

Course Syllabus

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General Anthropology Spring 2021

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

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0M02)
Credit hours:	3.0 hours
Semester/year:	Spring 2021
Location/time:	MW 10:30-11:20, remote synchronous lectures on Zoom
Course GTA:	Rachel Lotze
GTA hours:	M 1:00-2:00pm and appointment
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Howard Phillips Hall 409L
Phone:	407-823-4964
Office Hours	T, W 3-4:30pm and appointment
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

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

What is this course about?

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

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

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

What skills will I develop in this course?

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

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

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

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

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

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

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

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

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online

learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2020) (available as PDF chapters in this course)

[Perspectives: An Open Invitation to Cultural Anthropology](http://perspectives.americananthro.org/)

(<http://perspectives.americananthro.org/>)(Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 15 weeks of the Spring 2021 term, you should expect to spend around **1.5 hours of class time each week engaging in remote synchronous lectures via ZOOM**. You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, feel free to schedule a Zoom meeting with me during **office hours on Tuesdays and Wednesdays from 3-4:30pm**. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our **GTA, Rachel Lotze**.

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **[REQUIRED ACTIVITY:](#)**

[Academic Survey](#) by **11:59pm EST on Friday January 15, 2021**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the course requirements?

Summary

This course begins on **January 11, 2021** and ends on **May 4, 2021**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend synchronous lectures via Zoom
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 online exams
- complete 8 out of 10 online assignments

Academic Activity Assessment (week 1 only)

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

Gen-Ed Pre-Test and Post-Test

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. The **Pre Test** is due **Sunday January 24 at 11:59pm**. The **Post Test** is due **Friday April 16 at 11:59pm**.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites and media content. Modules also contain lecture slide handouts and study guides to assist you

resources, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** class and assignments, so that you will be prepared to understand the lectures and participate in assignments.

Class Lectures (Attendance mandatory, but not taken)

Class lectures will be held synchronously via Zoom. This means we will meet via a recurring Zoom meeting link every week on **Tuesdays from 1:30-2:50**. During regular semesters I require attendance, and it counts for 5% of the grade. But this semester I know how hard it is for everyone to keep a regular schedule and I thought it best to waive the attendance requirement. **Lecture attendance is required, but attendance will not be taken.** It is through lecture where you'll learn the majority of content for exams and assignments, and it is a designated weekly time where you have the opportunity to ask questions about the material as we discuss it. **I will record the Zoom sessions and post them in the modules.** See the statement below on using Zoom for remote instruction.

As a note, these Zoom lectures are proprietary and copyrighted - DO NOT SHARE OR POST ANY ZOOM LECTURES (ORIGINAL OR MODIFIED). The lectures are posted for use in this class only.

Reading Quizzes (20% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings due on lecture days. The design and content of quizzes are designed to prepare you for the exams, and help you process lecture material.

Online Assignments (20% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experienced. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Monday May 3 at 12:50pm.**

How will I be evaluated and graded?

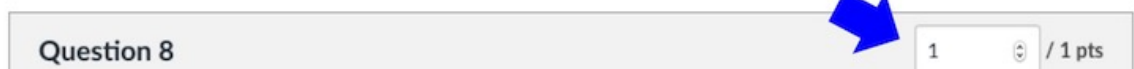
Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	Points Possible	% Final Grade
Academic Activity	1	<1%
Reading Quizzes (8 of 10)	80	20%
Exams (3)	300	60%
Assignments (8 of 10)	80	20%
Total	461	100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct.** If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the**

top right corner of the question will show the value awarded for a correct answer, like the example shown here:



Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:

You Answered mtDNA lineage (Mitochondrial Eve)

Correct Answers mtDNA

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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

What if I miss an assignment, quiz, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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 \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Using Zoom for Remote Instruction

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

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

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/) (<https://cdl.ucf.edu/support/>) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.
- **Zoom lectures are proprietary and copyrighted - DO NOT SHARE OR POST ANY ZOOM LECTURES (ORIGINAL OR MODIFIED).** The lectures are posted for use in this class only.

