

Course Syllabus

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 **Edit**



Advanced Topics in Medical Anthropology

ANG6467-001

Spring 2021

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

HPH 409M

Course Overview

Instructor Contact

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

Catalog Information and Course Description

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

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

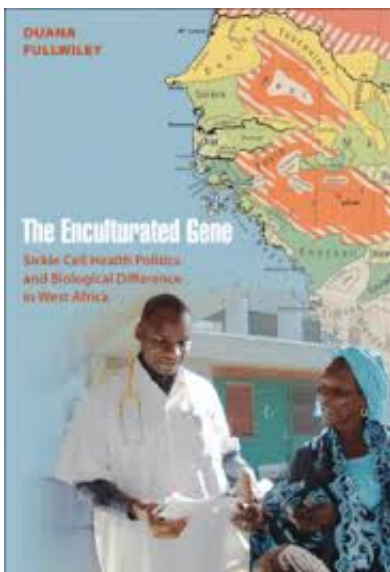
Student Learning Outcomes

Upon course completion, students will be able to:

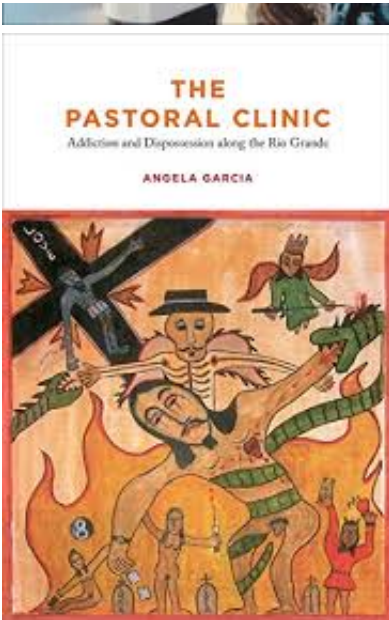
- analytically evaluate the complex relationships between health, illness, wellness, and the role of social and political institutions in shaping health experiences and outcomes.
- applying medical anthropology theoretical paradigms and concepts as explanatory frameworks through which to understand contemporary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

Course Materials and Resources

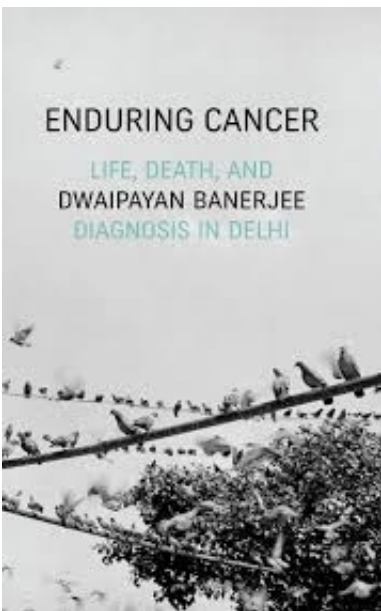
There are four required ethnographies in this course.



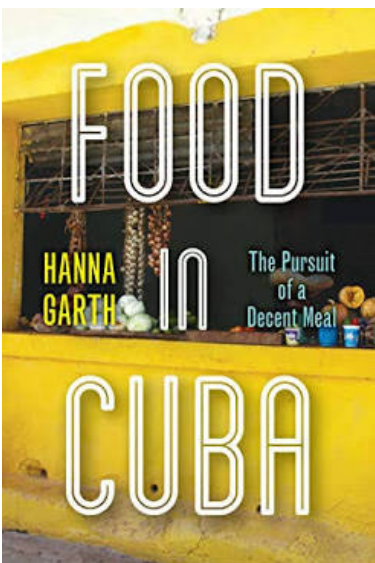
The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa by Duanna Fullwiley. ISBN: 978-0-691-12317-2



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



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



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

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

Assessment and Grading Procedures

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

Your grade will be calculated as follows:

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

Grading scale: (+/- letter grades)

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

Course Schedule

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

Assignment Details:

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

Class Structure

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

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

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

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

<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>

(<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>)

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

Final Paper:

Medical Anthropology Pilot Field Project

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

I.) Research Proposal:

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

- developing the most suitable methods to answer the RQ

II.) Data Collection & Analysis:

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

II.) Write-Up the Project:

- presenting findings and formulating conclusions based on findings

4. Presentations of Pilot Field Projects:

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

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

Policies

COVID 19 Safety and Our Collective Health

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

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

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

Classes

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>))

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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

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

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

Resources:

<https://www.ucf.edu/coronavirus/> (<https://www.ucf.edu/coronavirus/>).

Other Course Policies

Contacting the Professor

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

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

Webcourses@UCF

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

Accessing Online Course Content

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

Grading and Evaluation

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

Attendance and Participation

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

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

Deadlines and Make-ups

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Academic Integrity

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

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

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

Course Accessibility

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

Emergency Procedures

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF> (<http://www.ehs.ucf.edu/AEDlocations-UCF>)> (click on link from menu on left)

on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu> (<https://my.ucf.edu/>)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



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

Deployed Active Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Copyright

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

Third-Party Software and FERPA

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




you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Inclusive Classroom Statement

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

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

Course Summary:

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

Course Schedule

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

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| | | NEVER KNEW. THE EPISTEMOLOGY OF IGNORANCE IN FANTOIS' CRITIQUE OF Sartre." in <i>Race and Epistemologies of Ignorance</i> . |
| Week 5/February 8 | Biopolitics and Biosociality | <p>Fulwiley, D. "Discriminate Biopower and Everyday Biopolitics: Views on Sickle-cell testing in Dakar." <i>Medical Anthropology</i> 23(3): 157-171.</p> <p>Palmié, S. "Genomics, Divination, and 'Racecraft.'" <i>American Ethnologist</i> 34(2): 205-222.</p> <p>Lock, M. "Cultivating the Body: Anthropology and Epistemologies of Bodily Practice and Knowledge." <i>Annual Review of Anthropology</i> 22:133-155.</p> <p>Rose, N. and Novas, C. "Chapter 23. Biological Citizenship." in O'Neil and Collier (eds.). <i>Global Assemblages</i>.</p> |
| Week 6/February 15 | Ethnographic Roundup | Fulwiley, Duana. <i>The Enculturated Gene</i> |
| Week 7/February 22 | Experience, Suffering, and Incommensurability | <p>Povinelli, Elizabeth. 2001. "Radical Worlds: The Anthropology of Incommensurability and Inconceivability." <i>Annual Review of Anthropology</i> 30: 319-334.</p> <p>Bourgois, Philippe. 1998. "Just Another Night in a Shooting Gallery." <i>Theory, Culture and Society</i> 15(2): 165-196.</p> <p>Wacquant, Loïc. 1993. "Inside 'the Zone': The Social Art of the Human in the American Ghetto." In <i>The Weight of the World: Social Suffering in Contemporary Society</i>, edited by Pierre Bourdieu et. al. Stanford University Press.</p> <p>Comaroff, Jean and John. 2004. "Criminal Obsessions, after Foucault: Postcoloniality, Policing, and the Metaphysics of Disorder." <i>Critical Inquiry</i> 30: 800-824.</p> |
| Week 8/March 1 | Ethnographic Roundup | Garcia, Angela. <i>The Pastoral Clinic</i> . |
| | | Comaroff, Jean and John. <i>Theory from the South: Or, How Euro-</i> |

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| Week 9/March 8 | Decolonial Epistemologies | <p><i>America is Evolving Toward Africa</i>. Ch. 1&2.</p> <p>DeSousa Santos, Boaventura. <i>Epistemologies of the South: Justifications Against Epistemicide</i>. Ch. 4</p> <p>McClaurin, Irma. <i>Black Feminist Anthropology</i>. Introduction and C</p> |
| Week 10/March 15 | Cancer | <p>McMullin, J. "Cancer." <i>Annual Review of Anthropology</i> 45(1): 253.</p> <p>Livingston, Julie. <i>Improvising Medicine: An African Oncology War against an Emerging Cancer Epidemic</i>. Ch. 3 and 4.</p> <p>VonHollen, Cecilia. 2018. "Handle with Care: Rethinking the Right versus Culture Dichotomy in Cancer Disclosure in India." <i>Medical Anthropology Quarterly</i> 32(1): 59-84.</p> |
| Week 11/March 22 | Ethnographic Roundup | <p>Banerjee, Dwai. <i>Enduring Cancer</i>.</p> |
| Week 12/March 29 | Food | <p>Caldwell, Melissa. "The Taste of Nationalism: Food Politics in Postsocialist Moscow." <i>Ethnos: Journal of Anthropology</i> 67: 295-3</p> <p>Cole, Steven and G. Tembo. "The Effect of Food Insecurity on Mental Health: Panel Evidence from Rural Zambia." <i>Social Science and Medicine</i> 73(7): 1071-2079.</p> <p>DeVault, Marjorie. <i>Feeding the Family: The Social Organization of Caring as Gendered Work</i>. Ch.</p> <p>Stout, Noelle. "Feminist, Queers, and Critics: Debating the Cuban Trade." <i>Journal of Latin American Studies</i> 40(4): 721-742.</p> |
| Week 13/April 5 | Morals | <p>Das, Veela. "Trauma and Testimony: Implications for Political Community." <i>Anthropological Theory</i> 3: 293-307.</p> <p>Csordas, Thomas. "Morality as a Cultural System." <i>Current Anthropology</i> 54(5): 523-546.</p> <p>Fassin, Didier. "Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals." <i>Anthropological Theory</i> 13(3): 311-334.</p> |

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

Assessed Weekly:

Reading responses

Participation responsibilities

ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY



ANG 6498
Section 0001

Spring 2021
Thursday: 3:00 pm – 5:50 pm
Video Streaming
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Virtual Office Hours: Thursday, 1:00pm – 2:30pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, qualitative methods play a particularly important role in the way we design our projects, collect and analyze data, and circulate our work both inside and outside academia. This course is an exploration of various qualitative methods that cultural anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as the less common, including focus groups and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide you with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance your own research projects and agendas through the use of qualitative methods.

