human societies in the ancient past. This class will investigate what the concept of “religion” means outside of modern and recent historical

contexts, evaluate the role that human interaction with the divine has played in long-term social and political change, and consider epistemological questions of how religion can be studied using evidence from sources other than text. This class will not consider the theology or histories of modern World Religions, but instead address the long history of how humans have structured relationships with the divine and consider how those relationships can be understood within social scientific research.

## Course Objectives:

The course has 5 objectives. Students will:

1. Define religion outside of modern, Western, and recent historical contexts;
2. Examine the origins and development of human-divine interaction through archaeology;
3. Evaluate people's actions within specific historical and environmental conditions through the lens of religious practice;
4. Evaluate and critique archaeological epistemology and scholarly arguments;
5. Contextualize modern conditions in terms of deep history, with specific reference to religious practice.

No textbooks are required for this course.

## Evaluation

Your grade in this course will be derived from weekly quizzes and assignments, three examinations, and a final project.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Point Value
First Midterm	Based on first 1/3 of class <b>Wednesday, September 29, 2021 in class</b>	10%	100
Second Midterm	Based on second 1/3 of class	10%	100

**Wednesday, November 3, 2021 in class**

Cumulative final exam

Final Exam	<b>Monday, December 6, 2021 1:30 to 3:50</b>	20%	200
------------	--	-----	-----

**In class**

Mini-quizzes	Quizzes are associated with every module. These will cover module content. You cannot open the next module until you have taken the quiz.	10%	100
--------------	---	-----	-----

Assignments	There are a number of assignments throughout the course of the semester. These are due on different dates. Assignments are due at 11:59pm of their due day. See the course schedule.	25%	250
-------------	--	-----	-----

Project	There is a term paper in this class <b>due on Sunday, November 21, at 11:59pm</b> in the on-line Assignment dropbox. There are multiple deadlines during the semester.	25%	250
---------	--	-----	-----

TOTAL		100%	1000
-------	--	------	------

- Modules stay open until 12 hours prior to the exam, meaning that you should take notes on module content if you want to study the material the day before you will be tested on it!
- Assignments are due at 11:59 pm on their due date.
- If you email the professor in Webcourses by 11:59pm on , with the phrase “free-rider” in the subject line, you’ll get 1 point extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.

- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining letter grades. Percentages are rounded down or up following standard practice. For instance, 93.5 rounds up to 94% and 93.4 rounds down to 93%.

#### Letter Grade Percentage

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 70-76

D+ 67-69

D 60-66

F 0-59

## Policies

## 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](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) [.\(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html).

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

## (Usual) Policies

Topic	Policy
-------	--------



**Contacting Dr. Barber**

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.

Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.

**Webcourses@UCF**

This is a mixed-mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. Proof of outage will be required if you seek an extension or exemption due to connectivity problems.

**Accessing On-line Course Content**

Online course content is delivered through modules. To access Module 1, you must first complete the Getting Started Module and receive 100% on the getting started quiz. These are freebie points! You're welcome.

All modules pertaining to a single exam are opened at once. But remember, you cannot access a module until you have completed the preceding module. Modules will close 12 hours before the exam. Take notes on exam content if you want to study the material after that time!

**Quizzes and**

There are weekly quizzes online. The point of these is for you to

## Examinations

assess your learning of that week's content. You cannot collaborate on quizzes, but you can use your notes. I will compensate for this by making the questions hard and perhaps limiting your time.

**All assignments are due at 11:59 pm on their due date.**

## Grading and evaluation

Graded materials will be returned to you within 10 business days 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. Note that your final grade is based on the total points you accumulated over the course of the semester.

Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.

## 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. I (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 archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my 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.edu](http://www.shield.ucf.edu) ([\(http://www.shield.ucf.edu/\)](http://www.shield.ucf.edu/)) and [http://cares.sdes.ucf.edu/](http://cares.sdes.ucf.edu) ([\(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/)). Please be aware that I am a mandatory reporter 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.

#### Deadlines and Make-ups

If you miss a deadline, you lose the points. I will not make closed modules, drop boxes, or exams accessible to students except in specific extenuating circumstances.

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.

Students must notify their instructor **in advance** if they intend to miss class for a religious observance.

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. 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.

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. Students should familiarize themselves with UCF's Rules of Conduct at <[http://osc.sdes.ucf.edu/process/rocLinks to an external site. \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/rocLinks to an external site. (http://osc.sdes.ucf.edu/process/roc)_.)>. 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. \(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdfLinks to an external site. (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)_.)>.

#### Academic integrity

When necessary, the course TA and 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/Links to an external site. \(http://z.ucf.edu/\)](http://z.ucf.edu/Links to an external site. (http://z.ucf.edu/)_).

I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## Accessibility

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. 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/> [\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto: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](http://emergency.ucf.edu/emergency_guide.html) [\\_\(http://emergency.ucf.edu/emergency\\_guide.html\)](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> [\\_\(http://www.ehs.ucf.edu/AEDLocations-UCF\)](http://www.ehs.ucf.edu/AEDLocations-UCF)> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu> [\\_\(https://my.ucf.edu\)](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/NIKYajEx4pk) [\\_ \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

>).

Active Duty Military  
Personnel

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

Please note that this schedule is tentative and can be changed at the discretion of the professor.

**Week of:**

**Topic:**

**Learning**

**Assignments due at 11:59pm unless otherwise**

		<b>Module</b>	<b>noted:</b>
<b><u>Do this first</u></b>	Getting Started	Getting Started Module	Must get 100% on <a href="#">quiz</a> to open Mod 1 (5 pts). <b>Due Aug 27, 2021.</b>
Aug 23	M: Course Introduction	Module 1: Defining Religion in the Social Sciences*	
<i>Unit 1: Defining Religion</i>	W: What is Religion?		
Aug 30	M: Religion in Anthropology and Archaeology	Module 2: Archaeological Methods Primer	Module 1 <a href="#">Discussion Preparation Assignment</a> . <b>Due Aug 31.</b>
<i>Unit 1: Defining Religion</i>	W: Discussion to Define Religion		
Sept 6	M: No class, Labor Day	Module 3: Philosophy, Social Theory, and Archaeological Schools of Thought*	
<i>Unit 2: Studying Religion in Ancient Societies</i>	W: Anthropological and Archaeological Approaches to Religion		
Sept 13	M: Archaeological Approaches to Religion, Cont'd.	Module 4: Evolution and	Module 3 <a href="#">Discussion Preparation Assignment</a> . <b>Due Sep 14.</b>

<i>Unit 2: Studying Religion in Ancient Societies</i>	W: Discussion of Religion in Ancient Societies	the Theory of Mind	
Sept 20	M: Religion and Human Evolution	Exam 1	
<i>Unit 3: Origins of Religion</i>	W: Religion and Human Evolution, Con't.	Review Module	
Sept 27	M: Review	Module 5: The Hunting- Gathering Way of Life	
<b>Exam</b>	<b>W: Exam 1 Sept 29 in class!</b>		
Oct 4		Module 6: Venus Figurines and Cave Art*	
<i>Unit 4: Religion and Hunter- Gatherer Societies</i>	M: Religion Before Farming W. Religion in the Pleistocene		
Oct 11	M: Religion Among American Hunter-Gatherers	Module 7: Farming, Domestication, Horticulture, Agriculture	Module 6 Discussion and Presentation. <b>Due Oct 13.</b>
<i>Unit 4: Religion and Hunter- Gatherer Societies</i>	W: Hunter-Gatherer Religion and Art		
Oct 18	M: People, Plants, Animals, Gods	Module 8:	Module 6 Religion and Art Written



<i>Unit 5: Religion and Early Agriculture</i>	W: Gobekli Tepe and Early Religion in the Near East	Religion Before Urban Society*	Assignment. <b>Due Oct 17.</b>
Oct 25	M: Religion and Sedentism in the Soconusco	Exam 2 Review Module	Module 8 Discussion Preparation Assignment. <b>Due Oct 26.</b>
<i>Unit 5: Religion and Early Agriculture</i>	W: Discussion of Religion, Hunting-Gathering, and Early Farming		
Nov 1	M: Review	Module 9: Urbanism, Complex Society, Authority, Inequality*	Module 8 <a href="#">Student Choice Suggestion</a> . <b>Due Oct 31.</b>
<b>Exam</b>	<b>W: Exam 2 November 3, in class!</b>		
Nov 8	M: Religion in the Origins of Complex Society	Module 10: Coercion and Cooperation in Complex Societies	Module 9 <a href="#">Student Choice Vote</a> . <b>Due Nov 7.</b>
<i>Unit 6: Religion and Early Complex Societies</i>	W: Mesopotamia, of course		
Nov 15	M: Ancient Oaxaca	Module 11: Defining Religion, Part Deux*	
<i>Unit 6: Religion and Early Complex Societies</i>	W: The Chaco Phenomenon		
Nov 22	M: Students' Choice Class Session		Final Project. <b>Due Nov 21.</b>

*Unit 6: Religion W: No Class  
and Early  
Complex  
Societies*



Nov 29

M: Defining Religion Revisited

Module 12:

*Unit 7: Religion Discussion  
in Ancient  
Societies*





W: Review











Religion in the Module 11 Discussion Preparation  
Past, Present, Assignment. **Due Nov 29.**  
and Future



Dec 6

**Final Exam, Monday, December  
6, 2021, 1 - 3:50pm**

## Course Summary:

Date	Details	Due
Fri Aug 27, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7164952">Getting Started Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7164952">https://webcourses.ucf.edu/courses/1385959/assignments/7164952</a> )	due by 11:59pm
Tue Aug 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7220779">Discussion Preparation 1</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7220779">https://webcourses.ucf.edu/courses/1385959/assignments/7220779</a> )	due by 11:59pm
Wed Sep 1, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7229121">In-Class Discussion 1</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7229121">https://webcourses.ucf.edu/courses/1385959/assignments/7229121</a> )	due by 1:30pm
	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245969">In-Class Discussion 1 Copy</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245969">https://webcourses.ucf.edu/courses/1385959/assignments/7245969</a> )	due by 1:30pm

Date	Details	Due
Sun Sep 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245991">In-Class Discussion 1 Copy 2</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245991">https://webcourses.ucf.edu/courses/1385959/assignments/7245991</a> )	due by 1:30pm
Sun Sep 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247463">Final Project Topic Choice</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247463">https://webcourses.ucf.edu/courses/1385959/assignments/7247463</a> )	due by 11:59pm
Tue Sep 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245721">Discussion Preparation 2</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245721">https://webcourses.ucf.edu/courses/1385959/assignments/7245721</a> )	due by 11:59pm
Tue Sep 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245985">Discussion Preparation 2 Copy</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245985">https://webcourses.ucf.edu/courses/1385959/assignments/7245985</a> )	due by 11:59pm
Wed Sep 15, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245990">Discussion Preparation 2 Copy 2</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245990">https://webcourses.ucf.edu/courses/1385959/assignments/7245990</a> )	due by 11:59pm
Wed Sep 15, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245910">In-Class Discussion 2</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7245910">https://webcourses.ucf.edu/courses/1385959/assignments/7245910</a> )	due by 1:30pm
Sun Oct 10, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247493">Abstract and Bibliography</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247493">https://webcourses.ucf.edu/courses/1385959/assignments/7247493</a> )	due by 11:59pm
Sun Oct 17, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247480">Citation Practices</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247480">https://webcourses.ucf.edu/courses/1385959/assignments/7247480</a> )	due by 11:59pm
Sun Oct 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246151">Student Choice Class Proposal</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246151">https://webcourses.ucf.edu/courses/1385959/assignments/7246151</a> )	due by 11:59pm
Sun Nov 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246331">Student Choice Class Vote</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246331">https://webcourses.ucf.edu/courses/1385959/assignments/7246331</a> )	due by 11:59pm

Date	Details	Due
Sun Nov 21, 2021	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247499">Final Project</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7247499">https://webcourses.ucf.edu/courses/1385959/assignments/7247499</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246333">Module 1 Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1385959/assignments/7246333">https://webcourses.ucf.edu/courses/1385959/assignments/7246333</a> )	

# Syllabus: Sex, Gender and Culture Fall 2021

Syllabus: Sex, Gender and Culture Fall 2021

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311K

Office hours: by appointment with Zoom or Conferences

Online Office in class chat or conferences: Wednesday 7 – 9 pm

E mail: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu)

Class TA: Lea Harvey

Course description:

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

Course outcomes:

1. Understand the approach the discipline of anthropology takes to the study of human beings.
2. Understand the concept of culture as used by anthropologists and the impact culture has on people's lives.
3. Understand the importance of ethnography in researching cross-cultural human behavior.

4. Appreciate the salience of the various topics covered in class that are derived from ethnography, that increase our understanding of the intersection of sex, gender and culture.

**Text:** Online articles: UCF is attempting to reduce the cost to students by using Open Educational Resources or other material at no cost to students. This class is part of that effort and thus has not required text students have to buy.

**Grading:** There will be three exams. The exams will be multiple choice. Each exam will be 100 points. The exams will be a combination of the reading and class lecture/discussion. There will also be 6 quizzes and 9 assignments to be done on canvas, 10 points each.

**A = 100 - 90% B = 89 - 80% C = 79 - 70% D = 69 - 60%**

**I do not use the canvas grading system as it is incorrect and gives a misleading idea of your current grade. To find your current grade add up all the points you have and all you could have had and find the %.**

#### Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for

not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 - 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.
  
7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.
  
8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.
  
9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.
10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

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

### Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. After that we follow the topics and material from the text, with some additional online material.

### Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing a kind of lecture. Consequently, there will be a substantial amount of material from the modules on the three exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

### On-Line Exams and Quizzes.

The exams and quizzes will be available for specified days (see Schedule). You must take the exam or quiz during those specified days or it will have been missed. Once you begin the exam or quiz you will have a specified time to complete it. At the end of the time it will automatically close.

.

### On-Line assignments

The assignments have due dates. If you complete the assignment by the due date you may receive full credit. If you post after the due date the maximum you can receive is 1/2 credit. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

### Very Important note



This is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit. Also, answer completely. The completeness of your answer is an indication of your motivation (or lack of motivation) to do well in the class.

Another important note: unless you are asked for a specific list or definition DO NOT give one sentence answers to assignment questions. These are not tweets. Paragraph per question (some assignments have more than one question) should be adequate.

Warning

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

Important Note: Do not use attachments to post your assignment answers.

There will be NO makeup exams. Those who take all three regularly scheduled exams are exempted from the Make-Up Exam. Anyone who misses a regularly scheduled exam MUST TAKE THE Make Up EXAM. The Make Up Exam will be CUMULATIVE.

## Covid policy

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.

Academic Integrity

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

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

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

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

### Plagiarism

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

### Misuse of Sources

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

### Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>Links to an external site.. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>Links to an external site..

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

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

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

## In-Class Recording Policy

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

## Course Accessibility Statement

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

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#)(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu)[Links to an external site.](#)and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.

### Deployed Active Duty Military Students

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

### Schedule

**Week 1 8/23** Introduction to Anthropology, the Concept of Culture

Reading: online information in week 1

Week 1 quizzes due 8/30 11 55 pm

**Week 2 8/30** Biology, Gender and Human Evolution.

Reading week 1 online material

Week 2 quiz due 9/6 11 55 pm

**Week 3 9/6:** Gender and Prehistory

Reading Online material week 3

Week 3 quiz due 9/13 11 55 pm

**Week 4 9/13** Domestic Worlds and Public Worlds

Reading week 4 online material

Week 4 quiz due 9/20

**Week 5: 9/20** Equality and Inequality: The Sexual Division of labor and Gender Stratification

Reading: week 5 online material

Week 5 quiz due 9/27 11 55 pm

**Exam 1**

**Week 6 9/27** The Cultural Construction of Gender and Personhood.

Reading; week 6 online material

Week 6 assignment due 10/4 11 55 pm

**Week 7 10/4:** Culture and Sexuality.

Reading week 7 online material

Week 7 assignment due 10/11 11 55 pm

**Week 8 10/11:** Gender and the State

READING week 8 online material

Week 8 assignment due 10/18 11 55 pm

**Week 9 10/18:** Gender, Household and Kinship.

Reading week 9 online material

Week 9 assignment due 10/25 11 55 pm

**Week 10 10/25:** Gender, Politics and Reproduction

Reading week 10 online material

Week 10 assignment due 11/1 11 55 pm

**Exam 2**

**Week 11 11/1:** American Culture and the Way We Never Were

READING online material, The Way We Never Were by Coontz

Week 11 assignment due 11/8 11 55 pm

**Week 12 11/8:** American Culture and the Way We Never Were

Reading online material, The Way We Never Were by Coontz

Week 12 assignment due 11/15 11 55 pm

**Week 13 11/15::** Case Study: The Nembu Plateau and Child Malnutrition

Reading Online material

Week 13 assignment due 11/22 11 55 pm

**Week 14 11/22:** Case Study: Repatriation of Cambodian Refugees

Reading Online material

Week 14 assignment due 11/29 11 55 pm.