Class Structure

This course will use Zoom for synchronous (“real time”) class meetings. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom>. In order to use Zoom, you must sign into the Zoom session using your NID and password. Please note that these sessions will be recorded. If you have any technical issues accessing Zoom, please contact Webcourses@UCF Support: <https://cdl.ucf.edu/support/webcourses>.

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

Office Hours

Office hours for both Dr. Harris and the GTA will be held via Zoom. The Zoom links are 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 or the GTA know in order to schedule an appointment.

Course Requirements

Attendance

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each

discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations). Your Reading Reflections must be submitted via Webcourses by 11:59pm on the evening prior to class. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 13 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: [https://graduate.ucf.edu/pathways-to-success/#CITI Training](https://graduate.ucf.edu/pathways-to-success/#CITI%20Training).

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with Dr. Harris before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations).

Project Presentation

You will give an in-class 20-30 minute presentation on your project at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

| | |
|------------------------------------|------------------------------------------------------------------------------------------|
| Reading Reflections (12 out of 13) | 20% of total grade |
| Project | 40% of total grade |
| Project Presentation | 20% of total grade |
| Participation | 20% of total grade (10% for discussion leadership, 10% for non-leadership participation) |

Grading Scale

Reading Reflections, project assignments, project presentation, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Course Policies

Respectful Behavior

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Zoom Meeting Expectations

Even though we will be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings, and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- *Join early.* Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class.
- *Enable video.* Have your video on unless you truly are experiencing connection issues.
- *You're on camera!* Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- *Camera level.* Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- *Microphone.* Mute your microphone when not talking.
- *Be in a quiet space.* Find a space without interruptions or background noise.
- *Lighting.* Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- *Raising your hand.* If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Harris can call on you. This will prevent you from speaking over/speaking at the same time as other participants.

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.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an “A-” but the assignment is one day late, your grade will be a “B+”. If it is two days late, your grade will be a “B,” and so on. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF’s Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, “Academic Misconduct,” you are prohibited from engaging in the following:

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

Responses to Academic Misconduct

Engaging in academic misconduct it 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 assignment or in the course and/or suspension or expulsion

from the university. Another penalty is receiving a “Z Designation” on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide’s physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on the Student Center Screen, click on “UCF Alert,” fill out the information (including email address, cell phone number, and cell phone provider), click “Apply” to save 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>

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

Everyone is required to wear a facial covering inside all common spaces and classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Dr. Harris will ask anyone who is not wearing facial coverings to leave the classroom. If they refuse to leave or put on a facial covering, they may be considered disruptive (see Golden Rule for behavior expectations). Dr. Harris has the right to cancel class if the safety and well-being of class members are in jeopardy. Students are responsible for the material that would have been covered in class.

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.

COVID-19 and Illness Notification

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

In Case of Faculty Illness

If Dr. Harris 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 in Webcourses or Knights email for any alterations to this course.

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, January 15**. 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:



- Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield.



- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Second Edition. Lanham: Rowman & Littlefield.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available electronically on the Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at <https://webcourses.ucf.edu>, go to Courses, and select ANG6498-21Spring 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Thursday, January 14

- TOPIC: Course Overview / Epistemology and Method

- READING: Schnegg, Michael. 2014. "Epistemology: The Nature and Validation of Knowledge." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence G. Gravlee, 21-53. Lanham: Rowman & Littlefield.
-

Week 2

Thursday, January 21

Reading
Reflection #1

- TOPIC: Fieldwork and Participant Observation
- READINGS: Bernard, pg. 272-307

Loftsdóttir, Kristin. 2002. "Never Forgetting? Gender and Racial-Ethnic Identity During Fieldwork." *Social Anthropology* 10(3): 303-317.

Tedlock, Barbara. 1991. "From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography." *Journal of Anthropological Research* 47(1): 69-94.

Week 3

Thursday, January 28

Reading
Reflection #2

- TOPIC: Interviewing
- READINGS: Bernard, pg. 163-179, 184-232

Robben, Antonius C.G.M. 1996. "Ethnographic Seduction, Transference, and Resistance in Dialogues About Terror and Violence in Argentina." *Ethos* 24(1): 71-106.

Small, Mario Luis. 2009. "How Many Cases Do I Need?: On Science and The Logic of Case Selection in Field-Based Research." *Ethnography* 10(1): 5-38.

Week 4

Thursday, February 4

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Oral History
- READINGS: Sommer, Barbara W. and Mary Kay Quinlan. 2018. *The Oral History Manual*. Lanham: Rowman & Littlefield. (pg. 1-9, 63-89, 111-115)

Borland, Katherine. 1991. "That's Not What I Said': Interpretive Conflict in Oral Narrative Research." In *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, 63-75. New York: Routledge.

Portelli, Alessandro. 1997. *The Battle of Valle Giulia: Oral History and the Art of Dialogue*. Madison: University of Wisconsin Press. (pg. 3-23)

- CITI TRAINING: [https://graduate.ucf.edu/pathways-to-success/#CITI Training](https://graduate.ucf.edu/pathways-to-success/#CITI%20Training)

Week 5

Thursday, February 11

Reading
Reflection #4

- TOPIC: Focus Groups – Part 1
- READING: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: Sage Publications.

Week 6

Thursday, February 18

Reading
Reflection #5

- TOPIC: Focus Groups – Part 2
- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1): 78-86.

Chen, Julienne, and Pearlyn Neo. 2019. "Texting the Waters: An Assessment of Focus Groups Conducted via WhatsApp Smartphone Messaging Application." *Methodological Innovations* September-December: 1-10.

Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21: 236-265.

Ward, Victoria M., Jane T. Bertrand, and Lisanne F. Brown. 1991. "The Comparability of Focus Group and Survey Results: Three Case Studies." *Evaluation Review* 15: 266-283.

Week 7

Thursday, February 25

Reading
Reflection #6

- TOPIC: Digital Ethnography – Part 1
- READINGS: Boellstorff, Tom. 2012. “Rethinking Digital Anthropology.” In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, 39-60. London: Berg.

Góralaska, Magdalena. 2020. “Anthropology from Home: Advice on Digital Ethnography from the Pandemic Times.” *Anthropology in Action* 27(1): 46-52.

Hallett, Ronald E., and Kristen Barber. 2014. “Ethnographic Research in a Cyber Era.” *Journal of Contemporary Ethnography* 43(3): 306-330.

Roberts, Lynne D. 2015. “Ethical Issues in Conducting Qualitative Research in Online Communities.” *Qualitative Research in Psychology* 12: 314-325.

Week 8

Thursday, March 4

Reading Reflection #7
AND
Research Proposal Due

- TOPIC: Digital Ethnography – Part 2
- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. “#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States.” *American Ethnologist* 42(1): 4-17.

Cousineau, Luc S., Harrison Oakes, and Corey W. Johnson. 2019. “Appnography: Modifying Ethnography for App-Based Culture.” In *Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life*, edited by Diana C. Parry, Corey W. Johnson, and Simone Fullagar, 95-117. Cham: Palgrave Macmillan.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. “Netnographic Analysis: Understanding Culture Through Social Media Data.” In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: Sage Publications.

Week 9

Thursday, March 11

Reading
Reflection #8

- TOPIC: Visual Ethnography
- READINGS: De León, Jason. 2018. “The Indecisive Moment: Photoethnography on the Undocumented Migration Trail.” In *Photography and Migration*, edited by Tanya Sheehan, 115-130. Abington: Routledge.

Harper, Douglas. 2002. "Talking About Pictures: A Case for Photo Elicitation." *Visual Studies* 17(1): 13-26.

Johnson, Ginger A. 2011. "A Child's Right to Participation: Photovoice as Methodology for Documenting the Experiences of Children Living in Kenyan Orphanages." *Visual Anthropology Review* 27(2): 141-161.

Pink, Sarah. 2013. *Doing Visual Ethnography*. London: Sage Publications. (pg. 33-47, 73-160)

Week 10

Thursday, March 18

Reading
Reflection #9

- TOPIC: Archival Research
- READINGS: Dirks, Nicholas B. 2002. "Annals of the Archive: Ethnographic Notes on the Sources of History." In *From the Margins: Historical Anthropology and Its Futures*, edited by Brian Keith Axel, 47-65. Durham: Duke University Press.

Murphy, Fiona. 2011. "Archives of Sorrow: An Exploration of Australia's Stolen Generations and Their Journey into the Past." *History and Anthropology* 22(4): 481-495.

Verdery, Katherine. 2014. "Ethnography in the Securitate Archive." *Acta Universitatis Sapientiae, Social Analysis* 4(1-2): 7-29.

Week 11

Thursday, March 25

Reading
Reflection #10

- TOPIC: Data Collection and Analysis
- READINGS: Bernard, pg. 308-322, 437-470

Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9): 1277-1288.

Jackson, Jean E. 1990. "I Am a Fieldnote': Fieldnotes as a Symbol of Professional Identity." In *Fieldnotes: The Makings of Anthropology*, edited by Roger Sanjek, 3-33. Ithaca: Cornell University Press.

Weston, Cynthia, Terry Gandell, Jacinthe Beauchamp, Lynn McAlpine, Carol Wiseman, and Cathy Beauchamp. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24(3): 381-400.

Week 12

Thursday, April 1

Reading
Reflection #11

- TOPIC: Data Management
- READINGS: Bourdon, Sylvain. 2002. "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum: Qualitative Social Research* 3(2): Art. 11.

Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4): 385-403.

Week 13

Thursday, April 8

Reading Reflection #12
AND
Data Collection and Analysis Due

- TOPIC: Feminist Ethnography
- READINGS: Abu-Lughod, Lila. 1990. "Can There Be a Feminist Ethnography?" *Women & Performance* 5(1): 7-27.

Davis, Dána-Ain, and Christa Craven. 2016. *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. Lanham: Rowman & Littlefield. (pg. 121-143)

Harrison, Faye V. 2007. "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization." In *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann E. Kingsolver, 23-31. Santa Fe: School for Advanced Research Press.

Skeggs, Beverley. 2001. "Feminist Ethnography." In *Handbook of Ethnography*, edited by Paul Atkinson, Amanda Coffey, Sara Delmont, John Lofland, and Lyn Lofland, 426-442. London: Sage Publications.

Week 14

Thursday, April 15

- NO CLASS – SPRING BREAK

Week 15

Thursday, April 22

| |
|---------------------------|
| Reading Reflection #13 |
|---------------------------|

- TOPIC: Decolonizing and Indigenous Methodologies
 - READINGS: Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Durham: Duke University Press. (pg. 17-37)

Porsanger, Jelena. 2004. "An Essay About Indigenous Methodology." URL: <https://munin.uit.no/bitstream/handle/10037/906/article.pdf>

Steinhauer, Evelyn. 2002. "Thoughts on an Indigenous Research Methodology." *Canadian Journal of Native Education* 26(2): 69-81.

Zavala, Miguel. 2013. "What Do We Mean By Decolonizing Research Strategies?: Lessons From Decolonizing, Indigenous Research Projects in New Zealand and Latin America." *Decolonization: Indigeneity, Education & Society* 2(1): 55-71.
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Finals Week

Sunday, April 25

| |
|----------------------------------|
| Project Report due by 11:59pm |
|----------------------------------|

Thursday, April 29

- Student presentations (1:00pm – 3:50pm)

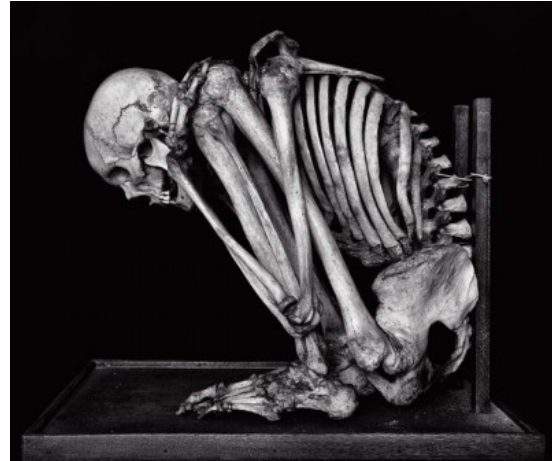
Advanced Human Osteology

ANG6520c – SPRING 2021

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

Instructor Contact

| | |
|-----------------------|---------------------------------------------------------|
| Instructor | Dr. J. Marla Toyne |
| Meeting Time/Location | Tuesday 2:00-5:50pm, MSB 149 F2F --- Lecture and Lab |
| Office | Howard Phillips Hall, 409R |
| Office Hours | Monday 4:00-6:00pm or by appt |
| Lab Hours | Weds 1:00-3:00pm or by appt |
| Phone | (407) 823-1927 |
| E-mail | j.marla.toyne@ucf.edu |



I. Welcome

II. University Course Catalog Description

Advanced seminar on methods and theory pertaining to the study of the human skeleton.

III. Course Description

This course develops an in-depth study of the methods used for the analysis of human remains from archaeological contexts that are also applicable to those encountered in forensic contexts. It consists of a consideration of the history of research methods in skeletal biology, pathological processes, and the biological anthropological techniques employed in the analysis of the human skeletal material with emphases on the metric and non-metric characterization of skeletal and dental shape and size, and the application of demographic reference standards for age and sex determination and population affinity. The aim of this course is to provide the student with the knowledge to assess human remains at both individual and population levels and to interpret the pathological and demographic data in the light of their archaeological or forensic context. It also provides an introduction to the means by which to investigate human health and well-being of past human groups through an emphasis on the identification, description, and recording of pathological, traumatic, and degenerative changes in human skeletal remains. Classes will consist of seminar discussions, short lectures, and hands-on lab exercises to provide experience in working with adult and juvenile skeletal remains.

IV. Course Objectives

- To develop an understanding of current (traditional) and innovative methodology in bioarchaeological anthropology;
- To increase knowledge about science-based approaches within the field of osteoarchaeology;
- To practice basic human osteological identification, data collection, and reporting skills;
- To develop professional presentation and discussion skills;

- To review the literature (original and recent) to develop critical thinking skills in research.

V. Learning Objectives

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

- To develop competency in skeletal identification and analysis.
- To explore different data collection strategies for various types of osteological data.
- To identify and record various types of skeletal and dental characteristics and common pathological conditions.
- To consider the value of individual and population based approaches to studying skeletal collections, analytical methods, and connect data to higher order questions of anthropological interest.

VI. Course Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

VII. Course Credits

3 credit hours

VIII. Course Requirements

- Regular attendance and participation in course lectures, discussions, and laboratory activities.
- Submission of laboratory assignments, written assignments, final paper, and individual in class research presentation according to protocols.
- Each class will include a weekly Discussion and Lab component.

Seminar and Lab Structure:

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

Lab practical activities will be demonstrated and discussed. It may be necessary to complete activities and collect data independently.

IX. RECOMMENDED Texts

Required Textbook:

- Nikita, E. (2017). *Osteoarchaeology : A guide to the macroscopic study of human skeletal remains*. New York: Academic Press.
 - **Hardcover ISBN:** 9780128040218 | **eBook ISBN:** 9780128040973
 - <https://eds.b.ebscohost.com/eds/detail/detail?vid=2&sid=78dcoa0f-0990-4d02-ab83-21ec59302766%40pdc-v-ssesmgr05&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ucfl.PDA007945448&db=cat00846a>
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
 - **Print ISBN:**9781444334258 | **Online ISBN:**9781444345940
 - <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=819322>

Required Manuals:

- **Buikstra JE, and Ubelaker DH, editors.** 1994. **Standards** for Data Collection from Human Skeletal Remains. Fayetteville: Arkansas Archaeological Survey.

Highly, highly Recommended Manuals:

- **Baker, B.J., Dupras, T.L., & Tocheri, M.W.** (2005). *The osteology of infants and children.* College Station: Texas A&M University Press.
- **Bass, W.M.** (1994). *Human osteology: A laboratory and field manual of the human skeleton.* Columbia, Missouri: Missouri Archaeological Society Special Publications. (A classic)
- **DiGangi, E.A., & Moore, M.K.** (Eds.). (2012). *Research methods in human skeletal biology.* New York: Academic Press.
- **Katzenberg, M.A., & Grauer, A.L.** (Eds.). (2019). *Biological anthropology of the human skeleton* (3rd ed.). New York: Wiley-Liss.
- **White, T.D., & Folkens, P.A.** (2005). *The human bone manual.* Amsterdam ; Boston: Elsevier Academic.