**Week 15 11/29** Globalization

Reading: online material

**Exam 3 12/2 8 am - 12/3 11 55 pm**

**Make Up Exam 12/4 8 am - 12/5 11 55 pm**

## **ANT 3311: Indians of the Southeastern US**

Instructor: [Edward Gonzalez-Tennant](#), PhD

Office Location: Howard Phillips Hall, 311C

Email: Use WebCourses Mail

Office Hours: Tuesdays 2:30pm-4:00pm.

Office hours are held virtually, sign up using the Webcourses calendar.

GTA: Jane Holmstrom, MA

Office Location: Howard Phillips Hall, 309

Email: Use WebCourses Mail

Office Hours: Thursdays 1:30pm-3:00pm.

### **Required Course Materials/Resources**

All readings provided as PDFs and/or hyperlinks in WebCourses.

### **Course Description**

A study of the social and cultural history of the Indians of the Southeastern US from ancient times to the present as revealed through archaeological, ethnohistorical, and ethnographic research. The Southeastern US has a rich and fascinating array of cultural traditions including the invention of pottery, mound building, early chiefly societies, and some of the nation's most recognizable indigenous groups. The course includes examples from across the Southeast but focuses on the Gulf Coast states. It is divided into two general sections. The first, corresponding to the first 2/3 of the semester, explores the period before European contact. This begins with the Paleoindian period beginning 14,000 years ago or more. This is followed by the Archaic (10000 - 1000 BC), Woodland (1000 BC - AD 1000), and Mississippian (AD 1000 – 1500) periods. Topics explored in this section include the emergence of social inequality, origins of agriculture, migration, monumentality, and urbanism. The second section, corresponding to the final 1/3 of the semester, explores the Contact (AD 1500 - 1700), Colonial (AD 1700 – 1900), and Modern (AD 1900 - present) periods. Topics explored in this section include effects of the Spanish mission system, maroonage, resistance, and survival.

### **Student Learning Objectives**

Upon successful completion of this course, each student will:

- Know the disciplinary history of archaeology and ethnography in the Southeastern US
- Understand the complex and varied adaptations of prehistoric and historic peoples
- Explore opposing arguments over how to interpret the material records
- Understand the breadth and depth of Southeastern Indian history and culture
- Differentiate between theoretical schools (e.g., processual, interpretive)
- Gain regional expertise to support original student research
- Understand the process of researching and writing an original paper

## My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via WebCourses, online discussion, and Teams-based office hours. I post new content every Friday, meaning a lecture goes live several days before we explore the topic. Also, I discuss assignments in the relevant lecture. It is very important to watch the recorded lectures. We will adhere to the course schedule for all assignments. Due dates are extremely important.

## Grading

Your grades will come from the following:

Geography & Landscape Quiz	10 possible points
Participation	20 possible points
Site Mini-Reports	50 possible points
Semester Research Project	50 possible points
Total Possible Points:	120

### Breakdown of Grading

Geography & Landscape Quiz: Students will examine maps and select terms related to items labeled on the map. Terms on the map will relate to major geophysical features (e.g., rivers), physiographic regions, and related items discussed in the readings and lecture for week 1.

[Total Points: 10]

Participation: Most weeks will include an online discussion. You are not required to participate every week, but will need to participate in at least 10 online discussions to get full credit. See the online discussions for more details.

[Total Points 20]

Site Mini-Reports: Students will select one site for each major time period and write a 2-3 page mini-report. These reports involve independent research, including identifying and synthesizing relevant literature. These assignments will be discussed in the recorded lectures at the start of each relevant section (Paleoindian, Archaic, Woodland, Mississippian, and Historical). Students will also prepare short (5 minute) video presentations discussing their mini-reports, which will be to the entire class.

[Total Points: 50]

Semester Research Project (SRP): Students will select from a list of topics to explore during the semester. These topics will be discussed in lectures early in the semester, with assigned readings grouped into the topics accordingly. Students will explore their selected theme throughout the semester and how associated cultural activities evolved the prehistoric and historic periods. The project consists of a 2-page statement of intent (5 points), a list of 10 sources combining up to 5 sources from this syllabus with additional sources identified through independent research (5 points), an annotated bibliography of 5 sources identified through independent research (10 points), a six page final research paper (20 points), and a final presentation summarizing the student's research project (10 points).



Rubrics and further instructions will be provided during the semester.

[Total Points: 50]

### **Course Grading Scale**

**Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points,  $90/100 = .9 \times 100 = 90\%$ .**

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D+	67-69.9	D	64-66.9	D-	60-63.9
F	59.9 and below				

### **GroupMe and Social Media Policy**

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented ([1](#), [2](#)). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. These sites encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

### **Late Assignment Policy Policy**

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 5 days to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility to provide a

signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 5 days to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

### **Contacting the Instructor**

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course. Below are some pointers on what NOT to do.

### **Addressing Me**

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

### **Course Schedule**

Week 1: Geography and Landscape Evolution of SE US

Readings: [Gremillion 2004](#)

Assignments: Syllabus Quiz (Extra Credit) & Geography & Landscape Quiz

Week 2: Paleoindian Part I

Readings: [Anderson and Sassaman 2012 – Chapter 2](#)

Assignment: Online Discussion Week 2 & Site Mini-Report 1

Week 3: Paleoindian Part II

Readings: [Pitblado 2011](#); [Faught 2004](#)

Assignment: Online Discussion Week 3

Week 4: Archaic Part I

Readings: [Anderson and Sassaman 2004](#); [Sassaman and Anderson 2004](#)

Assignment: Online Discussion Week 4 & Site Mini-Report 2

Week 5: Archaic Part II

Readings: Jefferies 2004a; Moore 2010

Assignment: Online Discussion Week 5 & SRP Statement of Intent

Week 6: Woodland Part I

Readings: Jeffries 2004b

Assignment: Online Discussion Week 6 & Site Mini-Report 3

Week 7: Woodland Part II

Readings: Marquardt 2010; Wallis 2008

Assignment: Online Discussion Week 7

Week 8: Mississippian Part I

Readings: Milanich 2004a; Milanich 2004b; Hally and Mainfort 2004

Assignment: Online Discussion Week 8 & Site Mini-Report 4

Week 9: Mississippian Part II

Readings: Rolingson 2004; Kidder 2004; Early 2004; Brown 2004

Assignment: Online Discussion Week 9 & SRP Bibliography

Week 10: Mississippian Part III

Readings: Cobb and King 2005; Alt 2006; Marcoux 2007

Assignment: Online Discussion Week 10 & SRP Annotated Bibliography

Week 11: Mississippian Part IV

Readings: Kehoe 1998, Chapter 9; Pauketat and Alt 2005; Knight 2006; Knight et al. 2001

Assignment: Online Discussion Week 11

Week 12: Historical Period Part I

Readings: Saunt 2004; Dowd 2004; Finger and Perdue 2004

Assignment: Online Discussion Week 12 & Mini-Report 5

Week 13: Historical Period Part II

Readings: Deagan 2003; Kowalewski 2006; Thompson and Worth 2011

Assignment: Online Discussion Week 13

Week 14: Historical Period Part III

Readings: Ethridge 2006; Perdue 2006; Perdue 2012

Assignment: Online Discussion Week 14

Week 15: Historical Period IV

Readings: Baram 2012; Weik 2014

Assignment: Online Discussion Week 15 & SRP Final Paper

Week 16: Finals Week (Dec. 9 – 13)

Class Time: Monday December 9, 2019 10:00am – 12:50pm

Assignment: SRP Presentations

Important UCF Dates for Fall 2021

August 27, 2021 - Last Day to Drop and Request Full Refund

August 27, 2021 - Drop/Swap Deadline

August 27, 2021 - Add Deadline

October 29, 2021 - Withdrawal Deadline

## **Statement on 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 <https://letsbeclear.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 me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **Academic Services and Resources**

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

### **UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) ([Links to an external site.](#)) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial

challenges. You can also e-mail [ucfcares@ucf.edu](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.

### Non-Academic Services and Resources

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

### Academic Integrity

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

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

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

### Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to

everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)

### **Deployed and Active Duty Military Students**

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

### **Copyright**

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

### **Third-Party Software and FERPA**

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

### **In-Class Recording Statement**

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.

### **COVID-19 Fall 2021 Statements**

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](#). Masks are required in approved clinical or health care settings.

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

## **Bibliography**

The following readings are referenced in the Course Schedule and will be provided as PDFs.

Alt, Susan M.

2006 *The Power of Diversity: The Roles of Migration and Hybridity in Culture Change*. In *Leadership and Polity in Mississippian Society*, edited by Brian M. Butler and Paul D. Welch, pp. 289–308. Occasional Paper No. 33. Center for Archaeological Investigations, Southern Illinois University, Carbondale.

Anderson, David G. and Kenneth E. Sassaman

2004 Early and Middle Holocene Periods, 9500 to 3700 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 87-100. Smithsonian, Washington, D.C.

2012 *Recent Developments in Southeastern Archaeology: From Colonization to Complexity*. The SAA Press, Washington, D.C. Chapter 2 - Pioneers and Colonists of the Late Pleistocene and Early Holocene (pp. 36-65).

Baram, Uzi

2012 “Cosmopolitan Meanings of Old Spanish Fields: Historical Archaeology of a Maroon Community in Southwest Florida.” *Historical Archaeology* 46:108-122.



Brown, Ian W.

2004 Prehistory of the Gulf Coastal Plain After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 574-585. Smithsonian, Washington, D.C.

Cobb, Charles R., and Adam King

2005 Re-Inventing Mississippian Tradition at Etowah, Georgia. *Journal of Archaeological Method and Theory* 12:167–192.

Deagan, Kathleen.

2003 Transformation of empire: The Spanish colonial project in America. *Historical Archaeology* 37(4):3-13

Dowd, Gregory Evans

2004 The American Revolution to the Mid-Nineteenth Century. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 139-151. Smithsonian, Washington, D.C.

Early, Ann M.

2004 Prehistory of the Western Interior After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 560-573. Smithsonian, Washington, D.C.

Ethridge, Robbie

2006 Creating the Shatter Zone: Indian Slave Traders and the Collapse of the Southeastern Chiefdoms. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 207–218. University of Alabama Press, Tuscaloosa.

Faught, Michael K.

2004 Submerged Paleoindian and Archaic Sites of the Big Bend, Florida. *Journal of Field Archaeology* 29:273–289.

Finger, John R. and Theda Perdue

2004 History of the Old South Since Removal. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 152-161. Smithsonian, Washington, D.C.

Gremillion, Kristen J.

2004 Environment. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 53-67. Smithsonian, Washington, D.C.

Hally, David J. and Robert C. Mainfort, Jr.

2004 Prehistory of the Lower Atlantic Coast After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 265-285. Smithsonian, Washington, D.C.

Jefferies, Richard W.

2004a Regional Scale Interaction Networks and the Emergence of Cultural Complexity along the Northern Margins of the Southeast. In *Signs of Power: The Rise of Cultural Complexity in the Southeast*, edited by Jon L. Gibson and Philip J. Carr, pp. 71–85. University of Alabama Press, Tuscaloosa.

2004b Regional Cultures, 700 B.C. - A.D. 1000. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 115-127. Smithsonian, Washington, D.C.

Kehoe, Alice Beck

1998 *The Land of Prehistory: A Critical History of American Archaeology*. Routledge, New York.

Kidder, Tristram R.

2004 Prehistory of the Lower Mississippi Valley After 800 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 545-559. Smithsonian, Washington, D.C.

Knight, Vernon J., Jr.

2006 Farewell to the Southeastern Ceremonial Complex. *Southeastern Archaeology* 25:1-5.

Knight, Vernon James, Jr., James A. Brown, and George E. Langford

2001 On the Subject Matter of Southeastern Ceremonial Complex Art. *Southeastern Archaeology* 20:129-142.

Kowalewski, Stephen A.

2006 Coalescent Societies. In *Light on the Path: Essays in the Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 94-122. University of Alabama Press, Tuscaloosa.

Loren, Diana Dipaolo, and Cameron B. Wesson

2010 Current Archaeologies in the American Southeast. *Native South* 3:39-64.

Marcoux, Jon Bernard

2007 On Reconsidering Display Goods Production and Circulation in The Moundville Chiefdom. *Southeastern Archaeology* 26:232-245.

Marquardt, William H.

2010 Mounds, Middens, and Rapid Climate Change during the Archaic-Woodland Transition in the Southeastern United States. In *Trend, Tradition, and Turmoil: What Happened to the Southeastern Archaic?*, edited by David Hurst Thomas and Matthew C. Sanger, pp.253-271. Anthropological Papers 93. American Museum of Natural History, New York.

Milanich, Jerald T.

2004a Prehistory of Florida After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 191-203. Smithsonian, Washington, D.C.

2004b Prehistory of the Lower Atlantic Coast After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 229-237. Smithsonian, Washington, D.C.

Moore, Christopher R.

2010 A Macroscopic Investigation of Technological Style and the Production of Middle to Late Archaic Fishhooks at the Chiggerville, Read, and Baker Sites, Western Kentucky. *Southeastern Archaeology* 29:197-221

Pauketat, Timothy R., and Susan M. Alt

2005 Agency in a Postmold? Physicality and the Archaeology of Culture-Making. *Journal of Archaeological Method and Theory* 12:213-236.

Pitblado, Bonnie L.

2011 A Tale of Two Migrations: Reconciling Recent Biological and Archaeological Evidence for the Pleistocene Peopling of the Americas. *Journal of Archaeological Research* 19:327–375.

Perdue, Theda

2006 "A Sprightly Lover Is the Most Prevailing Missionary": Intermarriage between Europeans and Indians in the Eighteenth-Century South. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 165-178. University of Alabama Press, Tuscaloosa.

2015 Southern Indians and Jim Crow. In *The Folly of Jim Crow: Rethinking the Segregated South*, edited by Stephanie Cole and Natalie J. Ring, pp. 55-90. University of Texas, Arlington.

Rolinson, Martha Ann

2004 Prehistory of the Central Mississippi Valley and Ozarks. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 534-544. Smithsonian, Washington, D.C.

Sassaman, Kenneth E. and David G. Anderson

2004 Late Holocene Period, 3750 to 650 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 101-114. Smithsonian, Washington, D.C.

Saunt, Claudio

2004 History Until 1776. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 128-139. Smithsonian, Washington, D.C.

Thompson, Victor D., and John E. Worth

2011 Dwellers by the Sea: Native American Adaptations along the Southern Coasts of Eastern North America. *Journal of Archaeological Research* 19:51–101.

Wallis, Neill J.

2008 Networks of History and Memory: Creating a Nexus of Social Identity in Woodland Period Mounds on the Lower St. Johns River, Florida. *Journal of Social Archaeology* 8:236–271.

Weik, Terrance

2014 The Archaeology of Ethnogenesis. *Annual Review of Anthropology*. 43:291–305.



# Course Schedule Snapshot: Readings and Due Dates

## ANT 3538 Ancient Plagues Required Readings and Assignments, Fall 2021

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Additional Required Readings are found in the Intro pages of each Module. Required Readings from Text come from your assigned book for the course.

Module	Topic, Required Readings	Assignments
Module 1	<b>Infectious Diseases and Archaeological Approaches</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Introduction (Ch 1) and The War Between Microbes and Men (Ch 2). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 1-26.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. The Nature of Plagues (Ch 1). <i>The Power of Plagues</i>. ASM Press, pp. 1-21.</li> <li>Roberts C. et al. 2020. What the Archaeological Record Reveals About Epidemics Throughout History-And the Human Response to Them. The Conversation, June 15, 2020: <a href="https://theconversation.com/what-the-archaeological-record-reveals-about-epidemics-throughout-history-and-the-human-response-to-them-138408">https://theconversation.com/what-the-archaeological-record-reveals-about-epidemics-throughout-history-and-the-human-response-to-them-138408</a></li> </ul>	Getting Started Quiz DUE Quiz 1 DUE Plague Paper 1 DUE
Module 2	<b>Prehistoric Baselines: Hunter-Gatherers and Infections</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Early Humans and Their Diseases (Ch 3). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 27-44.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Barrett R, Armelagos GJ. 2013. The Prehistoric Baseline (Ch 1). <i>An Unnatural History of Emerging Infections</i>. Oxford University Press, pp. 15-28.</li> </ul>	Quiz 2 DUE
Module 3	<b>Neolithic Transitions, Agriculture, and Urbansim</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. The Seeds of Change (Ch 4). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 45-66.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. Plagues, The Price of Being Sedentary (Ch 2). <i>The Power of Plagues</i>. ASM Press, pp. 23-42.</li> <li>Barrett R, Armelagos GJ. 2013. Revolution and the Domestication of Pathogens (Ch 2). <i>An Unnatural History of Emerging Infections</i>. Oxford University Press, pp. 29-48.</li> </ul>	Quiz 3 DUE Plague Paper 2 DUE Plague Project Topic Approval DUE
Module 4	<b>Emerging Zoonoses and Intensive Agriculture</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Domesticated Animals and Disease (Ch 8) AND Cows, Mycobacteria, and Tuberculosis (Ch 9). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 137-172.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Roberts C, Manchester K. 2005. Infectious Disease: Tuberculosis. <i>The Archaeology of Disease</i>, 3rd edition. Cornell University Press, pp. 183-192.</li> </ul>	Quiz 4 DUE
<b>Exam 1 (opens online 8am Friday, Sep 24 and closes 11:59pm on Sunday, Sep 26, 2021)</b>		
Module 5	<b>Plagues of Antiquity</b> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. Six Plagues, of Antiquity (Ch 3). <i>The Power of Plagues</i>. ASM Press, pp. 43-66.</li> <li>Harbeck M. et al. 2013. <i>Yersinia pestis</i> DNA from Skeletal Remains from the 6<sup>th</sup> Century AD Reveals Insights into Justinian Plague. <i>PLOS Pathogens</i> <a href="https://doi.org/10.1371/journal.ppat.1003349">https://doi.org/10.1371/journal.ppat.1003349</a></li> </ul>	Quiz 5 DUE
Module 6	<b>Black Death</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Pestilence, Plague, and Rats (Ch 14). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 237-250.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>DeWitte SN. 2014. The Anthropology of Plague: Insights from Bioarchaeological Analyses of Epidemic Cemeteries. <i>The Medieval Globe</i> 1: No 1, Article 6 <a href="https://scholarworks.wmich.edu/tmg/vol1/iss1/6">https://scholarworks.wmich.edu/tmg/vol1/iss1/6</a></li> </ul>	QUIZ 6 DUE Plague Paper 3 DUE
Module 7	<b>Leprosy</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. The Moral Disease: Leprosy (Ch 10). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp.173-184.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Robbins G, et al. 2009. Ancient Skeletal Evidence for Leprosy in India (2000 B.C.) PLoS ONE 4(5): e5669. <a href="https://doi.org/10.1371/journal.pone.0005669">https://doi.org/10.1371/journal.pone.0005669</a></li> <li>Roberts CA 2002. The Antiquity of Leprosy in Britain: The Skeletal Evidence. In CA Roberts, ME Lewis, and K Manchester (eds). <i>The Past and Present of Leprosy: Archaeological, Historical, Paleopathological and Clinical Approaches</i>. British Archaeological Reports International Series 1054. Archaeopress, pp. 213-221.</li> </ul>	Quiz 7 DUE Plague Project Draft DUE
Module 8	<b>Malaria and Smallpox</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Mosquitoes, Malaria, and Gene Wars (Ch 5) and Memories of Smallpox (Ch 13). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 67-98 and pp. 221-236.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. Malaria, Another Fever Plague (Ch 8). <i>The Power of Plagues</i>. ASM Press, pp. 135-158.</li> </ul>	Quiz 8 DUE
<b>Exam 2 (opens online 8am Friday, Oct 29 and closes 11:59pm on Sunday, Oct 31, 2021)</b>		
Module 9	<b>Syphilis</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Syphilis: The Great Change Artist (Ch 12). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 201-220.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. The Great Pox Syphilis (Ch 12). <i>The Power of Plagues</i>. ASM Press, pp. 255-274.</li> <li>Harper KN, et al. 2011. The Origin and Antiquity of Syphilis Revisited: An Appraisal of Old World Pre-Columbian Evidence for Treponemal Infection. <i>American Journal of Physical Anthropology</i> 146: 99-133. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1002/ajpa.21613">https://onlinelibrary.wiley.com/doi/abs/10.1002/ajpa.21613</a></li> </ul>	Quiz 9 DUE DATE Plague Paper 4 DUE
Module 10	<b>Plague and Colonialism</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Braving New Worlds: Invisible Enemies of Settlers (Ch 7). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 115-136.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>TBA</li> </ul>	Quiz 10 DUE
Module 11	<b>Other Plagues</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Easy Route to Fame and Gripe: Cholera, the Salmonella Gang, and other Prominent Bugs (Ch 17). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 279-298.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>Sherman IW. 2006. Typhus, A Fever Plague (Ch 6). <i>The Power of Plagues</i>. ASM Press, pp. 117-134.</li> </ul>	Quiz 11 DUE Plague Paper 5 DUE Plague Project Final DUE
Module 12	<b>Globalization of Emerging and Re-Emerging Infectious Diseases</b> Required Readings from Text: <ul style="list-style-type: none"> <li>Barnes E. 2005. Disease of Modern Civilization (Ch 21) and Back to the Future (Ch 23). <i>Disease and Human Evolution</i>. University of New Mexico Press, pp. 355-386 and pp. 413-428.</li> </ul> Additional Required Readings: <ul style="list-style-type: none"> <li>TBA</li> </ul>	Quiz 12 DUE Plague Project Feedback DUE
<b>Exam 3 (opens online 8am Monday, Dec 6 and closes 11:59pm on Friday, Dec 10, 2021)</b>		

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



# Biobehavioral Anthropology

“**Biology** gives you a brain, **life** turns it into a mind.”

ANT 3541 (0W60) ▪ Fall 2021

Department of Anthropology ▪ College of Sciences  
University of Central Florida

## Course Information

**Course Name:** Biobehavioral Anthropology  
**Course ID:** ANT 3541 (0W60) / Fall 2021  
**Credit Hours:** 3.0 hours  
**Location/time:** Online instruction via WebCourse@UCF

## Professor Contact

**Professor:** Dr. Lana Williams  
**Main Office:** UCF Main Campus - Phillips Hall 309F (by appointment only)  
**Phone:** 407-823-2227  
**Online Office:** Tuesday 10:00-11:30 AM EST via Chat and Zoom  
(or by scheduled Zoom appointment)  
**E-mail:** via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## GTA Contact

**GTA:** Melissa Gomez  
**Main Office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** Thursday 10:00-11:00 AM EST via Chat  
(or by scheduled appointment)  
**E-mail:** 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*

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

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

### *What is this course about?*

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

### *What skills will I develop in this course?*

You will be developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human behavior, evolutionary neurobiology and individual behavioral differences. After successfully completing this course, you should be able to:

- Identify key structures, chemical processes and systems that operate and regulate human brain function and behavior.
- Outline the historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Categorize impacts of social and physical environment on development of cognition and changes in human behavior.
- Evaluate and apply graphs and tables showing data on behavioral patterns in humans and animals.
- Combine anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.
- Appraise and reflect on the study participant experience in social neuroscience and related research projects.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

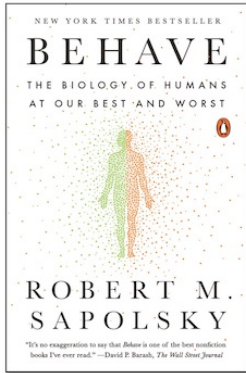
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion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

### *What textbook will I need?*

The following **textbook is required** for successful completion of this course. The text, new and used, is available for

purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

**NOTE:** The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



***Behave: The Biology of Humans at Our Best and Worst***

Author: R. Sapolsky

Edition: Reprint or eBook

Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

## *What is WebCourses@UCF?*

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://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, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a fully 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 is based on concepts and methods from field archaeology, biological anthropology, and the forensic sciences – 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 a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level 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 assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours**



**on Tuesdays from 10:00-11:30 AM 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 \(http://sas.sdes.ucf.edu\)](http://sas.sdes.ucf.edu) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](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;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- submit 3 Behavior Study responses (online participation in IRB-approved research and class discussion);
- submit 3 online written exams (with ProctorHub active)

In each 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 your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

## *How do I get started in the course?*

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also

find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Neuromythology](#) in the COURSE INTRO module by **11:59 PM 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 MODULE 1 learning materials.

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

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) & Quizzes (13)	140	25%
Behavior Study responses (3)	75	30%
Exams (3)	300	45%
<i>Total Possible</i>	<i>515 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify structures and systems related to behavioral response, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 13 of the 15 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 15 possible grades.**
- **Behavior Study responses:** These activity and discussion assignments are designed around your participation in ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in 3 Behavior Study response assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** located in the modules.

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

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

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
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%		

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

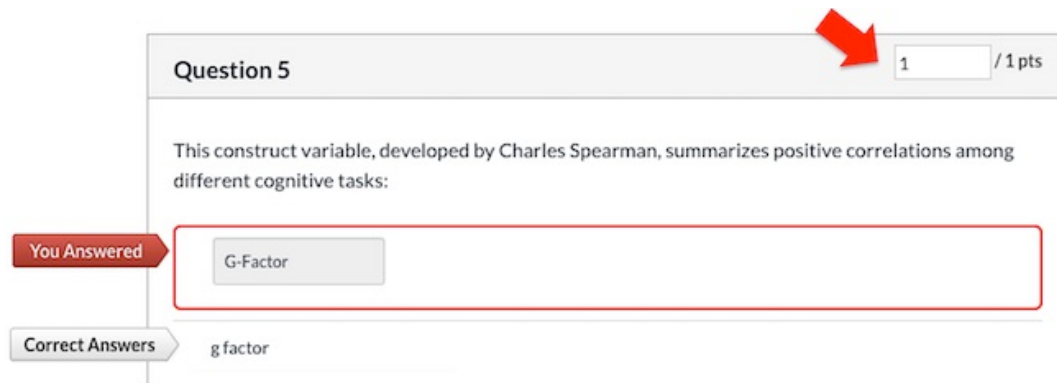
## *How do I view my grades?*

You can access your grades for 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, quiz grades will be available within two-to-three days after the final due date. For behaviors study assignments and exams, 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 or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within five calendar days of the grade being released**.

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

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



The screenshot shows a question interface for 'Question 5'. In the top right corner, there is a score of '1 / 1 pts', with a red arrow pointing to it. The question text reads: 'This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:'. Below the question, there is a text input field containing 'G-Factor'. To the left of this field is a red arrow pointing to it with the text 'You Answered'. Below the input field, there is a 'Correct Answers' section showing 'g factor'.

Correct answers for each quiz, assignment and exam will be available for **a limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

## *What if I miss a quiz, assignment, or exam due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact 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, and to the GTA who will be completing the majority of grading, **only work submitted**

**on time will be graded unless late submission is properly approved by your 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 \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](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 \(https://policies.ucf.edu/documents/4-401.pdf\)](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 \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](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 \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](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 \(http://ucfcares.com\)](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 \(mailto:ucfcares@ucf.edu\)](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 \(http://uwc.cah.ucf.edu\)](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 \(http://sarconline.sdes.ucf.edu\)](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 \(https://apps.ucf.edu\)](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 \(https://vimeo.com/cdivideo/successful-you\)](https://vimeo.com/cdivideo/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?*

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

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/fag#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 exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The **Webcourses@UCF quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

## *Quiz Audit Logs*

For each quiz and exam, you are expected to remain on the testing screen for the duration.

- **You may NOT visit** other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
- **You are allowed to use** your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

I and your GTA will be monitoring the Webcourses@UCF quiz audit log for compliance. **Failure to only access the quiz or exam and allowed materials during testing will result in an academic integrity violation.**

## *ProctorHub and Exams*

[ProctorHub](https://proctorhub.cdl.ucf.edu/proctorhub) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the [LibTech desk](http://library.ucf.edu/LibTech/) at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these **computers cannot be reserved ahead of time**. Currently, ProctorHub is **not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones**.

**It is your responsibility** to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the exams start. You can set up and [test your webcam](https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/) before your exam. For assistance with setup, contact [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) at 407-823-0407.

- There is also a [ProctorHub practice quiz](#) included in the Course Introduction module.

- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **08:00AM EST** on **SEP 24, 2021**. It is recommended that you take this quiz **at least once during the week prior to your first exam** to ensure your webcam and the system are working properly.

If your webcam stops working or you have other issues with your webcam during an exam:

- **Take a screenshot** of any issues that occur and **continue to take your exam**.
- Once you have completed your exam, **notify your instructor** about the issue
- Contact [Webcourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/contact/\)](https://cdl.ucf.edu/support/webcourses/contact/) for any problems with ProctorHub.

These situations will be handled by your instructor on a case-by-case basis.

## *How can I use study groups and external materials responsibly?*

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

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

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

- **Taking a screen shot of an online quiz or exam question 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 or GTA 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 and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

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

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](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 \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers
- Webcam access for use during exams

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365 \(https://extranet.cst.ucf.edu/office365selfsvc/\)](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 \(https://cdl.ucf.edu/support/webcourses/\)](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 I 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 \(https://cdl.ucf.edu/support/webcourses/\)](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 or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

## What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](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 [locate \(http://www.ehs.ucf.edu/AEDlocations-UCF\)](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 \(https://my.ucf.edu\)](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 \(https://youtu.be/NIKYajEx4pk\)](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
Fri Aug 27, 2021	 <b>REQUIRED ACTIVITY:</b> <b>Neuromythology</b> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166990">https://webcourses.ucf.edu/courses/1385025/assignments/7166990</a>	due by 11:59pm
Sun Aug 29, 2021	 <b>QUIZ 1: Brain Behavior</b> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167005">https://webcourses.ucf.edu/courses/1385025/assignments/7167005</a>	due by 11:59pm
Sun Sep 5, 2021	 <b>QUIZ 2: Neurobiology</b> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166989">https://webcourses.ucf.edu/courses/1385025/assignments/7166989</a>	due by 11:59pm

Date	Details	Due
Fri Sep 10, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167008">BEHAVIOR STUDY 1: Activity Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167008)</a>	due by 11:59pm
Sun Sep 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167006">QUIZ 3: Sensory Triggers (https://webcourses.ucf.edu/courses/1385025/assignments/7167006)</a>	due by 11:59pm
Tue Sep 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167009">BEHAVIOR STUDY 1: Group Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167009)</a>	due by 11:59pm
Fri Sep 17, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167010">BEHAVIOR STUDY 1: Reflection Statement (https://webcourses.ucf.edu/courses/1385025/assignments/7167010)</a>	due by 11:59pm
Sun Sep 19, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166994">QUIZ 4: Hormone Effects (https://webcourses.ucf.edu/courses/1385025/assignments/7166994)</a>	due by 11:59pm
Wed Sep 22, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7178250">ProctorHub Practice Quiz Reminder! (https://webcourses.ucf.edu/courses/1385025/assignments/7178250)</a>	due by 11:59pm
Sun Sep 26, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166998">QUIZ 5: Memory and Plasticity (https://webcourses.ucf.edu/courses/1385025/assignments/7166998)</a>	due by 11:58pm
Sun Sep 26, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167004">EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1385025/assignments/7167004)</a>	due by 11:59pm
Sun Oct 3, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167002">QUIZ 6: Growing Into Behaviors (https://webcourses.ucf.edu/courses/1385025/assignments/7167002)</a>	due by 11:59pm
Fri Oct 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167007">BEHAVIOR STUDY 2: Activity Responses (https://webcourses.ucf.edu/courses/1385025/assignments/7167007)</a>	due by 11:59pm
Sun Oct 10, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166992">QUIZ 7: Roots of Behavior (https://webcourses.ucf.edu/courses/1385025/assignments/7166992)</a>	due by 11:59pm
Tue Oct 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167011">BEHAVIOR STUDY 2: Group Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167011)</a>	due by 11:59pm
Fri Oct 15, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167012">BEHAVIOR STUDY 2: Reflection Statement (https://webcourses.ucf.edu/courses/1385025/assignments/7167012)</a>	due by 11:59pm