Weekly Supplemental Readings

- Additional readings will be assigned weekly pertaining to specific topics to be discussed. See the weekly schedule and reading list posted.
- Additional important website or news reports will be linked to the course Webcourses.
- Students will also be required to independently find resources and present materials to the class.

X. EVALUATION

Grades will be based on a student’s scores weighed in the following:

| | |
|---------------------------------------|------------------------------|
| Article Discussion and Participation: | 15% (Weekly discussions) |
| Lab Activities: | 35% (In class lab exercises) |
| Weekly Annotations: | 10% (Annotated bibliography) |
| Research Methods Paper: | 25% (20 page research paper) |
| Research Presentation: | 15% (In class presentation) |
| Total | 100% |

Grading Scale (%)

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

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

XI. LEARNING ASSESSMENT

Participation:

Regular attendance and participation in class and assignments are required. Attendance will be recorded. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. This is a labor intensive, lab intensive course. The more hands-on, touchy-touch the bones time you spend, the more you will get out of this. The more variation you see, including photographs of different cases, conditions, and diagnoses, the better you will understand the possibilities and processes affecting skeletal remains.

Everyone will be coming into this class with varying levels of experience and recognize that as a small group you will be evaluated on your individual progress based on how far you have come in the class rather than in comparison with others. Even I will be better at the end of the semester as well. That is because I will be spending a ton of time in the lab working with you. I also expect you to work with each other. Most particularly I expect those with a stronger background to work with those less well prepared. At the end of the day these things will determine a great portion of your grade. However, you are independently responsible for your own observations and data collection, no data sharing.

Weekly Seminar Discussions:

Each week will include a topical discussion of a series of 3-4 assigned readings. Everyone will be responsible for reading and annotating (see below) each article or chapter, but a specific student will volunteer each week to LEAD the discussion. On weeks that we have a Bring/Find, **the discussant** will post to the class new readings and incorporate a summary and critical discussion of the NEW articles they found and contributed to the broader discussion. Everyone is expected to read the new articles and annotate them as well. Those leading the discussion will have to submit a topical outline to me via email the night before class (24 hrs) just to make sure that the major points will be covered. Since it is meant to be a conversation among scholars, powerpoints or handouts are not necessary, unless there is some relevant diagram or model that you would like to share. Additional suggestions for seminar leadership are provided on Webcourses.

Annotations:

Annotations are **critical summaries** of important bibliographic sources. Each week for every article/reading posted for class you will need to complete annotations. On the weeks that there are Bringing/Finding a new article you will include that as well. Each annotation must start with the correct bibliographic formatting of the source followed by the annotation.

Lab readings – i.e. **Standards** are not to be annotated but may become part of the discussion if relevant. See Webcourses for more information about formatting and suggestions for annotations.

Lab Assignments:

12 short written lab assignments will be submitted weekly during this course. These assignments are designed to provide a student with critical thinking exercises as well as hands-on experience in the osteological data recording techniques. You must attend class in order to complete these assignments based on lab materials. Assignments will be due online by **Tuesday at 12pm noon** of the following week before the next class.

TOOLS for Lab Work

Students are required to bring hardcopies of their textbook manuals to each lab (Buikstra/Ubelaker 1994). Other practical laboratory resource materials will be available for laboratory examination, demonstration, and revision and will include:

- Human skeletal material (original and replicas), including crania and postcranial bones, juvenile bones, bones demonstrating traumatic and pathological modifications, and loose human teeth.
- Reference casts and plastic models of human skeletal material used for age, sex, and nonmetric trait determination.
- Selective osteometric equipment.
- Demonstration radiographic material.
- Osteology reference guides (White/Folkens 2001, Baker et al. 2005, etc.).

- Library and Web based reference material.

Research Paper

Each student is required to submit an advanced (~15-20 pages) term paper on a topic in Human Osteology. The instructor **MUST** approve the paper topics in advance of the submission date (**Topics due**). This assignment is intended to allow the students to research and develop a more thorough understanding of a research method of interest to them. The paper should still be presented as a **problem-oriented with a clear thesis statement** (i.e., not a literature review). Each student must use a minimum of thirty original sources (i.e. books, book chapters, or journal articles) (**Proposals – Abstract/Outline and a minimum of 12-15 refs**). Internet sources may only be used for research (e.g. finding original resources) and not cited in the bibliography as a major source of information (unless approved). Further format and bibliographic details will be provided in class and on Webcourses. These papers will be due in class later in the semester. Finally, a short 15-20 minute research presentation (like conference) will be presented during the last classes. More information on each of these written assignments is available on Webcourses and will be discussed in class.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for AJPA (American Journal of Physical Anthropology) referencing and formal academic papers (12-point Times New Roman font, double-spaced, 1 inch margins). Spelling and grammar are also very important and will be taken into consideration. You also should note that **LATE ASSIGNMENTS, LABS and TERM PAPERS WILL BE PENALIZED BY ONE PERCENT of ASSIGNMENT PER DAY** unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

XII. Course Policies: Grades

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

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

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

XIII. Required Statement Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

XIV. Course Policies: Technology and Media

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

Contacting the professor: In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between

student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements daily.

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

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6520 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Also check Webcourses for common questions asked and their answers via the discussion boards

Webcourses@UCF: This is a Face to Face course. Course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF.

Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, and weekly outlines. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

XV. Course Policies: Student Expectations

Attendance Policy: Attendance is important for your success in 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. 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.**
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use.
- While computers/laptops may be useful for notes, they are for **taking notes**, but consider this is a lab course and we will be moving around the classroom. **Turn OFF notifications.** 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 can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, 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, their opinions, and the diverse issues and topics that will be presented.

- **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 online assignments, discussions, and exams as well.

Deadlines and Make-ups: Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. 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** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. 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>>.

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of ‘Incomplete’: Assignments turned in late will be assessed a penalty. Major assignments will not be accepted if overdue by more than seven 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.

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

Academic conduct: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

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

academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

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

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

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

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

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

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

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

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

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

- In case of an emergency, **dial 911 for assistance.**
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>)

Deployed Active Duty Military Students Statement: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

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

XVI. 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.

XVII. 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.

XVIII. Important Dates to Remember

The SPRING Academic calendar can be found online at: <http://calendar.ucf.edu/2021/spring>

Drop/Swap Deadline: January 15th

Withdrawal Deadline: March 26th

Spring Break: April 12th-16th, 2021

| | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 and in announcements. 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. |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

XIX. SCHEDULE (Outline) (May be subject to minor changes as required)

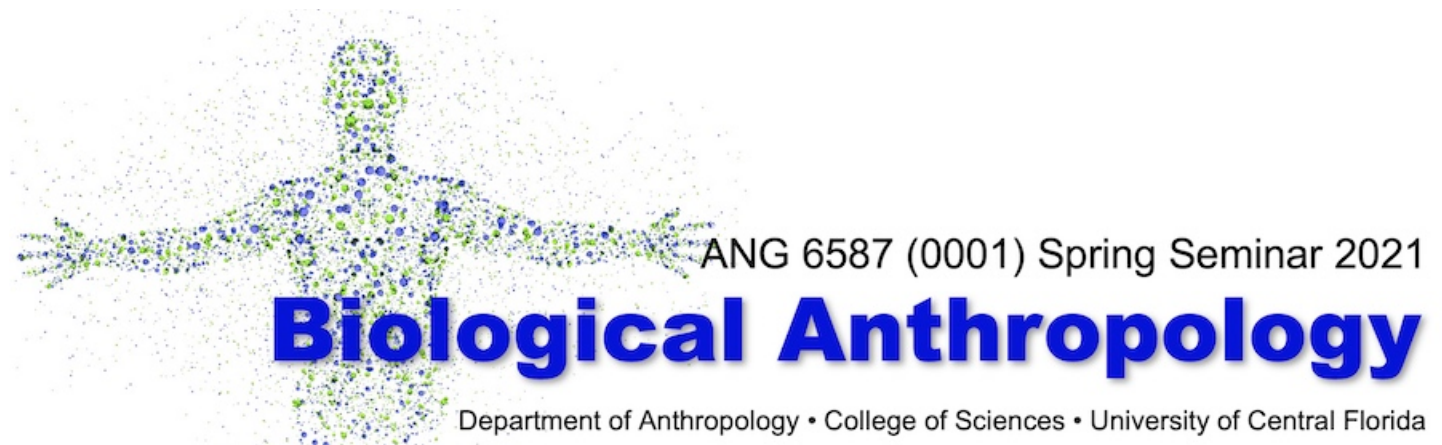
Further details ON WEBCOURSES

| | | |
|---------------------------------|--------|----------------------------------|
| I. | Jan 12 | Introduction and Lab Orientation |
| II. | Jan 19 | Skeletal Biology and Data |
| III. | Jan 26 | Taphonomy and Commingled |
| Paper Topic Due | | |
| IV. | Feb 2 | Demography - Sex |
| V. | Feb 9 | Demography - Age |
| VI. | Feb 16 | Juvenile |
| VII. | Feb 23 | Growth Patterns |
| Paper Outline/Biblio Due | | |
| VIII. | Mar 2 | Morphometrics/Biodistance |
| IX. | Mar 9 | Dental morphology |
| X. | Mar 16 | Dental pathology |
| XI. | Mar 23 | Health, stress, disease |
| XII. | Mar 30 | Epidemiological approaches |
| XIII. | Apr 6 | Trauma |
| Paper Due ONLINE | | |
| XIV. | Apr 13 | No Class |
| XV. | Apr 20 | Biomechanics |
| XVI. | Apr 27 | Student Presentations |