Date	Details	Due
Sun Oct 17, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166993">QUIZ 8: Behavior Genetics</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166993">https://webcourses.ucf.edu/courses/1385025/assignments/7166993</a>	due by 11:59pm
Sun Oct 24, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167003">QUIZ 9: Culture Matters</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167003">https://webcourses.ucf.edu/courses/1385025/assignments/7167003</a>	due by 11:59pm
Sun Oct 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166996">QUIZ 10: Evolutionary Behavior</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166996">https://webcourses.ucf.edu/courses/1385025/assignments/7166996</a>	due by 11:58pm
	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166995">EXAM 2: Modules 6 through 10</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166995">https://webcourses.ucf.edu/courses/1385025/assignments/7166995</a>	due by 11:59pm
Sun Nov 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166991">QUIZ 11: Hierarchy and Obedience</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166991">https://webcourses.ucf.edu/courses/1385025/assignments/7166991</a>	due by 11:59pm
Fri Nov 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167200">BEHAVIOR STUDY 3: Activity Response</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167200">https://webcourses.ucf.edu/courses/1385025/assignments/7167200</a>	due by 11:59pm
Sun Nov 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167001">QUIZ 12: Morality</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167001">https://webcourses.ucf.edu/courses/1385025/assignments/7167001</a>	due by 11:59pm
Tue Nov 16, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167202">BEHAVIOR STUDY 3: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167202">https://webcourses.ucf.edu/courses/1385025/assignments/7167202</a>	due by 11:59pm
Fri Nov 19, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167203">BEHAVIOR STUDY 3: Reflection Statement</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167203">https://webcourses.ucf.edu/courses/1385025/assignments/7167203</a>	due by 11:59pm
Sun Nov 21, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166999">QUIZ 13: Empathy and Awfulness</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166999">https://webcourses.ucf.edu/courses/1385025/assignments/7166999</a>	due by 11:59pm
Sun Nov 28, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167000">QUIZ 14: Crime and Free Will</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167000">https://webcourses.ucf.edu/courses/1385025/assignments/7167000</a>	due by 11:59pm
Sun Dec 5, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166997">QUIZ 15: War and Peace</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166997">https://webcourses.ucf.edu/courses/1385025/assignments/7166997</a>	due by 11:59pm
Wed Dec 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167168">EXAM 3: Modules 11 through 15</a> <a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167168">https://webcourses.ucf.edu/courses/1385025/assignments/7167168</a>	due by 11:59pm

## Course Syllabus



### ANT 3610: Language and Culture Fall 2021

#### Instructor Contact

**Instructor** Chelsea Daws

**Office** Howard Phillips Hall 101

**Office Hours** Thursdays 2 PM-3 PM EST, or by appointment

**Hours** OH are via Webcourse Chat or Scheduled Private Conference

**Phone** 407-823-2227

**E-mail**

- [Chelsea.Daws@ucf.edu](mailto:Chelsea.Daws@ucf.edu), or via Webcourses Inbox

#### Graduate Teaching Assistant (GTA)

Send our GTA Whitney a message via Webcourses Inbox Messages only

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

#### Course Information

**Course Name** Language and Culture

**Course ID & Section** ANT 3610 0W60

**Credit Hours** 3

**Semester/Year** Fall 2021

<b>Location</b>	Online
<b>Prerequisites</b>	Sophomore standing or higher

### **Course Description**

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

Course information is published in UCF's **Undergraduate Catalog**. The Link: <https://catalog.ucf.edu/Links to an external site.>

### **Student Learning Outcomes**

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

### **Required Texts**

Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library (see link below).*

*Ahearn's Living Language*: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036#> (Links to an external site.)

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

*Davis' Talking Indian*: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=5261328> (Links to an external site.)

### **Supplemental Texts**

Links to other required supplemental course materials (i.e., PDFs, web links, etc.) can be found in each module of this course.

### **Course Activities**

- Read the assigned materials each week.

- View weekly lectures
- Participate in group discussions
- Complete all required assignments
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

### **Activity Submissions**

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

### **Required Tools**

Since all course quizzes, exams, discussions, and papers will be submitted via [Webcourses@UCF](#), you will need access to a laptop or desk top computer, consistent broadband internet access (please report outages or technology errors), and a compatible web browser.

### **Course Schedule**

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

### **Missed Assignments/Make-Ups/Extra Credit**

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

### **Late Work**

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

### **Evaluation and Grading**

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A

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

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

Assignment Group	Weight
------------------	--------

Graded Discussions	40
--------------------	----

Paper	25
-------	----

Quizzes	15
---------	----

Exams	20
-------	----

## Policy Statements

### Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any



of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

### **Academic Integrity**

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#). ([Links to an external site.](#))

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). [Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

## **Course Accessibility Statement**

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

Syllabus Statements Regarding COVID-19 for Fall 2021

## **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 \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings.

## **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.

## **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](mailto: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 COVID-19 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.

## Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu)[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.[You CAN Survive an Active Shooter \(Links to an external site.\)](#)



## Deployed Active Duty Military Students

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

Copyright

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

#### Third-Party Software and FERPA

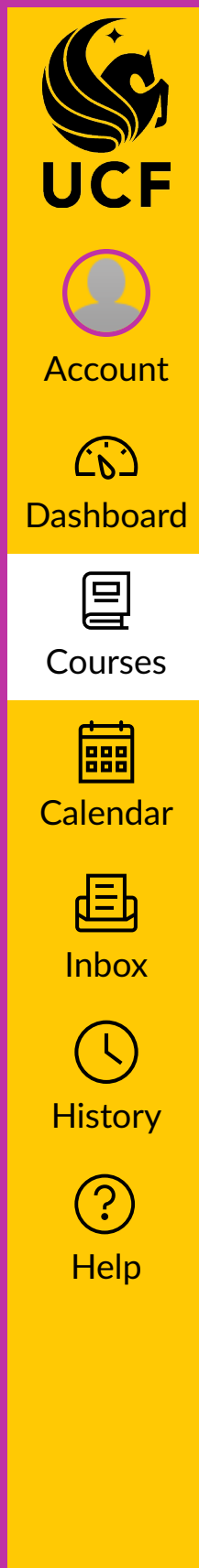
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not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

#### Course Summary:

<b>Date</b>	<b>Details</b>	<b>Due</b>
Fri Aug 27, 2021	Assignment <a href="#">Introduction Assignment</a>	due by 11:59pm
	Assignment <a href="#">Orientation Quiz</a>	due by 11:59pm
Sun Sep 12, 2021	Assignment <a href="#">Group Discussion 1</a>	due by 11:59pm
Mon Sep 13, 2021	Assignment <a href="#">Online Quiz 1</a>	due by 11:59pm
Mon Sep 27, 2021	Assignment <a href="#">Online Quiz 2</a>	due by 11:59pm
Sun Oct 10, 2021	Assignment <a href="#">Group Discussion 2</a>	due by 11:59pm
Sun Oct 24, 2021	Assignment <a href="#">Group Discussion 3</a>	due by 11:59pm
Mon Oct 25, 2021	Assignment <a href="#">Midterm Examination</a>	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Mon Nov 8, 2021	Assignment <a href="#">Online Quiz 3</a>	due by 11:59pm
Tue Nov 9, 2021	Assignment <a href="#">Group Discussion 4</a>	due by 11:59pm
Sun Nov 21, 2021	Assignment <a href="#">Group Discussion 5</a>	due by 11:59pm
Mon Nov 22, 2021	Assignment <a href="#">Online Quiz 4</a>	due by 11:59pm
Mon Nov 29, 2021	Assignment <a href="#">Endangered Language Profile</a>	due by 11:59pm
Fri Dec 3, 2021	Assignment <a href="#">TED talk paper (extra credit)</a>	due by 11:59pm
Mon Dec 6, 2021	Assignment <a href="#">Final Examination</a>	due by 11:59pm
	Assignment <a href="#">Small Group Lounge</a>	





- Home
- Syllabus
- Announcements
- Modules
- Assignments
- Quizzes
- Discussions
- Grades
- Chat
- BigBlueButton (Formerly Conferences)
- Success Resources
- Research Guide
- UCF Library Tools
- Keep Learning

# Course Schedule of Readings and Due Dates Fall 21

## Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for quizzes, assignments and exams can be found in the table below, check Webcourses assignments for most current due dates.

Module	Topic, Required Reading, and Assignment Due Dates
Getting Started	<p><b>GETTING STARTED ACTIVITY DUE AUG 27</b></p> <p><b>PRE-TEST DUE SEP 6</b></p>
Module 1	<p><b>A Natural (sometimes) Process</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Nystrom KC. 2019. Mummies: Definitions and mechanisms (Ch 1). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 5-31.</li> <li>Quigley C. 2006. What has been, may be, can be, and will be done (Ch 1). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 5-26.</li> <li>Aufderheide A. 2003. Mechanisms of mummification (Ch 3). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 41-71.</li> </ul> <p><b>QUIZ 1 DUE SEP 5</b></p>
Module 2	<p><b>A History of Mummy Studies</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Nystrom KC. 2019. History of bioarchaeology and mummy studies (Ch 2). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 32-45.</li> <li>Aufderheide A. 2003. History of mummy studies (Ch 1). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 1-21.</li> <li>Pringle H. 2001. The Congress (Ch 1) and The Dissector's kKnife (Ch 2). <i>The Mummy Congress: Science, Obsession, and the Everlasting Dead</i>. New York: Hyperion, pg 1-53.</li> </ul> <p><b>QUIZ 2 DUE SEP 5</b></p>
Module 3	<p><b>Why Mummify?</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Quigley C. 2006. Learning about life and death (Ch 4). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 103-131.</li> <li>Aufderheide A. 2003. Purpose of anthropogenic mummification (Ch 2). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 22-40.</li> </ul> <p><b>QUIZ 3 DUE SEP 12</b></p>
Module 4	<p><b>Modern Immortality</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Quigley C. 2006. Lying in state (Ch 2). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 27-58.</li> <li>Quigley C. 2006. Buying immortality (Ch 5). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 133-166.</li> <li>Bates, S. 2010. Bodies impolitic? Reading cadavers. <i>International Journal of Communication</i> 4: 198-219.</li> </ul> <p><b>QUIZ 4 DUE SEP 19</b></p> <p><b>MEET A NEW(-ISH) MUMMY ASSIGNMENT DUE SEP 19</b></p>
Module 5	<p><b>The Ethics of Display of Human Remains</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Gill-Frerking H. 2021. Showing respect to the dead: the ethics of studying, displaying, and repatriating mummified human remains. <i>The Handbook of Mummy Studies</i>. Singapore: Springer, pg 1-30.</li> <li>Brooks MM, Rumsey C. 2007. The body in the museum. In: Cassman V, Odegaard N, and Powell J (eds) <i>Human Remains: Guide for Museums and Academic Institutions</i>. AltaMira Press: Lanham, pg 261-289.</li> <li>Day J. 2014. 'Thinking Makes it So': Reflections of the ethics of displaying Egyptian mummies. <i>Papers on Anthropology</i> 23: 29-44.</li> </ul> <p><b>QUIZ 5 DUE SEP 26</b></p> <p><b>Displaying the Dead Discussion due OCT 3 with response by OCT 10</b></p>
	<p><b>EXAM 1 (Available online 8am on FRIDAY SEP 24 to 11:59pm on SUNDAY SEP 26, 2021)</b></p>
Module 6	<p><b>Modern Methods of Mummy Study</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Nystrom KC. 2019. Mummy studies and social theory (Ch 4). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 98-122.</li> <li>Antoine D. 2014. The scientific analysis of human remains from the British Museum collection: Research potential and examples from the Nile Valley. In: Fletcher A, Antoine D and Hill JD (eds) <i>Regarding the Dead: Human Remains in the British Museum</i>. The British Museum Press: London, pg 20-30.</li> </ul> <p><b>QUIZ 6 DUE OCT 10</b></p>
Module 7	<p><b>Mummies and Disease</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Lynnerup N. 2019. Mummies and paleopathology. In: <i>Ortner's Identification of Pathological Conditions in Human Skeletal Remains</i>, 3rd edition. London: Elsevier, pg 799-807.</li> <li>Tilley L and Nystrom K. 2018. A 'cold case' of care: Looking at old data from a new perspective in mummy research. <i>International Journal of Paleopathology</i> <a href="https://doi.org/10.1016/j.ijpp.2018.08.001">https://doi.org/10.1016/j.ijpp.2018.08.001</a> <sup>e</sup></li> <li>Vare T, Niinimäki J, Junno J-A, Núñez M, Niinimäki S and Niskanen M. 2016. Suspected tuberculosis in an early 17<sup>th</sup>-century northern Finnish mummy-A computed tomography case study. <i>International Journal of Paleopathology</i> 14: 69-73.</li> </ul> <p><b>QUIZ 7 DUE OCT 17</b></p>
Module 8	<p><b>Animal Mummies</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. Mummification of animals (Ch 7). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 395-417.</li> <li>Boeskorov GG, Potapova OR, Mashchenko EN, Protodopov AV, Kuznetsova TV, Agenbroad L and Tikhonov AN. 2014. Preliminary analyses of frozen mummies of mammoth (<i>Mammuthus primigenius</i>), bison (<i>Bison priscus</i>) and horse (<i>Equus</i> sp.) from the Yana-Indigirka Lowland, Yakutia, Russia. <i>Integrative Zoology</i> 9: 471-480.</li> <li>Ikram S. 2015. Protecting pets and cleaning crocodiles: The Animal Mummy Project (Ch 9). In: Ikram S (Ed.) <i>Divine Creatures: Animal Mummies in Ancient Egypt</i>. Cairo: The American University in Cairo Press, pg 206-227.</li> </ul> <p><b>QUIZ 8 DUE OCT 24</b></p> <p><b>MEET AN OLD(-ISH) MUMMY ASSIGNMENT DUE OCT 24</b></p>
Module 9	<p><b>Mummies of Egypt</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Aufderheide AC. 2003. Egyptian mummification materials (excerpt from Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 251-259.</li> <li>Taylor JH and Antoine D. 2014. Tamut: A high-ranking priest's daughter (Ch 3). <i>Ancient Lives New Discoveries: Eight Mummies, Eight Stories</i>. London: The British Museum Press, pg 68-92.</li> <li>Wade AD, Nelson AJ and Garvin GJ. 2011. A synthetic radiological study of brain treatment in ancient Egyptian mummies. <i>HOMO-Journal of Comparative Human Biology</i> 62: 248-269.</li> </ul> <p><b>QUIZ 9 DUE NOV 3</b></p>
	<p><b>EXAM 2 (Available online 8:am on OCT 29 to 11:59pm on OCT 31, 2021)</b></p>
Module 10	<p><b>Mummies of North and Central America</b></p> <p>Text Readings</p> <ul style="list-style-type: none"> <li>Quigley C. 2006. Occupational hazards (Ch 3). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 59-102.</li> </ul> <p>Additional Required Readings</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. The geography of mummies-Mummies of North America and Mummies of Central America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 72-92.</li> <li>Zimmerman MZ. 1998. Alaskan and Aleutian mummies (Ch 8). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 138-154.</li> </ul> <p><b>QUIZ 10 DUE NOV 7</b></p>
Module 11	<p><b>Mummies of South America</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Arriaza BT, Cárdenas-Arroyo F, Kleiss E and Verano JW. 1998. South American Mummies: culture and disease (Ch 10). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 190-236.</li> <li>Aufderheide A. 2003. The geography of mummies-Mummies of South America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 92-158.</li> <li>Gullén SE. 2004. Artificial mummies from the Andes. <i>Collegium Antropologicum</i> 2: 141-157.</li> </ul> <p><b>QUIZ 11 DUE NOV 17</b></p>
Module 12	<p><b>Mummies of Europe</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Ascenzi A et al. 1998. Mummies from Italy, North Africa and the Canary Islands (Ch 12). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 263-287.</li> <li>Piombino-Mascoli D, Panzer S, Marvelli S, Lösch S, Aufderheide AC and Zink AR. 2011. The "Sicily Mummy Project": First results of the scientific campaigns (2007-2010). <i>Geschichte und Tradition der Mumifizierung in Europa Kasseler Studien zur Sepulkralkultur</i> 25-31.</li> <li>Wun I. 2010. Mummies in monasteries and churches-monks, popes and princes. In: Wiczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 152-159.</li> </ul> <p><b>QUIZ 12 DUE NOV 21</b></p> <p><b>MAKE A MUMMY ASSIGNMENT DUE NOV 28</b></p>
Module 13	<p><b>Glacier Mummies and Bog Bodies</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Chamberlain AT and Parker Pearson M. 2001. Bog bodies. In: <i>Earthly Remains: The History and Science of Preserved Human Bodies</i>. Oxford: Oxford University Press, pg 45-82.</li> <li>Kerneck B. 2010. The Altai Lady and her companions-mummies of the Scythian Pazyryk culture. In: Wiczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 138-141.</li> <li>Lynnerup N. 2015. The Thule Inuit mummies from Greenland. <i>The Anatomical Record</i> 298: 1001-1006.</li> <li>Samadelli M, Melis M, Miccoli M, Egarter Vigl E and Zink A. 2015. Complete mapping of the tattoos of the 5300-year-old Tyrolean Iceman. <i>Journal of Cultural Heritage</i> 16: 753-758.</li> </ul> <p><b>QUIZ 13 DUE DEC 5</b></p>
Module 14	<p><b>Mummies of the Middle East, Asia and Oceania</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Beckett RG, Nelson AJ. 2015. Mummy Restoration Project among the Anga of Papua New Guinea. <i>The Anatomical Record</i> 298: 1013-1025.</li> <li>Erckenbrecht C, Klaatsch HH. 2010. Mummies in Australia-a special form of aboriginal burial rites. In: Wiczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 121-125.</li> <li>Sakurai K, Ogata T, Morimoto I, Long-Xiang P and Zhong-Bi W. 1998. Mummies from Japan and China (Ch 14). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 308-335.</li> </ul> <p><b>QUIZ 14 DUE DEC 5</b></p> <p><b>POST-TEST DUE DEC 11</b></p>
	<p><b>EXAM 3 (Available online 8:am on DEC 6 to 11:59pm on DEC 11, 2021)</b></p>

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



# History of Anthropological Thought

ANT 4034 (0W60) • Fall 2021

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

## Course Information

**Course Name:** History of Anthropological Thought  
**Course ID:** ANT 4034 (0W60) / Fall 2021  
**Credit Hours:** 3.0 hours  
**Location/time:** Online instruction via WebCourse@UCF

## Professor Contact

**Professor:** Dr. Lana Williams  
**Main Office:** UCF Main Campus - Phillips Hall 309F (by appointment only)  
**Phone:** 407-823-2227  
**Online Hours:** Wednesday 10:00-11:30 AM EST via Chat and Zoom  
(or by scheduled Zoom appointment)  
**E-mail:** via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## GTA Contact

**GTA:** Charlotte Robinson  
**Main Office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** TBA via Chat  
(or by scheduled appointment)  
**E-mail:** 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

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

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

### What is this course about?

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

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

### What skills will I develop in this course?

You will be developing analytical skills necessary to critically examine primary works, review theoretical developments, and evaluate individual experiences of theorists to provide context for social and historical circumstances in which the works were produced, interpreted, and used. . After successfully completing this course, you should be able to:

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

You will also be developing the following intellectual and practical skills needed in higher level university 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 will I need?