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Course Information

Course name: Seminar in Biological Anthropology
Course ID: ANG 6587 (0001)
Credit hours: 3.0 hours
Semester/year: Spring 2021
Location & time: Wednesday 6:00-8:50pm in NSC 117

Professor Contact

Professor: **Dr. Lana Williams**
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Monday 10:00-11:20 AM EST via Chat
(or by scheduled appointment online via Conferences or Zoom)
E-mail: via WebCourses Inbox messaging (or lane.williams@ucf.edu)

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
 - [Communicating with Inbox](#)
- [Course Policies](#)
 - [Missing or late work](#)
 - [Absence accommodations](#)
 - [Respect for diversity](#)
 - [Academic integrity](#)
 - [External study materials](#)

- [Academic Resources](#)
- [COVID requirements](#)
- [Technical Resources](#)
- [Campus emergencies](#)

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.

Prerequisites: Admission to Anthropology MA or CI.

What is this course about?

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research on human evolution and the biological basis for human diversity and behavior. Using analytical discussion as our foundation, we will examine many of the major questions and issues facing biological anthropologists today.

Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories
- Molecular genomics, population and behavioral genetics and evolutionary forces
- Human and primate behavioral and cognitive evolution
- Functional and adaptive nature of human diversity and biological variation
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course
- Evolutionary and contemporary biocultural perspectives on human health, including nutrition and adaptive immunity

What skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

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

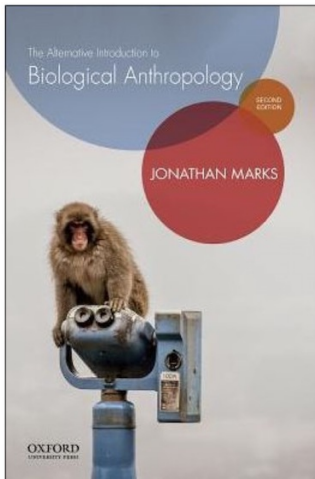
- Speak knowledgeably about core theoretical concepts that are fundamental to biological anthropology, including their historical development.
- Explore new and unfamiliar problems and techniques in biological anthropology with confidence

using a 'first principles' approach.

- Integrate empirical evidence relevant to the human experience in evolutionary history, our biological diversity and social-environmental ecology.
- Produce high-quality writing addressing specific points in research design, methodological applications, or context and use of empirical evidence.
- Present information and engage in scholarly dialogues with colleagues and critically reflect on the generation and dissemination of that knowledge.
- Actively contribute to a better understanding of biological anthropology through group interaction and discussion.

What textbooks will I need?

The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



The Alternative Introduction to Biological Anthropology

Author: J. Marks

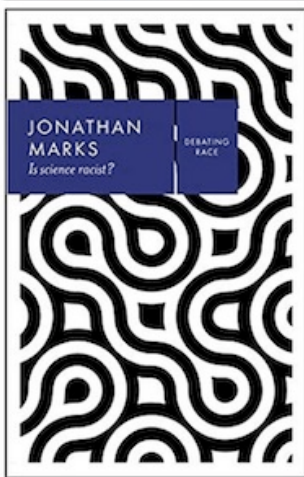
Edition: **2nd edition**

Year: 2018

Publisher: Oxford University Press

ISBN: 9780190490997

Available in paperback, eBook and rental formats



Is Science Racist?

Author: J. Marks

Edition: 1st edition

Year: 2017

Publisher: Polity

ISBN: 9780745689227

Available in paperback and eBook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu (<http://my.ucf.edu>) and then the “Online Course Tools” tab. This is your learning forum and will be

used to deliver your course content, submit your assignments and communicate with your professor and peers in the course. [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 combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

How should I plan my course work schedule?

This course explores the many aspects of biological anthropology through evolution, human genomics, and human biological diversity— areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 14 weeks of the Spring 2021 term, you should expect to spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities**. You should also plan on setting aside a minimum of **three-to-five hours each week to complete your assigned reading and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level course. All due dates for assignments are located in the table at the end of this syllabus.

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 Spring 2021 semester classes begin on **JAN 11, 2021** and end on **APR 26, 2021**, with a **required** final assessment class on **APR 28, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- complete weekly assigned reading and keep a weekly notes journal;
- participate in weekly online forums and in-class discussions;
- write 10 short critical reaction papers and participate in peer reviews of written work.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of the course. The modules contain your readings, assignments, and any links to information websites. Modules also contain tools on reading and writing effectively, critical analysis, and research topic suggestions to assist you in preparing for class discussions and completing your assignments. All written work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). 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 reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the 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, computer set-up and/or use of 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 textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to meet this requirement, please submit your initial online forum contribution in **FORUM 1: Validating Science?** in MODULE 1 by **05:00pm EST** on **JAN 15, 2021**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding.**

How will I be evaluated and graded?

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

Forum contributions (10 points each week) 140 points 20% of final grade

Critical reaction papers (10 points each paper) 100 points 40% of final grade

Participation:

- Weekly notes journal (5 points each class) 70 points 20% of final grade
- Active attendance (5 points each class) 70 points 10% of final grade
- Peer review process (5 points each paper) 50 points 10% of final grade

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take **about 30 minutes** to complete.
- **Critical reaction papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper includes a thoughtful and constructive critique that references required readings and outside sources not included in the course. On average, you should expect to spend **approximately 2 hours** writing and editing your paper prior to submission.
- **Weekly notes journal:** You will need to complete and submit a 'Note-Taking for Journal Articles' form for each assigned article. This process is intended to help you summarize and formulate your own discussion points and questions in preparation for forum contributions and in-class discussions. You should expect to spend at least 10 minutes taking notes per assigned article, or **about 1 hour** per week.

- **Active attendance:** You will need to fully participate in weekly in-class discussion using your notes on assigned readings. Active attendance means that you are prepared, present in the discussion, and proactive (and polite) when engaging in scholarly discourse. This is a **self-graded response** in fairly and responsibly evaluating your participation and should take **about 5 minutes** to complete..
- **Peer review process:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend **approximately 30-45 minutes** reading and writing review comments each week that a paper is submitted.

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

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

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

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

How do I view my grades?

You can access your grades for assignments 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, participation and forum contribution grades will be available within five-to-seven days after the final due date. For critical summary papers, grades will be available within seven-to-ten 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.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout

the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader and/or overall class feedback in announcements. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks).

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved.** 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 **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 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 class meeting time. 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 **within five days of the missed seminar meeting date** (if medically possible).

Are there accommodations for military and 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 as soon as they receive notification of deployment to make related arrangements.
- 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/pandemic 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 requirements at UCF?

University-Wide Face-Covering Policy

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

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 Notifications

Students who believe they may have a COVID 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 and/or experiencing any symptoms of COVID.
- have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID symptoms.

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.

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.

Accessibility COVID Supplement

Accommodations may need to be added or adjusted should this course shift in format or scheduling due to COVID pandemic conditions. 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 if this occurs.

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. Therefore, I ask that you **inform me in writing** (via email or WebCourses Inbox message) of any class absences and/or missed or late assignments impacted by the challenges faced in this pandemic.

What academic support 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.

What non-academic support resources are available to me?

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 \(http://ucfcares.com\)](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 08:00am EST and 05:00pm EST. 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.

You can find additional non-academic resources listed in the Course Introduction module in [THE BASICS: What Do I Need to Know . . . ?](#).

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.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed \(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)](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 \(http://goldenrule.sdes.ucf.edu/zgrade\)](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 \(http://osc.sdes.ucf.edu/faq#students\)](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 \(http://goldenrule.sdes.ucf.edu\)](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 complete written assignments as a group.** If you do this, it is easily detectable through online links and WebCourses action logs including student submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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

Why should I use WebCourses Email Inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check our UCF email once, if at all, during the weekend hours (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 and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are

supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/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 online isn't working in the course modules?