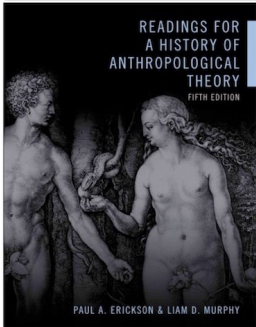
When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The following **specific textbook edition is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through [WebCourses@UCF \(mailto:WebCourses@UCF\)](mailto:WebCourses@UCF).

If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN**

provided for the **READINGS textbook** (light blue text on the front). These same authors have also published a **history textbook** (purple text on the front) that looks very similar!

**Do NOT purchase any other editions of the textbook** – these contain different readings, and you will not have the materials you need for your assignments or exams.

**NOTE:** The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



### ***Readings for a History of Anthropological Theory***

Authors: Paul A. Erickson and Liam D. Murphy

Edition: 5th

Year: 2017

Publisher: University of Toronto Press

ISBN: 9781442636873

**Available in rental, paperback, and eTextbook formats**

## ***What is WebCourses@UCF?***

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://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, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a fully 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 examines theoretical frameworks anthropologists use to study behavior, beliefs, and lifestyles of people, and, for many of you, the process of theoretical inquiry and interpretation may be unfamiliar. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, review and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level 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 assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Wednesdays from 10:00-11:30 AM 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) (<http://sas.sdes.ucf.edu>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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;
- submit 6 of 8 discussion assignments (two lowest scores dropped);
- submit 3 of 4 theory framework writing and discussion assignments (lowest score dropped);
- submit 3 online written exams

In each 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 your online lectures, assignments, practice quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

## *How do I get started in the course?*

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course

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

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Humor and Theory](#) in the COURSE INTRO module by **11:59 PM 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 MODULE 1 learning materials.

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

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) and POV discussions (6)	70	30%
Theory Framework assignments (3)	75	25%
Exams (3)	300	45%
<i>Total Possible</i>	<i>445</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. **This score cannot be dropped from your discussions grade.**
- **Point-of-View discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current applications. You are required to fully participate in **at least 6 of the 8 Point-of-View discussions** located in the learning modules. **WebCourses will automatically drop the 2 lowest scores from the 8 possible grades.**
- **Theory Framework assignments:** These combined writing and discussion assignments are designed around recognizing theoretical concepts and learning about their application in everyday literature, which will help further develop an understanding of anthropological theory. You will also have an opportunity to reflect on your experience in building your skills in problem solving, analysis, and critical and creative thinking. You are required to fully participate in **at least 3 of the 4 Theory Framework assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 4 possible grades.**
- **Exams:** You will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** located in the modules.

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

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

Letter Grade	Percentage	Letter Grade	Percentage
A (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%		

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

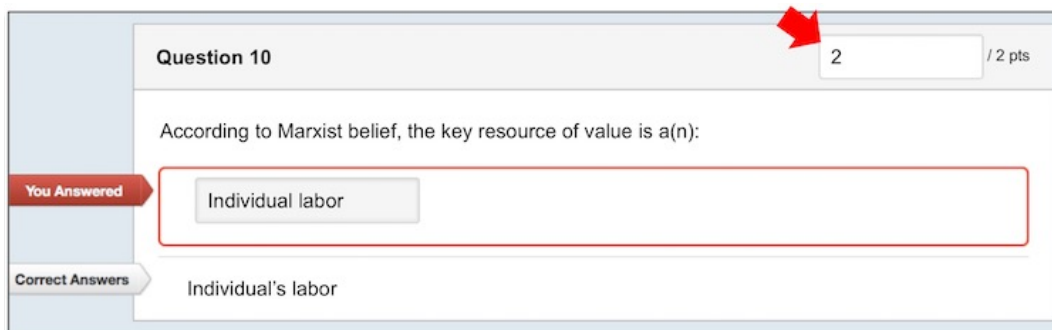
## How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, discussion grades will be available within three-to-four days after the final due date. For theory framework assignments and exams, 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 or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within five calendar days of the grade being released**.

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

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



The screenshot shows a question interface for 'Question 10'. The question text is 'According to Marxist belief, the key resource of value is a(n):'. The user's answer is 'Individual labor', which is enclosed in a red rectangular box. To the right of the question, there is a score field showing '2 / 2 pts'. A red arrow points to this score field. On the left side, there are two tabs: 'You Answered' (which is active) and 'Correct Answers'. The 'Correct Answers' tab shows the correct answer as 'Individual's labor'.

Correct answers for each quiz, assignment and exam will be available for a **limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

## What if I miss a graded assignment or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact 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, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved by your 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/) [\(https://scs.sdes.ucf.edu/services/\)](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) [\(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](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) [\(https://policies.ucf.edu/documents/4-401.pdf\)](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) [\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](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) [\(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](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) (<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) (<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/) (<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/) (<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/) (<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) (<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** [\\_\(http://www.diversity.ucf.edu\)\\_](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> [\\_\(https://letsbeclear.ucf.edu\)\\_](https://letsbeclear.ucf.edu) and <http://cares.sdes.ucf.edu/> [\\_\(http://cares.sdes.ucf.edu/\)\\_](http://cares.sdes.ucf.edu/).

## *How is academic integrity maintained?*

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

Your enrollment in this course means that you will adhere to the **UCF Creed** [\\_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)\\_](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** [\\_\(http://osc.sdes.ucf.edu/process/roc\)\\_](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/fag#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 exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The **Webcourses@UCF quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

## *Quiz Audit Logs*

For each exam, you are expected to remain on the testing screen for the duration.

- **You may NOT visit** other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
- **You are allowed to use** your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

I and your GTA will be monitoring the Webcourses@UCF quiz audit log for compliance. **Failure to only access the exam and allowed materials during testing will result in an academic integrity violation.**

## *How can I use study groups and external materials responsibly?*

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

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

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

- **Taking a screen shot of an online quiz or exam question 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 or GTA 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 and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

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

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](http://guides.ucf.edu/c.php?g=78577&p=517810) [\\_ \(http://guides.ucf.edu/c.php?g=78577&p=517810\) . \(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](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/) [\\_ \(https://cdl.ucf.edu/support/webcourses/browser/\)](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/) [\\_ \(https://extranet.cst.ucf.edu/office365selfsvc/\)](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/) [\\_ \(https://cdl.ucf.edu/support/webcourses/\)](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 or GTAs so we can assist you as soon as possible.

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

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) [\(https://cdl.ucf.edu/support/webcourses/\)](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 and assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

## *What do I do if there is a campus emergency?*

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](http://emergency.ucf.edu/emergency_guide.html) [\\_ \(http://emergency.ucf.edu/emergency\\_guide.html\)](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 [locate](http://www.ehs.ucf.edu/AEDLocations-UCF) [\\_ \(http://www.ehs.ucf.edu/AEDLocations-UCF\)](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) [\\_ \(https://my.ucf.edu\)](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](#)

[. \(https://youtu.be/NIKYajEx4pk\)](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	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166387">REQUIRED ACTIVITY: Humor and Theory (https://webcourses.ucf.edu/courses/1385027/assignments/7166387)</a>	due by 11:59pm
Thu Aug 26, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166381">DISCUSSION 1: Proto-Anthropology (https://webcourses.ucf.edu/courses/1385027/assignments/7166381)</a>	due by 11:59pm
Fri Aug 27, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166396">REQUIRED ACTIVITY: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166396)</a>	due by 11:59pm
Mon Aug 30, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166388">DISCUSSION 1: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166388)</a>	due by 11:59pm
Thu Sep 2, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166386">DISCUSSION 2: Cultural Evolutionism (https://webcourses.ucf.edu/courses/1385027/assignments/7166386)</a>	due by 11:59pm
Sun Sep 5, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198547">THEORY FRAMEWORK 1: Click Clack Moo Marxism (https://webcourses.ucf.edu/courses/1385027/assignments/7198547)</a>	due by 11:59pm
Mon Sep 6, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166389">DISCUSSION 2: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166389)</a>	due by 11:59pm
Wed Sep 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198550">THEORY FRAMEWORK 1: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7198550)</a>	due by 11:59pm
Fri Sep 10, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198551">THEORY FRAMEWORK 1: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7198551)</a>	due by 11:59pm

Date	Details	Due
Thu Sep 16, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166385">DISCUSSION 3: Assumptions and Ethnology (https://webcourses.ucf.edu/courses/1385027/assignments/7166385)</a>	due by 11:59pm
Mon Sep 20, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166390">DISCUSSION 3: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166390)</a>	due by 11:59pm
Sun Sep 26, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166377">EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1385027/assignments/7166377)</a>	due by 11:59pm
Thu Sep 30, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166384">DISCUSSION 4: Cultural Diversity (https://webcourses.ucf.edu/courses/1385027/assignments/7166384)</a>	due by 11:59pm
Mon Oct 4, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166391">DISCUSSION 4: Group Repsonse (https://webcourses.ucf.edu/courses/1385027/assignments/7166391)</a>	due by 11:59pm
Thu Oct 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166383">DISCUSSION 5: Emics and Etics (https://webcourses.ucf.edu/courses/1385027/assignments/7166383)</a>	due by 11:59pm
Mon Oct 18, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166392">DISCUSSION 5: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166392)</a>	due by 11:59pm
Sun Oct 24, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7202126">THEORY FRAMEWORK 2: French Structuralism and Ogres (https://webcourses.ucf.edu/courses/1385027/assignments/7202126)</a>	due by 11:59pm
Wed Oct 27, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7202123">THEORY FRAMEWORK 2: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7202123)</a>	due by 11:59pm
Fri Oct 29, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7202124">THEORY FRAMEWORK 2: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7202124)</a>	due by 11:59pm
Sun Oct 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166375">EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1385027/assignments/7166375)</a>	due by 11:59pm
Thu Nov 4, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166380">DISCUSSION 6: Gendered Anthropology (https://webcourses.ucf.edu/courses/1385027/assignments/7166380)</a>	due by 11:59pm

Date	Details	Due
Sun Nov 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221596">THEORY FRAMEWORK 3: Gender, Princes and Princesses</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221596">https://webcourses.ucf.edu/courses/1385027/assignments/7221596</a> )	due by 11:59pm
Mon Nov 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166393">DISCUSSION 6: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166393">https://webcourses.ucf.edu/courses/1385027/assignments/7166393</a> )	due by 11:59pm
Wed Nov 10, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221599">THEORY FRAMEWORK 3: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221599">https://webcourses.ucf.edu/courses/1385027/assignments/7221599</a> )	due by 11:59pm
Thu Nov 11, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166382">DISCUSSION 7: Symbols and Interpretation</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166382">https://webcourses.ucf.edu/courses/1385027/assignments/7166382</a> )	due by 11:59pm
Fri Nov 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221604">THEORY FRAMEWORK 3: Reflection Statement</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221604">https://webcourses.ucf.edu/courses/1385027/assignments/7221604</a> )	due by 11:59pm
Mon Nov 15, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166394">DISCUSSION 7: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166394">https://webcourses.ucf.edu/courses/1385027/assignments/7166394</a> )	due by 11:59pm
Thu Nov 18, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166379">DISCUSSION 8: Postmodernity and Postcolonialism</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166379">https://webcourses.ucf.edu/courses/1385027/assignments/7166379</a> )	due by 11:59pm
Mon Nov 22, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166395">DISCUSSION 8: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166395">https://webcourses.ucf.edu/courses/1385027/assignments/7166395</a> )	due by 11:59pm
Tue Nov 23, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221745">THEORY FRAMEWORK 4: Bourdieu Meets the Sneetches</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221745">https://webcourses.ucf.edu/courses/1385027/assignments/7221745</a> )	due by 11:59pm
Tue Nov 30, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221817">THEORY FRAMEWORK 4: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221817">https://webcourses.ucf.edu/courses/1385027/assignments/7221817</a> )	due by 11:59pm
Fri Dec 3, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221819">THEORY FRAMEWORK 4: Reflection Statement</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7221819">https://webcourses.ucf.edu/courses/1385027/assignments/7221819</a> )	due by 11:59pm
Wed Dec 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166378">EXAM 3: Modules 11 through 15</a> ( <a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166378">https://webcourses.ucf.edu/courses/1385027/assignments/7166378</a> )	due by 11:59pm

# Environmental Anthropology

Anthropology 4051-0001  
Fall 2021

Tuesday, Thursday 3:00-4:20 PM  
Business Administration 1 O122

Dr. John H. Walker  
[john.walker@ucf.edu](mailto:john.walker@ucf.edu)  
409O Howard Phillips Hall



Teaching Assistant:  
Megann Phillips  
[megannphillips@Knights.ucf.edu](mailto:megannphillips@Knights.ucf.edu)  
309 Howard Phillips Hall

Office Hours: Tuesdays and Thursdays, 10:00 AM-12:00 PM; by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

## *Course Description*

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

## *Course Goals*

- To place 21<sup>st</sup> century environmental issues in local context through anthropological research.
- To look at anthropological scholarship in the context of academic debate.
- To help students critically evaluate anthropological arguments.
- To practice using the art of writing to develop and communicate ideas

## *Required Textbooks*

*Environmental Anthropology: A Historical Reader*. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

*The Mushroom at the End of the World*. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

*Environmental Anthropology: From Pigs to Policies* (2<sup>nd</sup> edition), by Patricia Townsend. Long Grove, IL: Waveland.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

### *Grading*

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

**Class participation**—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone’s participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

**Weekly papers**—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- 1) Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
- 2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.
- 3) Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1” margins all around. Use page numbers, and make the final product look neat and clear.
- 4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- 5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- 6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week’s readings.



- 7) There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- 8) The essays will be graded on a simple 10-point scale (7=not so good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of a few objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

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	<60

### *Anthropology Websites*

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropologists are on Twitter and other social media outlets.

American Anthropological Association ([www.aaanet.org](http://www.aaanet.org))

UCF Library ([library.ucf.edu](http://library.ucf.edu))

see especially the Anthropology Plus database and online journals

Google Earth ([earth.google.com](http://earth.google.com))

Anthro{dendum} (<https://anthrodendum.org/>)

Sapiens (<https://www.sapiens.org/>)

HAU (<https://www.haujournal.org/index.html>)

### *Strategies for studying*

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- 1) Prepare for each class by doing all of the **readings before class**.
- 2) Come to **every** class.

- 3) Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 4) **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

### *Writing Center*

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at ([uwc.cah.ucf.edu](http://uwc.cah.ucf.edu)). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

### *Classroom decorum*

In order for many humans to coexist in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights (also quaint) handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule a time for a make-up exam.

### *Revisions and the syllabus*

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed through webcourses, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, please feel free to drop the course.