If you are experiencing **problems accessing materials or submitting your work**, please contact me 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 and assignment**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I submitted the discussion post, but . . ." excuses can be traced and verified.

How can I use external study 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.

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

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

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

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 seminar discussion and assignment schedule?






Changes to the seminar discussion and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the discussion and assignment schedule. **You will be notified of any changes through Announcements** in WebCourses.

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










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

Course Summary:








| Date | Details | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Jan 13, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169005&include_contexts=course_1369296) | 6pm to 9pm |
| Fri Jan 15, 2021 |  FORUM 1: Validating 'science'? (https://webcourses.ucf.edu/courses/1369296/assignments/6937899) | due by 11:59pm |
| Wed Jan 20, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169006&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Jan 21, 2021 |  ATTEND: Class on JAN 20, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6959938) | due by 11:59pm |




| Date | Details | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Sat Jan 23, 2021 |  FORUM 2: Darwin and Culture? (https://webcourses.ucf.edu/courses/1369296/assignments/6937898) | due by 11:59pm |
| Mon Jan 25, 2021 |  PAPER 1: Value of 'Biocultural' (https://webcourses.ucf.edu/courses/1369296/assignments/6937917) | due by 11:59pm |
| Wed Jan 27, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169007&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Jan 28, 2021 |  ATTEND: Class on JAN 27, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963526) | due by 11:59pm |
| Sat Jan 30, 2021 |  FORUM 3: Ethical Codes? (https://webcourses.ucf.edu/courses/1369296/assignments/6937897) | due by 11:59pm |
| Mon Feb 1, 2021 |  PAPER 2: Meaning of the Gene (https://webcourses.ucf.edu/courses/1369296/assignments/6937918) | due by 11:59pm |
| Wed Feb 3, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169008&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Feb 4, 2021 |  ATTEND: Class on FEB 03, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963536) | due by 11:59pm |
| Sat Feb 6, 2021 |  FORUM 4: Genetic Diversity? (https://webcourses.ucf.edu/courses/1369296/assignments/6937889) | due by 11:59pm |
| Mon Feb 8, 2021 |  PAPER 3: Changing the Pool (https://webcourses.ucf.edu/courses/1369296/assignments/6937919) | due by 11:59pm |

| Date | Details | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Feb 10, 2021 |  ANG 6587 Biological Anthropology Seminar /calendar?event_id=2169009&include_contexts=course_1369296 | 6pm to 9pm |
| Thu Feb 11, 2021 |  ATTEND: Class on FEB 10, 2021 /1369296/assignments/6963537 | due by 11:59pm |
| Sat Feb 13, 2021 |  FORUM 5: Species or Not? /1369296/assignments/6937887 | due by 11:59pm |
| Mon Feb 15, 2021 |  PAPER 4: Taxonomy vs. Diversity /1369296/assignments/6937921 | due by 11:59pm |
| Wed Feb 17, 2021 |  ANG 6587 Biological Anthropology Seminar /calendar?event_id=2169010&include_contexts=course_1369296 | 6pm to 9pm |
| Thu Feb 18, 2021 |  ATTEND: Class on FEB 17, 2021 /1369296/assignments/6963538 | due by 11:59pm |
| Sat Feb 20, 2021 |  FORUM 6: Primate Culture? /1369296/assignments/6937886 | due by 11:59pm |
| Mon Feb 22, 2021 |  PAPER 5: The Primate "Threat" /1369296/assignments/6937922 | due by 11:59pm |
| Wed Feb 24, 2021 |  ANG 6587 Biological Anthropology Seminar /calendar?event_id=2169011&include_contexts=course_1369296 | 6pm to 9pm |
| Thu Feb 25, 2021 |  ATTEND: Class on FEB 24, 2021 /1369296/assignments/6963538 | due by 11:59pm |

| Date | Details | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| | /1369296/assignments/6963541 | |
| Sat Feb 27, 2021 |  FORUM 7: Roots of Plasticity in Our Tree? (https://webcourses.ucf.edu/courses/1369296/assignments/6937896) | due by 11:59pm |
| Wed Mar 3, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169012&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Mar 4, 2021 |  ATTEND: Class on MAR 03, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963605) | due by 11:59pm |
| Sat Mar 6, 2021 |  FORUM 8: Being Modern (https://webcourses.ucf.edu/courses/1369296/assignments/6937888) | due by 11:59pm |
| Mon Mar 8, 2021 |  PAPER 6: Why Not Neanderthal? (https://webcourses.ucf.edu/courses/1369296/assignments/6937920) | due by 11:59pm |
| Wed Mar 10, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169013&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Mar 11, 2021 |  ATTEND: Class on MAR 10, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963606) | due by 11:59pm |
| Sat Mar 13, 2021 |  FORUM 9: An Evolved Adolescence? (https://webcourses.ucf.edu/courses/1369296/assignments/6937893) | due by 11:59pm |
| Mon Mar 15, 2021 |  PAPER 7: Living a Long Life History (https://webcourses.ucf.edu/courses/1369296/assignments/6937924) | due by 11:59pm |

| Date | Details | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Mar 17, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169014&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Mar 18, 2021 |  ATTEND: Class on MAR 17, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963607) | due by 11:59pm |
| Sat Mar 20, 2021 |  FORUM 10: Is Taste 'Everything'? (https://webcourses.ucf.edu/courses/1369296/assignments/6937890) | due by 11:59pm |
| Mon Mar 22, 2021 |  PAPER 8: Risky Measures of Risk? (https://webcourses.ucf.edu/courses/1369296/assignments/6937925) | due by 11:59pm |
| Wed Mar 24, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169015&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Mar 25, 2021 |  ATTEND: Class on MAR 24, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963608) | due by 11:59pm |
| Sat Mar 27, 2021 |  FORUM 11: Current Petri Dish? (https://webcourses.ucf.edu/courses/1369296/assignments/6937891) | due by 11:59pm |
| Mon Mar 29, 2021 |  PAPER 9: Past and Future Disease-scapes (https://webcourses.ucf.edu/courses/1369296/assignments/6937916) | due by 11:59pm |
| Wed Mar 31, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169016&include_contexts=course_1369296) | 6pm to 9pm |

| Date | Details | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Thu Apr 1, 2021 |  ATTEND: Class on MAR 31, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963542) | due by 11:59pm |
| Sat Apr 3, 2021 |  FORUM 12: Your Extreme? (https://webcourses.ucf.edu/courses/1369296/assignments/6937892) | due by 11:59pm |
| Wed Apr 7, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169017&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Apr 8, 2021 |  ATTEND: Class on APR 07, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963527) | due by 11:59pm |
| Sat Apr 17, 2021 |  FORUM 13: Accepting Biological Race? (https://webcourses.ucf.edu/courses/1369296/assignments/6937894) | due by 11:59pm |
| Mon Apr 19, 2021 |  PAPER 10: Rejecting Biological Race (https://webcourses.ucf.edu/courses/1369296/assignments/6937923) | due by 11:59pm |
| Wed Apr 21, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169019&include_contexts=course_1369296) | 6pm to 9pm |
| Thu Apr 22, 2021 |  ATTEND: Class on APR 21, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963529) | due by 11:59pm |
| Sat Apr 24, 2021 |  FORUM 14: Where Do We Go Next? (https://webcourses.ucf.edu/courses/1369296/assignments/6958933) | due by 11:59pm |
| Mon Apr 26, 2021 |  PARTICIPATION: Peer Review Process (https://webcourses.ucf.edu/courses/1369296/assignments/6954443) | due by 11:59pm |

| Date | Details |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| |  PARTICIPATION: Weekly Journal Notes (https://webcourses.ucf.edu/courses/1369296/assignments/6957941) due by 11:59pm |
| Wed Apr 28, 2021 |  ANG 6587 Biological Anthropology Seminar (https://webcourses.ucf.edu/calendar?event_id=2169020&include_contexts=course_1369296) 6pm to 9pm |
| Thu Apr 29, 2021 |  ATTEND: Class on APR 28, 2021 (https://webcourses.ucf.edu/courses/1369296/assignments/6963531) due by 11:59pm |

Ang 6930 Syllabus

Ang 6930 Seminar in Cultural Anthropology
Thursdays 6 – 9 VAB 111
Vance Geiger, PhD
Office: Philipps Hall 311C
Office Hours: in class chat Fridays 12 – 2 pm
Phone 407-823-3779
E mail vance.geiger@ucf.edu

Grading

One class presentations (50 points each) = 50
One take Home exam (100 points) = 100
One 5 page paper (50 points) = 50
Total = 200

90 – 100 = A, 80 – 89 = B, 70 – 79 = C, etc.....

One presentation - Presenting your own research and culture

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Catalogue description: Theoretical foundations and contemporary issues in the study of living cultures.