Date			Topic	DC reading	T reading	Mushroom reading	Assignment due
Jan.	8	T	Introductions	Introduction			
	10	R	Nature/Culture	1-2 (Posey, Fairhead+Leach)			
	15	T			1 Introduction		Paper 1 Nature/Culture
	17	R	The Problem with Cattle	3-4 (Evans-Pritchard, Harris)	2 Steward		
	22	T	Ecology and Social Organization	5-6 (Mauss, Steward)	3 Ethno-ecology		Paper 2 Ecology/Society
	24	R	<b>Case Study I</b> Mushroom			Prologue, Chapters 1, 2, 3	Paper 3 Case study I
	29	T	Ecosystems with Humans	7-8 (Barth, Geertz)			Paper 4 Ecosystems
	31	R			4 Pigs for the Ancestors		
Feb.	5	T	Disasters?	9-10 (Firth, Waddell)	6 Climate Change		Paper 5 Disasters?
	7	R	<b>Case study 2</b> Mushroom			Chapters 4-10	Paper 6 Case study II
	12	T	Slash and Burn	11-12 (Conklin, Carneiro)			Paper 7 Slash and Burn
	14	R			5 Amazonian hunters		
	19	T	Cybernetics	13-14 (Rapoport, Hawkes et al.)			Paper 8 Cybernetics
	21	R			6 Complex Societies		
	26	T					
	28	R	<u>Midterm exam</u>				<u>Midterm</u>

Mar.	5	T	<b>Case study 3</b> Mushroom			Chapters 11-17	Paper 9 Case study III
	7	R	Bounded and Balanced	15-16 (Solway+Lee, Netting)	7 The underground environment		Paper 10 Bounded and Balanced
	12	T	<i>Spring Break</i>				
	14	R	<i>Spring Break</i>				
	19	T			8 Climate Change		
	21	R	Indigeneity and Politics	17-18 (Ellen, Li)			Paper 11 Indigeneity and Politics
	26	T			9 Holy Ground		
	28	R	Campaigns and Collaborations	19-20 (Brosius and Tsing)			Paper 12 Campaigns and Collaborations
	2	T			10 Population		
	4	R	<b>Case study 4</b> Mushroom			Chapters 18-20	Paper 13 Case study IV
Apr.	9	T			11 Biodiversity and Health		
	11	R	Social Identity and Perception	21-22 (Bloch, Frake)			Paper 14 Social Identity and Perception
	16	T			12 Being Green		
	18	R	Limits of Knowledge	23-24 (Bateson, Ingold)	13 Consumer Cultures		Paper 15 Limits of Knowledge
Apr.	30	T	<b>Final Exam</b>				<u>1:00 PM-3:50 PM</u>

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



## EMPIRE OF REMAINS: BIOARCHAEOLOGY OF ANCIENT ROME

ANT 4108 (0W60) ▪ FALL 2021

DEPARTMENT OF ANTHROPOLOGY • COLLEGE OF SCIENCES • UNIVERSITY OF CENTRAL FLORIDA

### Course Information

**Course Name:** Empire of Remains: Bioarchaeology of Ancient Rome

**Course ID:** ANT 4108 (0W60) / Fall 2021

**Credit Hours:** 3.0 hours

**Location/time:** Online instruction via WebCourse@UCF

### Professor Contact

**Professor:** Dr. Lana Williams

**Main Office:** UCF Main Campus - Phillips Hall 309F (by appointment only)

**Phone:** 407-823-2227

**Online Hours:** Thursday 10:00-11:30 AM EST via Chat and Zoom  
(or by scheduled Zoom appointment)

**E-mail:** via WebCourses Inbox messaging (or [lane.williams@ucf.edu](mailto:lane.williams@ucf.edu))

### GTA Contact

**GTA:** Charlotte Robinson

**Main Office:** UCF Main Campus - Phillips Hall 309 (by appointment only)

**Online Office:** **TBA** via Chat  
(or by scheduled appointment)

**E-mail:** 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

Use of bioarchaeology to examine the lives and deaths of everyday citizens in ancient Rome (3<sup>rd</sup> c. BCE – 5<sup>th</sup> c. CE)

**Prerequisite:** ANT 2000 or CI.

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

### *What is this course about?*

The ancient Romans inhabited a world where people, knowing almost nothing about diseases of the young and old, had no defenses against nature. Death was everywhere. Half of all Roman children were dead by the age of five. Only 8% of the population made it over 60. And, one bizarre result of this? Half the population often consisted of teenagers!

This course provides an overview of how the ancient Romans viewed death, what it meant and symbolized, and what the remains of a 'Roman death' tell us about this ancient society and its empire. Bioarchaeology brings the inhabitants of Rome and its vast empire to light. It allows us to see how the everyday and the not so everyday inhabitants of Rome sought to survive and thrive under the afflictions of disease, slavery, war and violence, and how the powers that variously oppressed and often ignored the majority were also etched on their remains.

### *What skills will I develop in this course?*

You will be developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about mortuary and bioarchaeological evidence of Roman Empire put forward in today's society. After successfully completing this course, you should be able to:

- Describe the disciplinary underpinnings of bioarchaeology and methods applied in reconstructing past lifeways and societies.
- Identify key artifacts and archaeological sites associated with Roman funerary customs.
- Explain the shifting nature of treatment of the dead in ancient Rome and its empire.
- Distinguish how ideologies of power and social control are embodied in human remains.
- Apply your understanding by interpreting demographic and bioarchaeological data on life and death in ancient Rome.

You will also be developing the following intellectual and practical skills needed in higher level university 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 will I need?*

This course uses **open educational resource (OER) materials and library accessible journal readings**, meaning there are **no textbooks to purchase** for this course! **All materials are free and supplied or linked directly in your course** learning modules through [WebCourses@UCF \(mailto:WebCourses@UCF\)](mailto:WebCourses@UCF).

## *What is WebCourses@UCF?*

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://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, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a fully 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?*

Mortuary themes and bioarchaeological methods presented in this course may be somewhat familiar to many of you, but their applications in researching ancient Rome may be completely new. 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 a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **three-to-four hours each week for assigned reading, review and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level 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 assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Thursdays from 10:00-11:30 AM 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/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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;
- submit 12 Of 14 Quizzes (two lowest scores are dropped);
- submit 4 of 5 Discussion assignments (lowest score dropped);
- submit 3 Data activity assignments;
- submit 3 online written exams

In each 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 your online lectures, graded work, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

## *How do I get started in the course?*

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

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 **REQUIRED ACTIVITY: What's Your Interest?** in the COURSE INTRO module by **11:59 PM 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 MODULE 1 learning materials.

## How will I be evaluated and graded?

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) and POV discussions (4)	50	15%
Quizzes (12)	120	20%
Data activities (3)	60	20%
Exams (3)	300	45%
<i>Total Possible</i>	<i>530</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with your peers in the course and share an online link to a news story, museum object, or any other interest related to ancient Rome that you would like to explore this term. **This score cannot be dropped from your discussions grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and bioarchaeological evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **Point-of-View discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to the ancient Roman Empire and current issues in bioarchaeology presented in course materials. You are required to submit at least 4 of the 5 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the lowest score from the 5 possible grades.**
- **Data Activities:** These short activity assignments are designed around learning to use and interpret demographic and bioarchaeological data, which will help further develop your understanding of life and death in ancient Rome, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 3 Data Activities** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical events and bioarchaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules. Two exams are written during the term, and the third exam is written during Finals Week.

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

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

Letter Grade	Percentage	Letter Grade	Percentage
A (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%		

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

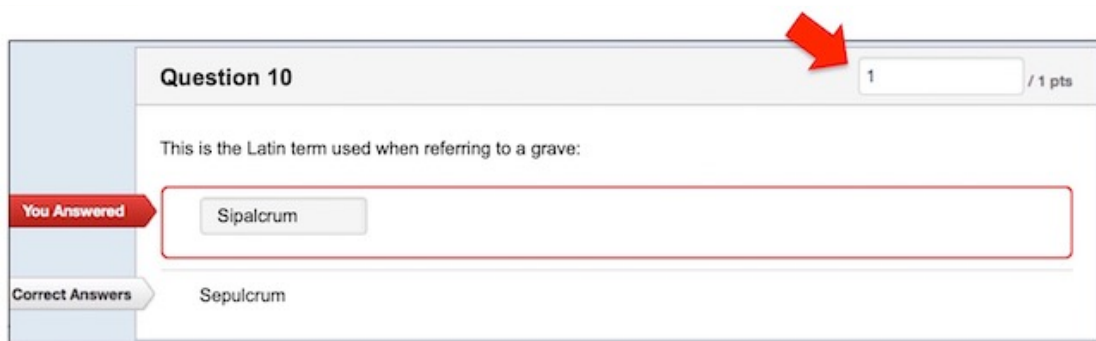
## How do I view my grades?

You can access your grades for 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, quiz grades will be available within two-to-three days after the final due date. For graded assignments and exams, 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 or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within five calendar days of the grade being released**.

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

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



Correct answers for each quiz, assignment and exam will be available for a **limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

## *What if I miss a quiz, graded assignment or exam due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact 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, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved by your 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 \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](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 \(https://policies.ucf.edu/documents/4-401.pdf\)](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 \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](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 \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](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 \(http://ucfcares.com\)](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 \(mailto:ucfcares@ucf.edu\)](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 \(http://uwc.cah.ucf.edu/\)](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 \(http://sarconline.sdes.ucf.edu/\)](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 \(https://apps.ucf.edu/\)](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 \(https://vimeopro.com/cdlvideo/successful-you\)](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?*

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

Your enrollment in this course means that you will adhere to the [UCF Creed \(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)](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 \(http://osc.sdes.ucf.edu/process/roc\)](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 exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The **Webcourses@UCF quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

## *How can I use study groups and external materials responsibly?*

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

**course environment and your use only.** All copyright materials are credited to the copyright holder.

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

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

- **Taking a screen shot of an online quiz or exam question 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 or GTA 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 and/or the GTA. However, **if you use the UCF Knights Mail system,** please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

All communication between student and instructor, between student and GTA, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments,**

**grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

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

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](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 \(https://cdl.ucf.edu/support/webcourses/browser/\)](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 \(https://extranet.cst.ucf.edu/office365selfsvc/\)](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 \(https://cdl.ucf.edu/support/webcourses/\)](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 or GTAs so we can assist you as soon as possible.

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

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/\)](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 and assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

## *What do I do if there is a campus emergency?*

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



- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](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 [locate \(http://www.ehs.ucf.edu/AEDlocations-UCF\)](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 \(https://my.ucf.edu\)](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 \(https://youtu.be/NIKYajEx4pk\)](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	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7259094">REQUIRED ACTIVITY: What's Your Interest? (https://webcourses.ucf.edu/courses/1385026/assignments/7259094)</a>	due by 11:59pm
Fri Aug 27, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7259095">REQUIRED ACTIVITY: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7259095)</a>	due by 11:59pm
Tue Aug 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257582">QUIZ 1: Rome and Empire (https://webcourses.ucf.edu/courses/1385026/assignments/7257582)</a>	due by 11:59pm
Mon Sep 6, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257728">POV1: What's Your Scene? (https://webcourses.ucf.edu/courses/1385026/assignments/7257728)</a>	due by 11:59pm
Tue Sep 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257583">QUIZ 2: Facing Mortality (https://webcourses.ucf.edu/courses/1385026/assignments/7257583)</a>	due by 11:59pm

Date	Details	Due
Wed Sep 8, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257730">POV1: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257730">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257730">https://webcourses.ucf.edu/courses/1385026/assignments/7257730</a>)</a>	due by 11:59pm
Mon Sep 13, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257819">POV2: Who's Spectacle?</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257819">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257819">https://webcourses.ucf.edu/courses/1385026/assignments/7257819</a>)</a>	due by 11:59pm
Tue Sep 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257617">QUIZ 3: Funerals and Feasts</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257617">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257617">https://webcourses.ucf.edu/courses/1385026/assignments/7257617</a>)</a>	due by 11:59pm
Wed Sep 15, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257916">POV2: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257916">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257916">https://webcourses.ucf.edu/courses/1385026/assignments/7257916</a>)</a>	due by 11:59pm
Tue Sep 21, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257650">QUIZ 4: Beliefs and Afterlife</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257650">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257650">https://webcourses.ucf.edu/courses/1385026/assignments/7257650</a>)</a>	due by 11:59pm
Tue Sep 28, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257807">EXAM 1: Modules 1 through 5</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257807">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257807">https://webcourses.ucf.edu/courses/1385026/assignments/7257807</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257693">QUIZ 5: Cemeteries and Epitaphs</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257693">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257693">https://webcourses.ucf.edu/courses/1385026/assignments/7257693</a>)</a>	due by 11:59pm
Tue Oct 5, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257709">QUIZ 6: Everyday Men</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257709">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257709">https://webcourses.ucf.edu/courses/1385026/assignments/7257709</a>)</a>	due by 11:59pm
Mon Oct 11, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257761">DATA ACTIVITY 1: Doing Demography</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257761">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257761">https://webcourses.ucf.edu/courses/1385026/assignments/7257761</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258083">POV3: What Freedom?</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258083">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258083">https://webcourses.ucf.edu/courses/1385026/assignments/7258083</a>)</a>	due by 11:59pm
Tue Oct 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">QUIZ 7: Everyday Women</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">https://webcourses.ucf.edu/courses/1385026/assignments/7257714</a>)</a>	due by 11:59pm
Wed Oct 13, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258634">POV3: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258634">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258634">https://webcourses.ucf.edu/courses/1385026/assignments/7258634</a>)</a>	due by 11:59pm
Tue Oct 19, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">QUIZ 8: Everyday Children</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257714">https://webcourses.ucf.edu/courses/1385026/assignments/7257714</a>)</a>	due by 11:59pm

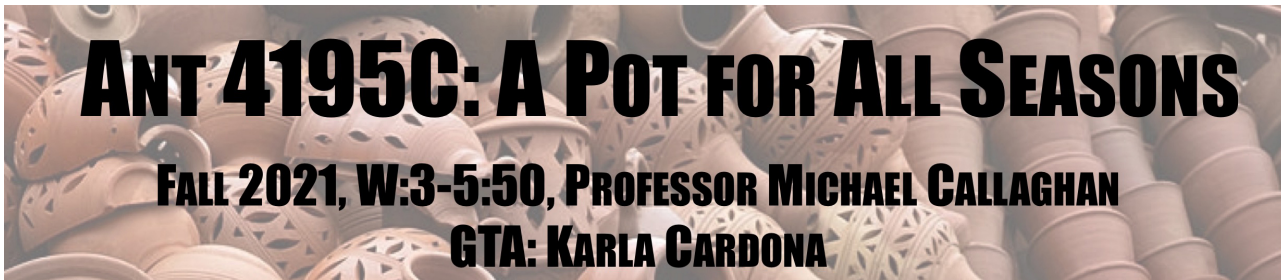
Date	Details	Due
	<a href="#">/1385026/assignments/7257715)</a>	
Mon Oct 25, 2021	 <a href="#">DATA ACTIVITY 2: Short Lives</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257762">https://webcourses.ucf.edu/courses/1385026/assignments/7257762</a>	due by 11:59pm
Tue Oct 26, 2021	 <a href="#">QUIZ 9: Urban and Rural Poor</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257717">https://webcourses.ucf.edu/courses/1385026/assignments/7257717</a>	due by 11:59pm
Tue Nov 2, 2021	 <a href="#">EXAM 2: Modules 6 through 10</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257812">https://webcourses.ucf.edu/courses/1385026/assignments/7257812</a>	due by 11:59pm
	 <a href="#">QUIZ 10: Slaves and Freed Persons</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257718">https://webcourses.ucf.edu/courses/1385026/assignments/7257718</a>	due by 11:59pm
Tue Nov 9, 2021	 <a href="#">QUIZ 11: The Soldiers</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257721">https://webcourses.ucf.edu/courses/1385026/assignments/7257721</a>	due by 11:59pm
Mon Nov 15, 2021	 <a href="#">DATA ACTIVITY 3: World of Trauma</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257775">https://webcourses.ucf.edu/courses/1385026/assignments/7257775</a>	due by 11:59pm
	 <a href="#">POV4: Women Warriors?</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258496">https://webcourses.ucf.edu/courses/1385026/assignments/7258496</a>	due by 11:59pm
Tue Nov 16, 2021	 <a href="#">QUIZ 12: The Gladiators</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257722">https://webcourses.ucf.edu/courses/1385026/assignments/7257722</a>	due by 11:59pm
Wed Nov 17, 2021	 <a href="#">POV4: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258835">https://webcourses.ucf.edu/courses/1385026/assignments/7258835</a>	due by 11:59pm
Tue Nov 23, 2021	 <a href="#">POV5: Criminal Crucifixion?</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258907">https://webcourses.ucf.edu/courses/1385026/assignments/7258907</a>	due by 11:59pm
	 <a href="#">QUIZ 13: Prostitutes, Bandits and Pirates</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257723">https://webcourses.ucf.edu/courses/1385026/assignments/7257723</a>	due by 11:59pm
Tue Nov 30, 2021	 <a href="#">POV5: Group Response</a> <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258939">https://webcourses.ucf.edu/courses/1385026/assignments/7258939</a>	due by 11:59pm

Date	Details	Due
Thu Dec 9, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257725">QUIZ 14: Empire's Edge</a> ( <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257725">https://webcourses.ucf.edu/courses/1385026/assignments/7257725</a> )	due by 11:59pm
Thu Dec 9, 2021	 <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257813">EXAM 3: Modules 11 through 15</a> ( <a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257813">https://webcourses.ucf.edu/courses/1385026/assignments/7257813</a> )	due by 11:59pm

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



## *Course Information*

<b>Course name:</b>	A Pot for All Seasons: Archaeological Ceramic Analysis
<b>Course ID:</b>	ANT 4195C-0001
<b>Credit hours:</b>	3.0 hours
<b>Semester/year:</b>	Fall 2021
<b>Location &amp; time:</b>	Wednesday 3-5:50pm, MSB 149

## *Instructor Contact*

<b>Instructor:</b>	Dr. Michael Callaghan
<b>Main office:</b>	Phillips Hall 409L
<b>Office hours:</b>	W, TH 12:30-2 Zoom, and by appt.
<b>Phone:</b>	407-823-4964
<b>E-mail:</b>	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:** ANT 2140 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
- Write a **short** research paper (including a prospectus, annotated bibliography, outline, and final draft)

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	5
Syntheses (10)	100	20
Ceramic Labs (10)	100	20
Attribute Coding Spreadsheet	100	20
Prospectus	25	5
Annotated Bibliography	25	5
Outline	25	5
Final Paper	100	20
<b>TOTAL</b>	<b>500</b>	<b>100</b>

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

work must be finished by the end of the subsequent semester or the 'F' 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 or 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 \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](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.

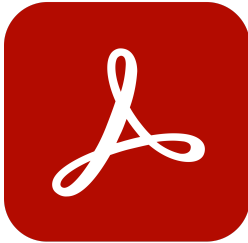
## *How do I receive disability accommodations?*

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 \(http://www.sds.ucf.edu/\)](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

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](mailto: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](mailto:OnlineSupport@UCF). [\(http://learn.ucf.edu/support/\)](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](mailto: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](mailto: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***

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.)	<a href="#">Cordell et al., 2017</a> ↓ <a href="https://webcourses.ucf.edu/courses/1386836/files/88129258/download_frd=1">https://webcourses.ucf.edu/courses/1386836/files/88129258/download_frd=1</a>
3	Sep 8	Manufacture with Processed clay	8-11	
4	Sep 15	Classification and Seriation	12-13	
5	Sep 22	Classification and Seriation	24	<a href="#">Gifford 1960</a> ↓ <a href="https://webcourses.ucf.edu/courses/1386836/files/88129260/download_frd=1">https://webcourses.ucf.edu/courses/1386836/files/88129260/download_frd=1</a> ); <a href="#">Willey et al., 1967</a> ↓ <a href="https://webcourses.ucf.edu/courses/1386836/files/88129261/download_frd=1">https://webcourses.ucf.edu/courses/1386836/files/88129261/download_frd=1</a>
6	Sep 29	Attribute Analysis: Paste (Stereoscopic)	14-16	
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	<b>NO CLASS - AAA's - RESEARCH DAY</b>		
14	Nov 24	<b>NO CLASS - THANKSGIVING</b>		
15	Dec 1	Graduate Presentations and Discussion		

## Course Summary:

Date	Details	Due
Tue Aug 31, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7287465">Lab 1: Clay Prospecting</a> <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7287465">https://webcourses.ucf.edu/courses/1386836/assignments/7287465</a>	due by 11:59pm
Tue Sep 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231160">Synthesis 1</a> <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231160">https://webcourses.ucf.edu/courses/1386836/assignments/7231160</a>	due by 11:59pm
Tue Sep 7, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231199">Synthesis 2</a> <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231199">https://webcourses.ucf.edu/courses/1386836/assignments/7231199</a>	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Tue Sep 14, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231200">Synthesis 3</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231200">https://webcourses.ucf.edu/courses/1386836/assignments/7231200</a> )	due by 11:59pm
Tue Sep 21, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231201">Synthesis 4</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231201">https://webcourses.ucf.edu/courses/1386836/assignments/7231201</a> )	due by 11:59pm
Tue Sep 28, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231202">Synthesis 5</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231202">https://webcourses.ucf.edu/courses/1386836/assignments/7231202</a> )	due by 11:59pm
Tue Oct 5, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231203">Synthesis 6</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231203">https://webcourses.ucf.edu/courses/1386836/assignments/7231203</a> )	due by 11:59pm
Tue Oct 12, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231204">Synthesis 7</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231204">https://webcourses.ucf.edu/courses/1386836/assignments/7231204</a> )	due by 11:59pm
Tue Oct 19, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231205">Synthesis 8</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231205">https://webcourses.ucf.edu/courses/1386836/assignments/7231205</a> )	due by 11:59pm
Tue Oct 26, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231206">Synthesis 9</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231206">https://webcourses.ucf.edu/courses/1386836/assignments/7231206</a> )	due by 11:59pm
Tue Nov 2, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231207">Synthesis 10</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231207">https://webcourses.ucf.edu/courses/1386836/assignments/7231207</a> )	due by 11:59pm
Tue Nov 9, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231288">Prospectus</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231288">https://webcourses.ucf.edu/courses/1386836/assignments/7231288</a> )	due by 11:59pm
Tue Nov 16, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231355">Annotated Bibliography</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231355">https://webcourses.ucf.edu/courses/1386836/assignments/7231355</a> )	due by 11:59pm
Tue Nov 23, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231433">Outline</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231433">https://webcourses.ucf.edu/courses/1386836/assignments/7231433</a> )	due by 11:59pm
Tue Nov 30, 2021	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231645">Final Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7231645">https://webcourses.ucf.edu/courses/1386836/assignments/7231645</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7290072">Roll Call Attendance</a> ( <a href="https://webcourses.ucf.edu/courses/1386836/assignments/7290072">https://webcourses.ucf.edu/courses/1386836/assignments/7290072</a> )	







Welcome to:

# Global Health in Anthropological Perspective

ANT 4480 M - Fall 2021



Mondays & Wednesdays: 2:30 – 3:20 pm, & Online Component: to be completed between Thur. and Sun.  
(unless stated otherwise)

Location: Business Administration Building #1 (BA1), in room 122

---

**Professor: Joanna Mishtal, Ph.D.**

**Professor of Cultural & Medical Anthropology**

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- <https://sciences.ucf.edu/anthropology/people/mishtal-joanna/>
- <https://joannamishtal.com/>

**Office Hours:** Wed. 3:40 – 5 pm via Zoom & by appointment if necessary in HPH 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (this email preferred; please don't email in webcourses)

**My COVID-19 Status: I am fully vaccinated! to protect myself and you.**

**Please vaccinate and mask up!**

---

## Course Description:

*“Global health concerns require more than medical intervention.” In addition to medicine and research, “to make a difference to the lives of the 2 billion poorest people in next decade, [t]he skills in demand are management, cultural understanding and an anthropological viewpoint.”*  
-- “The Global Challenge,” *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences related to health and wellness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we'll consider are emergent “superbugs” and other infectious diseases, including COVID-19, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions and contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

→ **Credit:** This class counts toward these programs and requirements (or prereq):

*Global Health Certificate* ([http://ucf.catalog.acalog.com/preview\\_program.php?catoid=14&poid=6390](http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6390))

*Medical Anthropology Minor* ([http://ucf.catalog.acalog.com/preview\\_program.php?catoid=14&poid=6587](http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6587))

*Diversity GEP Credit*

## Learning Outcomes:

Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
  - diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
  - global health governance in the cultural, historical, and political-economic contexts
  - the application of cultural concepts to contemporary global health dilemmas
- 

## COVID-19 UCF RULES:

### MASK UP & VACCINATE!



#### University-Wide Mask Policy for Indoor Classes:

Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>).

Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.

Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

#### 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](http://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.

---

#### Course Materials (required):

##### 1. Book:

Peter Piot. (2013) *No Time To Lose: A Life in Pursuit of Deadly Viruses*. New York: Norton Press.  
[on Amazon for about \$5]

##### 2. Articles (provided):

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them.

##### 3. Films/videos (provided):

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

---

#### Office Hours

Office hours will be via Zoom. The Zoom link will be available on Canvas. Please let me know if you plan to see me to minimize having to wait in the virtual “waiting room” line.

If you have any technical issues, please contact Webcourses@UCF Support:  
<https://cdl.ucf.edu/support/webcourses>.

## **Expectations:**

I hope that you will want to attend this class and enjoy the material.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. 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 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 and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

---

## **Examinations and Grading Policy:**

### **Descriptions of exams, online work, and papers:**

#### **1. Examination #1: 25 points**

The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

#### **2. Examination #2: 25 points**

The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

#### **3. Assignments online (scaffolds) to build the Research Paper: 20 points**

Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Four Online Assignments at 5 points each are designed as a step-by-step process known as "scaffolding" to develop and write a great research paper. The 4 assignments are: (1) topic choice, (2) preliminary references, (3) annotations, and (4) rough paper outline. Due dates for components of the paper are on Canvas and in the schedule below.



**Wed, 8/25:** Defining Global Health and its Challenges

**Read for Wed:**

“Towards a common definition of global health” by Jeffrey P Koplan, T Christopher Bond, Michael H Merson, K Srinath Reddy, Mario Henry Rodriguez, Nelson K Sewankambo, Judith N Wasserheit. *The Lancet* 2009; 373: pages 1993–1995.

Browse relevant websites:

- World Health Organization – Global Health Observatory  
<https://www.who.int/data/gho>
- Center for Global Health – Center for Disease Control and Prevention  
<https://www.cdc.gov/globalhealth/index.html>
- Society for Medical Anthropology  
<http://www.medanthro.net/about/about-medical-anthropology/>



**Online Component:** none

---

**WEEK 2: *Week's Topics:* Environment, Disease, and Culture - Complex Interactions**

**Mon, 8/30:** Environmental events and health impact, part I

**Read for Mon: (first half of this chapter)**

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 125-139 (stop before “Air Pollution” section)



**Wed, 9/1:** Environmental events and health impact, part II

**Read for Wed: (second half of this chapter)**

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 139-155 (start reading from “Air Pollution and Lung Infection”)

**Online Component:**

→ Assignment Wk 2: Instructions on Canvas

(\*Submit 1<sup>st</sup> of 4 online assignments: preliminary paper topic ideas. **DUE 9/5/2021** by midnight)

---

**WEEK 3: *Week's Topics:* Research Paper Preparation**

**Mon, 9/6: Labor Day – No Class**

**Wed, 9/8: Research Paper Workshop I**

Please bring questions about your research papers to class.

**Online Component:**

→ [Assignment Wk 3](#): Instructions on Canvas (proceed with search for articles)

---

**WEEK 4: *Week's Topics: Water Security, Health, and Rights***

**Mon, 9/13:** Mental health & water in Bolivia

**Read for Mon:**

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.



**Wed, 9/15:** Water security and insecurity

📺 *Film screening/discussion: “The Water of Ayole” 30 min, 1998*

**Read for Wed:** None

**Online Component:**

→ [Assignment Wk 4](#): Instructions on Canvas (proceed with search for articles)

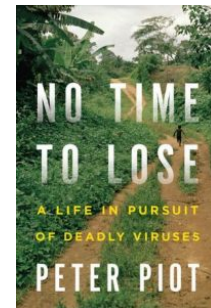
---

**WEEK 5: Superbugs - Emerging & Reemergent Infectious Diseases.**

**Mon, 9/20:** Chasing viruses and the detective work of research

**Read for Mon:**

Book: *No Time to Lose* – Read pages ix - 41



**Wed, 9/22:**

**Read for Wed:** Ebola

Book: *No Time to Lose* – Read pages 43-83

**Online Component:**

→ [Assignment Wk 5](#): Instructions on Canvas (proceed with search for articles)

---

**WEEK 6: *Week's Topics: Superbugs - Emerging & Reemergent Infectious Diseases, cont.***

**Mon, 9/27:** Infection & sex

📺 *Film screening/discussion about infectious diseases & epidemics*

**Read for Mon:**

Book: *No Time to Lose* – Read pages 87 - 132

**Wed, 9/29:** HIV/AIDS

**Read for Wed:**

Book: *No Time to Lose* – Read pages 133-165

**Online Component:**

→ Assignment Wk 6: Instructions on Canvas

(\*Submit 2<sup>nd</sup> of 4 online assignments: preliminary list of proposed articles/references – DUE 10/3/2021 by midnight)

---

**WEEK 7: *Week's Topic: Superbugs - Emerging & Reemergent Infectious Diseases, finish.***

**Mon, 10/4:** An epidemic unfolds

**Read for Mon:**

Book: *No Time to Lose* – Read pages 166 - 189

**Wed, 10/6:** The politics of epidemics

**Read for Wed:**

Book: *No Time to Lose* – Read pages 335-376

(\*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

**Online Component:**

→ Assignment Wk 7: Instructions on Canvas

(read and annotate)

---

**WEEK 8: *Week's Topic: Lessons from Ebola for COVID-19: Future Solutions***

**Mon, 10/11:**

**Read for Mon:**

“Diary – Ebola” by Paul Farmer. London Review of Books. Oct. 23, 2014. Pp. 1-9.



**Wed, 10/13:**

**Read for Wed (2 items):**

a.) “Coronavirus Crisis: The Dread Of Responsibility — Paul Farmer On The Pandemic And Poor Countries” NPR interview, March 24, 2020

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



**Online Component:**

→ Assignment Wk 8: Instructions on Canvas

(\*Submit 3<sup>rd</sup> of 4 online assignments: annotated bibliography. **DUE 10/17/2021** by midnight)

---

**WEEK 9: Exam #1 Week**

**Mon, 10/18: Review for Exam #1**

**Wed, 10/20: EXAM #1**

**Online Component:**

→ Assignment Wk 9: none

---

**WEEK 10: *Week's Topic*: Food – Consumption, Diabetes, & Global Health**

**Mon, 10/25:** “Fun to Eat Foods” and Disease Production: Diabetes and African American population

→ **Quiz 4**

**Read for Mon:**

“Manufacturing Disease: Unhealthy Products Become Ubiquitous” by Nicholas Freudenberg. In: *Lethal but Legal: Corporations, Consumption, and Protecting Public Health*. 2014. Pp. 3-36.



**Wed, 10/27:** Case Study: China

**Read for Wed:**

None

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

**Online Component:**

→ Assignment Wk 10: Instructions on Canvas

(\*Submit 4<sup>th</sup> of 4 online assignments: a rough outline of your research paper ideas. **DUE 10/31/2021** by midnight)

---

**WEEK 11: *Week's Topic*: Global Pharmaceuticals, and Research Paper Workshop II**

**Mon, 11/1:** Pharma business and science

**Read for Mon:**

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.



**Wed, 11/3:** Global Pharmaceuticals, cont.  
**Read for Wed:** None.

**Online Component:**

→ Assignment Wk 11: Instructions on Canvas  
(Proceed with writing)

---

**WEEK 12: *Week's Topic:* Global Reproductive & Sexual Health Issues**

**Mon, 11/8:** Fertility control, reproductive autonomy, and global health challenges  
**Read for Mon:** none



**Wed, 11/10:** Reproductive and sexual health as human rights  
**Read for Wed:**

“Where Human Rights Begin” – Introduction by W. Chavkin and E. Chesler. 2005. Rutgers University Press. Pp. 1-34

**Online Component:**

→ Assignment Wk 12: Instructions on Canvas  
(Proceed with writing)

---

**WEEK 13: *Week's Topic:* Migrant Health. Future Directions in Global Health.**

**Mon, 11/15:**

**Read for Mon:**

“Deservingness: migration and health in social context” SM Holmes, E Castañeda, J. Geeraert, H. Castaneda, U. Probst, N. Zeldes, S. Willen, Y. Dibba, R. Frankfurter, A Kveim Lie, J. Fredrik Askjer H. Fjeld. *BMJ Global Health* 6:1-5.



**Wed, 11/17: Future Directions in Global Health**

**Read for Wed:**

“Planetary healthy publics after COVID-19” 2021. S. Hinchliffe, L. Manderson, M. Moore. *Lancet Planet Health* 5(4): e230–e236.

**Online Component:**

→ Assignment Wk 13: Instructions on Canvas (Proceed with writing)

**WEEK 14: *Week's Topic:***

**Mon, 11/22: Research Paper Workshop II**

**Read for Mon:** none

**Wed, 11/24: "Thanksgiving Wednesday" – UCF Classes not held**

**Read for Wed:** None

But please continue to advance your research paper.