Course Description: Introduction to the concept of culture and theories applying different concepts of culture to research at the graduate level.

Course objectives:

Comprehend different cultural approaches that can be applied in graduate research.

Practice teaching a concept of culture to provide students the experience of presenting one of the basic concepts in anthropology to undergraduates.

Integrate culture into their graduate research and explain how they will apply the Concept in their own research.

Take Home Exam: One of the things you must do to complete your graduate program is to take what we call “comprehensive” exams. These exams are a take home list of questions from members of your committee to assess if you have acquired the requisite

knowledge in the discipline to be certified and graduate. Comprehensive exams do more than assess your content knowledge of the discipline, they assess your analytical ability as well. That will be the purpose here as well.

Two page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a brief (2 page) paper on the same topic. Ideally, the impetus to complete this assignment will be something you can incorporate into your final the final research document you present to acquire your degree.

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 Conduct [Links to an external site.](#) for further action. See the UCF Golden Rule [Links 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 [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) 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.

[Links to an external site.](#)

-

In case of an emergency, dial 911 for assistance.

-

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..

-

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

-

If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/AEDlocations-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.) (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.
Deployed Active Duty Military Students
[Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) (Links to an external site.)



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



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[site.\)](#)

Active Duty Military

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.

Syllabus

Week 1:1/11: Organizational Meeting

Begin reading online articles: Watson, Bohannon, White

Week 2:1/18: Culture Discussion

Reading: Bruman, Sahlins, Steigerwald

Week 3:1/25: Modern determinism: Creating a culture of.....

Organizational culture readings

Reading: Online articles

Week 4: 2/1: Deterministic versus Contingent theories of culture

Reading:

Friend by Day, Enemy by Night – Chapter 1

The Pithouses of Keatley Creek – chapters 1,2 and 8

Settler Colonialism and the elimination of the native by Patrick Wolf

Boas – The Methods of Ethnography

Week 5: 2/8: Ideational versus Materialistic theories of culture

Harris – Cultural Materialism

A Sabotaged Aqueduct

Neil Jamieson chapter 1 Understanding Vietnam

James Scott – Seeing Like A State chapter 1

You Are What You Eat

Week 6: 2/15: Nature versus Nurture

Evolutionary Psychology Principles – Cosmidies and Tooby

Boehm – Reverse Hierarchies

Week 7: 2/22: Ontological Turn

Reading: The Ontological Turn available as pdf.

Week 8: 3/1: American Culture

Reading: Gunfighter Nation available as pdf.

Week 9: 3/8: Cultures in crisis – Wars, disasters, violence, dislocate, displaced people and refugees.

Week 10: 3/15: Ethnography of refugees

Making refuge chapters 1 – 4

Week 12: 3/22: Ethnography – The Insecure City

Week 13: 3/29: Research Presentations

Week 14 4/4: Research Presentations

4/11 – 18 Spring Break

Week 15: 4/19: Research presentations

Class ends 4/26



ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

| | | | |
|---------------|---------------------------------------------------|----------------------|--------------------------|
| Instructor: | <i>Scott Branting</i> | Term: | <i>Spring 2021</i> |
| Office: | <i>Online</i> | Credit Hours | <i>3</i> |
| Phone: | <i>(407) 823-4962</i> | Class Meeting Days: | <i>M</i> |
| E-Mail: | <i>scott.branting@ucf.edu</i> | Class Meeting Hours: | <i>10:00am – 12:50pm</i> |
| Website: | <i>Canvas</i> | Class Location: | <i>HPH 310</i> |
| Office Hours: | <i>Dr. Branting M 1:45-3:15 or by appointment</i> | TA: | <i>None</i> |
| (Online Only) | | TA email: | |

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

Course Prerequisites

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

Required Text and Articles

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

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), a final quiz (1%), participating in discussions of the readings (8%), and a presentation of that proposal to the entire class (20%). Failure to hand in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

| Assignments | Due Date | Percent of Grade | Max. Points |
|----------------------------------------|----------------------------------------------------------------------|-----------------------------------------|--------------------|
| Syllabus Quiz | By Friday, Week 1 at 3pm | 1% and federal verification requirement | 1 |
| Participation in Classroom Discussions | In class | 8% | 8 |
| Final Project Report | April 19 th , 2021 at start of the class period (10:00am) | 70% | 70 |
| Oral Presentation of Project | Weeks 16 | 20% | 20 |
| Final Quiz | By April 29 th , 2021 at 3pm | 1% | 1 |

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

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

Course Policies

Academic Integrity and Student Conduct

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

Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

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

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

Course Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Potential Changes to Course Modality

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

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.

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

Electronic Device Policy

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

permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Accommodations for Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

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

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of “Incomplete”

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

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available via the UCF Libraries.

| Week | Day | Date | Topic Assignments Due | Reading Assignments |
|------|-----|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | M | Jan. 11 | Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 15th, 3pm | |
| 2 | M | Jan. 18 | Martin Luther King Jr. Day NO CLASS | |
| 3 | M | Jan. 25 | Monitoring Things from Space Classroom Discussion and Project Preparation Session | Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data” |
| 4 | M | Feb. 1 | Tracking Movement Classroom Discussion and Project Preparation Session | Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”; Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events” |
| 5 | M | Feb. 8 | More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session | Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”; Spielman (2006) “Appropriate use of the K Function in Urban Environments”; Austin et al. (2006) “Austin et al. Respond” |

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|----|---|------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | M | Feb. 15 | Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session | Roth (2013): "Interactive maps: What we know and what we need to know"; Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North" |
| 7 | M | Feb. 22 | Maps and Behavior Classroom Discussion and Project Preparation Session | Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities" |
| 8 | M | Mar. 1 | PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session | Brovelli et al. (2015): "Public participation in GIS via mobile applications" |
| 9 | M | Mar. 8 | Simulations Classroom Discussion and Project Preparation Session | Sellers et al. (2007): "An agent-based model of group decision making in baboons" |
| 10 | M | Mar. 15 | Databases and Privacy Classroom Discussion and Project Preparation Session | Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online" |
| 11 | M | Mar. 22 | Proposal Preparation Session | |
| 12 | M | Mar. 29 | Proposal Preparation Session | |
| 13 | M | Apr. 5 | Proposal Preparation Session | |
| 14 | M | Apr. 12 | SPRING BREAK NO CLASS | |
| 15 | M | Apr. 19 | The Future of GIS ASSIGNMENT DUE AT START OF CLASS Monday, Apr 19 Final Project Report (no more than 10 pages) | Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?" |

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|--------|---|------------|--------------------------------------------------------------------|--|
| 16 | M | Apr. 26 | STUDENT PRESENTATIONS | |
| Finals | M | May 3 | NO CLASS – Final Online Quiz DUE by Thurs. April 29 at 3pm. | |

Article Bibliography

- Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.
- Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.
- Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.
- Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.
- Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.
- Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.
- Raanan, Malka Greenberg and Noam Shoval
2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.
- Roth, Robert E.
2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

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

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

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

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

Spielman, Seth

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

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

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

Sui, Daniel

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

ANG 7496: Advanced Quantitative Methods in Anthropology

Course Syllabus

| | | | |
|------------------------------|-----------------------------------------------------|----------------------------|-------------------------------------|
| Instructor: | Dr. Sarah Freidline | Term: | Spring 2021 |
| Office Location: | HPH311 | Class Meeting Days: | Fridays |
| Virtual Office Hours: | Wednesdays 10:00 – 11:30 AM or by appointment | Class Meeting Time: | 1:00 – 3:50 PM |
| Phone: | Anthro. Department: 407-823-2227 | Class Location: | Psychology Building (PSY), Room 107 |
| Email: | Sarah.Freidline@ucf.edu or Webcourses@UCF messaging | Course Modality: | Face to Face Instruction (P) |

Course Description

Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Prerequisites: ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I.

Course Overview and Goals

This is the second part of a two-part quantitative methods course. In the first part, you learned basic statistics and were introduced to the programming language and software R. In the second part of this course, you will learn about multivariate statistics and how to apply it in R. You will be introduced to the most relevant multivariate statistics in biological anthropology including multiple regression and generalized linear models, MANOVA and discriminant analysis, principal component analysis, distances and scaling, and cluster analysis. Each topic will have a lecture and practical, lab-based component, as well as in-class presentations. Some key goals of the course are to be able to build and test hypotheses, to evaluate and present research findings and to learn how to design and undertake an independent research project.

Student Learning Outcomes

Upon course completion, you should have:

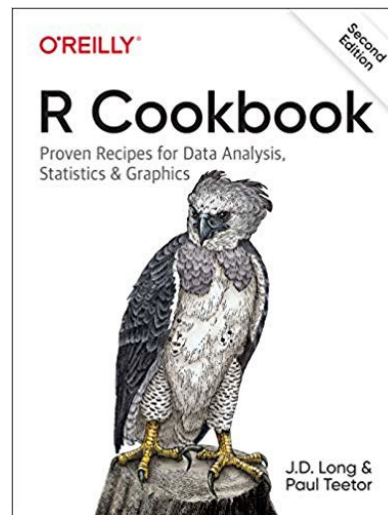
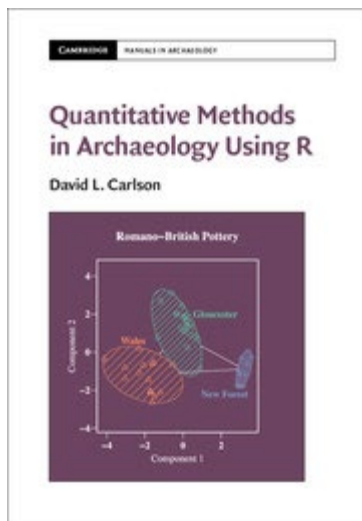
1. Knowledge and understanding of scientific research methods, including hypothesis building, methods of data collection, and research design.
2. An understanding of multivariate quantitative methods;
3. Basic programming skills in R;
4. The ability to critically evaluate research results;
5. Oral presentation skills, through in-class presentations;
6. The ability to propose, design and present a research project

Course Materials and Resources

Required Textbooks

Carlson, D. (2017). *Quantitative Methods in Archaeology Using R* (Cambridge Manuals in Archaeology). Cambridge: Cambridge University Press. doi:10.1017/9781139628730

Long, J.D. and Teetor, P. (2019) *R Cookbook*, Second Edition. O'Reilly.



Additional Required Reading

In addition to the assigned readings from the textbooks, you will be required to read and present journal articles available in .pdf format on WebCourses. All other supplementary readings will be posted on WebCourses.

Required Software

You will be required to have access to the free software RStudio (<https://rstudio.com/products/rstudio/download>). Please make sure you are running the most current version.

Multivariate Data Set

Throughout the semester you will be working with a multivariate data set to complete the homework assignments and final project. You will select one data set from those that are listed on WebCourses to work with throughout the semester. Everyone will have a different data set. If you already have your own data or there is a data set that you would like to utilize instead of what is offered, then please see me.

Assessment and Grading Procedures

Class Set-Up

In general, the class will be divided into two parts. In the first half, I will lecture on the weekly multivariate statistical method and the associated R coding. The second half of the class will be the practical lab-based component, in which you will practice coding in R, and have the opportunity to work on your homework assignments for the next week and/or your final project. Every other week you will give a short presentation on your homework assignment and we will review journal articles that apply the methods that we have discussed in class.

Your grade in this course will be derived from lab participation, data and journal club presentations and your final project. See details on requirements and assignments below. There are no quizzes, tests or final exams in this course. Your grade will be calculated as follows:

| Grade Category | Weight toward final grade | Points |
|---------------------|---------------------------|--------|
| Lab participation | 15% | 50 |
| Data presentation | 15% | 50 |
| Journal club leader | 20% | 50 |
| Final project | 50% | 150 |
| Total | 100% | 300 |

The following grading scale will be used in this course:

| A | B | C | D | F |
|---------|----------|----------|----------|---------|
| 90-100% | 80-89.9% | 70-79.9% | 60-69.9% | 0-59.9% |

Assignment Details

Lab participation (50 points in total): Every class will have a lab component. During this time, you will practice coding in R, and work on your in class assignments, homework assignments and final project. This is an open lab where you will have the opportunity to ask me and your fellow students for help. You will get full credit for simply attending and participating.

Homework assignments:

- 1) Data presentation (5 assignments, 10 points each): Every other week you will be given a homework assignment that will entail applying the statistical method introduced that week to your multivariate data set and presenting the results as a brief (~ 10 min.) PowerPoint presentation. Depending on the topic, you may present your results as figures, graphs and/or tables with the relevant statistics. What I will be grading is whether the statistic is applied correctly and how you presented the data. The goal of this exercise is to practice programming in R and to make you feel comfortable speaking about statistical methods.
- 2) Journal club leader (50 points): Every other week we will have a journal club, in which one of you presents a peer-reviewed journal article relevant to biological anthropology that applies a statistical method that we have discussed in class already. I will choose the article and make it available to you as a .pdf on WebCourses. However, if you have an alternative article that you would like to discuss that fits the criteria then please speak to me. Each of you will lead the journal club once during the semester. As a leader you will give a PowerPoint presentation summarizing the article and in particular evaluating the application and presentation of the methods used in the paper. What are the methods? Is the methodology sound? Is it the appropriate

method for the research question? Are the necessary statistics, figures and tables included? The assignment is to not only summarize the article but to also lead the discussion.

Final project (150 points in total): For your final project you will design a research project based on the multivariate data set that you have chosen to work with throughout the semester. However, if there is another data set that you would like to work with then please speak to me first. The goal of this assignment is to learn how to design and undertake an independent research project. The final project will consist of three parts:

- 1) Title and Abstract (25 points): a 250-word summary including research question, materials and methods, and results.
- 2) Poster (75 points): a conference style poster that (1) defines the problem or states the central question being addressed; (2) indicates its importance; (3) describes methods; (4) provides supporting figures, tables and/or graphs; (5) states the results; and (6) considers the broader implications of the findings. It does not need to be printed, but saved as a .pdf so that it can be viewed on the projector.
- 3) Final presentation (75 points): an oral presentation of the poster (~ 15 min.). In this presentation you will walk us through the poster, describing your research question, methods, and all figures, tables and results.

2021 Coronavirus Policies

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course in case of faculty illness.

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

Resources:

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

Policy Statements

Rules of Conduct Statement

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open R, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course 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. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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, students may consult The Center for Academic Integrity <https://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* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and 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 <https://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 (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (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 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>).

Make-Up Assignments for Authorized University Events or Co-Curricular Activities

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

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

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.

Important Dates

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

Schedule

| Week | Date | Topics | Weekly Readings Carlson (C) Long & Teetor (L&T) | Assignment(s) Due |
|-------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------|
| 1 | Jan. 15 | <ul style="list-style-type: none"> • Introduction to course and syllabus • Scientific Method • Reviewing R and basic statistics | C: 2-9; L&T: 2-5 | |
| 2 | Jan. 22 | <ul style="list-style-type: none"> • Reviewing R and basic statistics; • How to read a scientific paper | C: 2-9; L&T: 2-5 | |
| 3 | Jan. 29 | <ul style="list-style-type: none"> • Matrix Operations in R • Multiple Regression, Generalized Linear Models • How to present results | C: 10; L&T: 5.14-5.17, 11, 13.7 | |
| 4 | Feb. 5 | <ul style="list-style-type: none"> • Multiple Regression, Generalized Linear Models; • Research design & scientific writing – the research question | C: 10; L&T: 11, 13.7 | Data Presentation 1; Journal Club |
| 5 | Feb. 12 | <ul style="list-style-type: none"> • MANOVA and Discriminant Analysis | C:11; L&T: 11.21- 11.25 | |
| 6 | Feb. 19 | <ul style="list-style-type: none"> • MANOVA and Discriminant Analysis • Scientific writing – materials & methods, statistical analysis & results | C:11; L&T: 11.21- 11.25 | Data Presentation 2; Journal Club |
| 7 | Feb. 26 | <ul style="list-style-type: none"> • Principal Component Analysis; Between-group PCA | C:12; L&T: 13.3-13.5 | |
| 8 | Mar. 5 | <ul style="list-style-type: none"> • Principal Component Analysis; Between-group PCA • How to make a poster | C:12; L&T: 13.3-13.5 | Data Presentation 3; Journal Club |
| 9 | Mar. 12 | <ul style="list-style-type: none"> • Correspondence Analysis | C:13 | |
| 10 | Mar. 19 | <ul style="list-style-type: none"> • Distances and Scaling | C:14 L&T: 13.6 | |
| 11 | Mar. 26 | <ul style="list-style-type: none"> • Distances and Scaling • Scientific writing – discussion & conclusion | L&T: 13.6 | Data Presentation 4; Journal Club |

| | | | | |
|----|---------|---------------------------------------------------------------------------------|-------------------|--------------------------------------|
| 12 | Apr. 2 | <ul style="list-style-type: none"> Cluster Analysis | C:15 L&T: 13.6 | Abstracts Due |
| 13 | Apr. 9 | <ul style="list-style-type: none"> Cluster Analysis | C:15 L&T: 13.6 | Data Presentation 5; Journal Club |
| 14 | Apr. 16 | No Class – Spring Break | | |
| 15 | Apr. 23 | <ul style="list-style-type: none"> Review Presentations | | Posters Due |
| 16 | Apr. 30 | Finals Week <ul style="list-style-type: none"> Review | | |