**Online Component:**

→ Assignment Wk 14: Instructions on Canvas  
(Proceed with writing and final editing)

---

**WEEK 15: Exam #2 week.**

**Mon, 11/29: Review for Exam #2**

**Wed, 12/1: EXAM #2**

**Online Component:**

→ Assignment Wk 15: None.

(Finish editing. Try to bring your papers to the UCF Writing Center for review)

---

**WEEK 16: FINAL RESEARCH PAPERS**

→ **RESEARCH PAPERS DUE: Sunday, Dec. 6<sup>th</sup>, 2021 by midnight** via Canvas  
(can submit early)

~~~~~ *End of Class Schedule* ~~~~~

~~~~~

**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](mailto: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](mailto: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](mailto: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](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! ~~~~~



# ANTHROPOLOGY OF DRUGS AND ADDICTION



ANT 4481

Section 0001

Fall 2021

Tuesday and Thursday: 3:00 pm – 4:15 pm

CB1 307

3 Credit Hours

---

Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

shana.harris@ucf.edu

407-823-4963

Office Hours: Thursday, 11:00am – 12:30pm via Zoom

## Course Description

Drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as facilitators and subjects of interactions and conversations. Undoubtedly, drugs are an important part of our collective and daily lives. This is why anthropologists have long studied them, focusing primarily on drug use and addiction. This course traces how drugs and addiction – as topics of cultural, political, economic, and health concern – have been understood and theorized within anthropology at different historical moments both in the United States and internationally. By engaging with texts from the mid-20th century to the present, this course examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” and “addiction.” This will allow us to not only draw on a diverse array of readings and themes, but also investigate how both legal and illegal substances are culturally consumed, abused, enjoyed, regulated, celebrated, and vilified.

## Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

## **Prerequisites**

Sophomore standing or Consent of Instructor

## **Student Learning Objectives**

This course has three objectives: 1) to provide you with an overview of the rich anthropological and ethnographic scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

## **Class Structure**

Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries.

## **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**

### ***Reading and Participation***

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

### ***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.

### ***Midterm Exam (50 points)***

There will be one midterm exam. The exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family

tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### ***Final Exam (80 points)***

The final exam will consist of multiple choice, true/false, and/or short answer questions and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be no make-up exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### ***Quizzes (5 points each, 70 points total)***

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be no make-up for missed quizzes because your two lowest scores will be dropped at the end of the semester.

### ***Grading Structure***

|                        |            |
|------------------------|------------|
| Midterm exam           | 50 points  |
| Final exam             | 80 points  |
| Quizzes (14 out of 16) | 70 points  |
| <u>Total:</u>          | 200 points |

Class participation will be used to help students whose final course grade is on the borderline.

### ***Grading Scale***

| Grade  | A    | A-   | B+   | B    | B-   | C+   | C    | C-   | D+   | D    | D-   | F    |
|--------|------|------|------|------|------|------|------|------|------|------|------|------|
| Total  | 200- | 186- | 178- | 172- | 166- | 158- | 152- | 146- | 138- | 132- | 126- | 118- |
| Points | 187  | 179  | 173  | 167  | 159  | 153  | 147  | 139  | 133  | 127  | 119  | 0    |

### ***Course Policies***

#### ***Computer Policy***

Not only has research shown that typing notes on a computer is less effective than taking notes with pen and paper for retaining information, computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, you should bring hard copies of them for use during class discussion. You can print for free at different locations on campus (<https://studentgovernment.ucf.edu/services/academic/printing>). If you are an



Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

### ***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).

### ***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.
- *Falsifying or misrepresenting* your 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 your own.
- *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 will not be tolerated in this course and will carry serious consequences. 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 exam 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](mailto: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](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](http://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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.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/5.020ReligiousObservancesFINALJan19.pdf>

### ***Obtaining Notes for Missed Lectures***

Dr. Harris will provide copies of a lecture only if you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19. If you miss a lecture for any another reason, it is your responsibility to obtain notes from a classmate for that lecture.

### ***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](http://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***

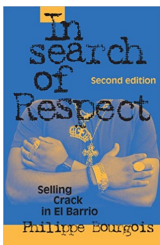
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including 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**

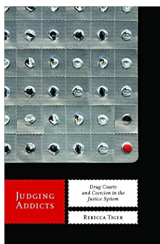
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 27**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. 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:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.



- Tiger, Rebecca. 2013. *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York: New York University Press.

The required books are available for purchase at the UCF bookstore. A digital version of Bourgois's *In Search of Respect* is also available for free through the UCF library. To view it online or download it: <https://go.openathens.net/redirector/ucf.edu?url=https://doi.org/10.1017/CBO9780511808562>

Additional required readings are available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the 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 ANT4481-21Fall 0001. Technical support for Webcourses is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu) or 407-823-0407.

## Course Schedule

### *Week 1*

#### **Tuesday, August 24**

- TOPIC: Syllabus and Course Overview

#### **Thursday, August 26**

- TOPIC: Defining “Drugs”
- READING: Sherratt, Andrew. 1995. “Peculiar Substances.” In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

---

### *Week 2*

#### **Tuesday, August 31**

- TOPIC: Defining “Addiction”
- READINGS: Singer, Merrill. 2012. “Anthropology and Addiction: An Historical Review.” *Addiction* 107: 1747-1755.  
“What is Addiction?” 2014. New York Times, 10 February.

#### **Thursday, September 2**

- NO CLASS – campus closed for football game
- AT-HOME FILM: Mama Coca: The Sacred Leaf

### **Week 3**

**Tuesday, September 7**

QUIZ #1

- TOPIC: “Traditional” Use – Part 1
- READING: Allen, Catherine J. 1988. “To Be Quechua: The Symbolism of Coca Chewing in Highland Peru.” *American Ethnologist* 8: 157-171.

**Thursday, September 9**

QUIZ #2

- TOPIC: “Traditional” Use – Part 2
  - READING: Dobkin de Rios, Marlene. 1984. *Hallucinogens: Cross-Cultural Perspectives*. Albuquerque: University of New Mexico Press. (“Urban Amazonian Mestizos of Peru” – pg. 173-189)
- 

### **Week 4**

**Tuesday, September 14**

- TOPIC: “Traditional” Use – Part 3
- IN-CLASS FILM: Ayahuasca: Expansion of Consciousness

**Thursday, September 16**

QUIZ #3

- TOPIC: Drug or Medicine? – Part 1
  - READING: Winkelman, Michael. 2014. “Psychedelics as Medicines for Substance Abuse Rehabilitation: Evaluating Treatments with LSD, Peyote, Ibogaine, and Ayahuasca.” *Current Drug Abuse Reviews* 7: 101-116.
- 

### **Week 5**

**Tuesday, September 21**

- TOPIC: Drug or Medicine? – Part 2
- IN-CLASS FILM: Reefer Madness

**Thursday, September 23**

QUIZ #4

- TOPIC: Drug or Medicine? – Part 3

- READING: Chapkis, Wendy. 2007. "Cannabis, Consciousness, and Healing." *Contemporary Justice Review* 10: 443-460.
- 

### ***Week 6***

#### **Tuesday, September 28**

- TOPIC: Legal Drugs – Part 1
- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("The Many Faces of Alcohol Use" – pg. 17-33)

#### **Thursday, September 30**

QUIZ #5

- TOPIC: Legal Drugs – Part 2
  - READING: Spicer, Paul. 1997. "Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol." *Medical Anthropology Quarterly* 11:306-323.
- 

### ***Week 7***

#### **Tuesday, October 5**

- TOPIC: Legal Drugs – Part 3
- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("Tobacco and Its Global Reach" – pg. 35-50)

#### **Thursday, October 7**

QUIZ #6

- TOPIC: Legal Drugs – Part 4
  - READING: Roy, Anupom. 2011. "Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh." *Ethnography* 13: 162-188.
- 

### ***Week 8***

#### **Tuesday, October 12**

Midterm Exam

**Thursday, October 14**

QUIZ #7

- TOPIC: Race and the War on Drugs
  - READING: Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. La Vergne: The New Press. (“The Color of Justice” – pg. 121-144)
- 

**Week 9**

**Tuesday, October 19**

QUIZ #8

- TOPIC: Criminalization – Part 1
- READING: Garriott, William. 2013. “You Can Always Tell Who’s Using Meth’: Methamphetamine Addiction and the Semiotics of Criminal Difference.” In *Addiction Trajectories*, edited by Eugene Raikhel and William Garriott, 213-237. Durham: Duke University Press.

**Thursday, October 21**

- TOPIC: Criminalization – Part 2
  - READING: Tiger, Chapter 1 (pg. 15-40)
- 

**Week 10**

**Tuesday, October 26**

QUIZ #9

- TOPIC: Criminalization – Part 3
- READING: Tiger, Chapter 3 (pg. 58-72)

**Thursday, October 28**

QUIZ #10

- TOPIC: Criminalization – Part 4
- READING: Tiger, Chapter 4-5 (pg. 73-114)



***Week 11***

**Tuesday, November 2**

- TOPIC: Drugs and Inequality – Part 1
- READING: Bourgois, Introduction – Chapter 1 (pg. 1-47)

**Thursday, November 4**

- TOPIC: Drugs and Inequality – Part 2
- READING: Bourgois, Chapter 2 – 3 (pg. 48-113)

QUIZ #11

---

***Week 12***

**Tuesday, November 9**

- TOPIC: Drugs and Inequality – Part 3
- READING: Bourgois, Chapter 4 – 5 (pg. 114-212)

QUIZ #12

**Thursday, November 11**

- NO CLASS – Thanksgiving

---

***Week 13***

**Tuesday, November 16**

- TOPIC: Drugs and Inequality – Part 4
- READING: Bourgois, Chapter 6 – 7 (pg. 213-286)

QUIZ #13

**Thursday, November 18**

- TOPIC: Drugs and Inequality – Part 5
- READING: Bourgois, Chapter 8 – Conclusion (pg. 287-327)

QUIZ #14

## ***Week 14***

**Tuesday, November 23**

QUIZ #15

- TOPIC: Opioid “Crisis”
- READINGS: Carr, E. Summerson. 2019. “The Work of ‘Crisis’ in the ‘Opioid Crisis.’” *Journal of Extreme Anthropology* 3(2): 161-166.

Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. “Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic.” *Medical Anthropology Quarterly* 33:242-262.

**Thursday, November 25**

- NO CLASS – Thanksgiving
- 

## ***Week 15***

**Tuesday, November 30**

- TOPIC: Harm Reduction – Part 1
- READING: Faulker-Gurstein, Rachel. 2017. “The Social Logic of Naloxone: Peer Administration, Harm Reduction, and the Transformation of Social Policy.” *Social Science & Medicine* 180: 20-27.

**Tuesday, December 2**

QUIZ #16

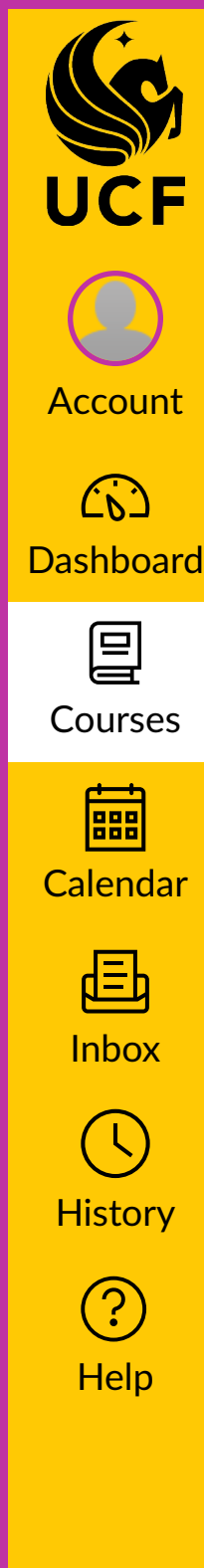
- TOPIC: Harm Reduction – Part 2
  - READING: Szott, Kelly. 2018. “Heroin is the Devil: Addiction, Religion, and Needle Exchange in the Rural United States.” *Critical Public Health* 30(1): 68-78.
- 

## ***Finals Week***

**Thursday, December 9 – 1:00pm - 3:00pm**

FINAL EXAM





Fall 2021

# Course Schedule Snapshot: Readings and Due Dates F21

## ANT4521 Required Readings and Due Dates, Fall 2021

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module. Check Webcourses assignments for most current due dates.

| Module                                                                                                    | Topic and Required Readings                                                                                                                                                                                                                                                                                                                                                                                                                                           | Due Dates                                                                                       |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Module 1                                                                                                  | <b>Introduction to Forensic Anthropology</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 1 - Introduction to forensic anthropology. Christensen et al.</li> <li>Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al.</li> <li>Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al.</li> </ul>                                                                       | Getting Started Quiz by due date<br>Investigate This 1! by due date<br>Case Study 1 by due date |
| Module 2                                                                                                  | <b>Osteology and Terminology</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 2 - Human osteology and odontology. Christensen et al.</li> <li>Use class notes</li> </ul> Optional Readings <ul style="list-style-type: none"> <li>Review chapters 2-11 in optional text</li> </ul>                                                                                                                                                             | Quiz 1 available                                                                                |
| Module 3                                                                                                  | <b>Non-Forensic Skeletal Remains</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 4 - Medicolegal significance. Christensen et al.</li> <li>Determining the forensic significance of human remains. JJ Schultz.</li> <li>A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al.</li> </ul> Optional Readings <ul style="list-style-type: none"> <li>Review chapters 12, 16 in optional text</li> </ul> | Investigate This 2! by due date<br>Case Study 2 due by due date                                 |
| Module 4                                                                                                  | <b>Forensic Archaeology and Recovery</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al.</li> <li>Collecting skeletal remains. Dupras et al.</li> </ul>                                                                                                                                                                                                                 |                                                                                                 |
| <b>Exam 1 (Available Online at 8am on FRIDAY SEP 24 and closes at 11:59pm EST on SUNDAY SEP 26, 2021)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                 |
| Module 5                                                                                                  | <b>Organizations &amp; Death Investigation Systems</b><br>Required Readings: <ul style="list-style-type: none"> <li>The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti.</li> <li>Evidentiary standards for forensic anthropology. Christensen and Crowder.</li> </ul> Optional Readings <ul style="list-style-type: none"> <li>Review relevant pages in chapter 14 in optional text</li> </ul>                                  |                                                                                                 |
| Module 6                                                                                                  | <b>Initial Examination &amp; Forensic Anthropology Reports</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 7 - Processing, resolving commingling, and preserving remains. Christensen et al.</li> <li>The working forensic anthropology laboratory. Walsh-Haney et al.</li> <li>Professional results (excerpt). Burns.</li> </ul>                                                                                                             | Investigate This 3! by due date<br>Case Study 3 due by due date                                 |
| Module 7                                                                                                  | <b>Developing a Biological Profile</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 8 - Sex estimation</li> <li>Chapter 9 - Ancestry estimation</li> <li>Chapter 10 - Age estimation</li> </ul> Optional Readings <ul style="list-style-type: none"> <li>Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text</li> </ul>                                                                                                         |                                                                                                 |
| <b>Exam 2 (Available Online at 8am on FRIDAY OCT 29 and closes at 11:59pm EST on SUNDAY OCT 31, 2021)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                 |
| Module 8                                                                                                  | <b>Trauma</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 13 - Analysis of skeletal trauma. Christensen et al.</li> <li>Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command - Central Identification Laboratory. Emanovsky.</li> </ul> Optional Readings <ul style="list-style-type: none"> <li>Review relevant pages in chapter 13 in optional text</li> </ul>                          | Investigate This 4! by due date<br>Case Study 4 due by due date<br>Quiz 2 available by due date |
| Module 9                                                                                                  | <b>Personal Identification</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 14 - Personal identification. Christensen et al.</li> <li>Methods of personal identification. Christensen AM and Anderson.</li> <li>Review relevant pages in chapter 13 in optional text</li> </ul>                                                                                                                                                                | Investigate This 5! DATE<br>Case Study 5 due DATE                                               |
| Module 10                                                                                                 | <b>Forensic Taphonomy</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 5 - Forensic taphonomy. Christensen et al.</li> <li>Taphonomic bone staining and color changes in forensic contexts. Dupras and Schultz.</li> <li>Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell.</li> </ul>                                                       | Investigate This 6! DATE<br>Case Study 6 due DATE                                               |
| Module 11                                                                                                 | <b>Forensic Anthropology and Humanitarian Work</b><br>Required Readings <ul style="list-style-type: none"> <li>Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al.</li> </ul>                                                                                                                                                                                                                                      |                                                                                                 |
| <b>Exam 3 (Available Online at 8am on MONDAY DEC 6 and closes at 11:59pm EST on FRIDAY DEC 11)</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                 |