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who

need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors which informs faculty of potential access and

Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

How is respect for diversity maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

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

How is academic integrity maintained?

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

spreading course material to a third party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org> [_ \(http://academicintegrity.org\) _](http://academicintegrity.org).

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

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

Why should I use WebCourses Inbox?

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

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

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding**

assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

What are the technology and software requirements?

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

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



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



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



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

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

<https://cdl.ucf.edu/support/webcourses/zoom/>

(<https://cdl.ucf.edu/support/webcourses/zoom/>)



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

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

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

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

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

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

What if there is an Emergency on campus?

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

concepts.

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



<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>

What is the course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule.













You will be notified of any changes through Announcements in WebCourses.









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








- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each

• Due dates for graded work are noted 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.

Week	Date	Topic	Readings	Assignment
1	11-Jan	What is Anthropology?		
	13-Jan	What are the different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-7) 	Academic Activity 5
2	18-Jan	NO CLASS - MLK DAY		
	20-Jan	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20) 	
3	25-Jan	Is Cultural Relativity Possible?	Miner, 1956.pdf  ; Kratz, 2002.pdf 	
	27-Jan	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52) 	Reading Quiz 1 Assignment 1
4	1-Feb	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58)  ; Collins, 2007.pdf  ; Penn State.pdf 	
	3-Feb	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 104-119) 	Reading Quiz 2 Assignment 2A Assignment 2B
5	8-Feb	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 120-126) 	
	10-Feb	When did Homo Sapiens Evolve?	Callaghan and Williams (chapter 4, pp. 126-146) 	Reading Quiz 3 Assignment 3
6	15-Feb	Are Humans still Evolving and are there Human	Callaghan and Williams (chapter 3) 	




	Feb	Where Human "Races"?		
	17-Feb	Biological Anthropology Catch-up Day		Exam 1
7	22-Feb	How do we do Archaeology?	Callaghan and Williams (chapter 5) 	
	24-Feb	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 169-186) 	Reading Quiz 4 Assignment 4
8	1-Mar	What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 186-197) 	
	3-Mar	What was life like for the Ancient Maya?	Callaghan and Williams (chapter 6, pp. 197-210)  .(https://www.dailymotion.com/video/x5ihx72)	Reading Quiz 5 Assignment 5
9	8-Mar	How did Archaeologists Decipher Maya Hieroglyphs?	Cracking the Maya Code .(https://www.dailymotion.com/video/x5ihx72)	
	10-Mar	What is Human Language?	Perspectives (chapter 4) 	Reading Quiz 6 Assignment 6
10	15-Mar	Why is the Sapir-Whorf Hypothesis still important?	Thomson (1975) 	
	17-Mar	Why do we Miscommunicate if we speak the same Language?	Tannen (1990  , 1994 )	Reading Quiz 7 Assignment 7
11	22-Mar	What can language tell us about culture?		
	24-Mar	Linguistics Catch-up Day		Exam 2 (%24CANVAS_OBJEC
		How do Cultural		











12	29-Mar	Anthropologists Study Living Groups?	Perspectives (chapters 3)  ; Sterk (2000) 	
	31-Mar	How and When do we Learn our Culture?	Henry (1963)  ; Kindergarten Education	Reading Quiz 8 Assignment 8
13	5-Apr	How do Boys become Men and Girls become Women?	Perspectives (chapter 10) 	
	7-Apr	Who are the Sambia of Papua New Guinea	Herdt (1983) 	Reading Quiz 9 Assignment 9
14	12-Apr	NO CLASS - SPRING BREAK		
	14-Apr	NO CLASS - SPRING BREAK		
15	19-Apr	How do Boys become Men in Sambia Culture?	Film Guardians of the Flutes (https://video.alexanderstreet.com/watch/guardians-of-the-flutes)	
	21-Apr	Where do our Relatives come from and why does it Matter?	Perspectives (chapter 8) 	Reading Quiz 10 Assignment 10
16	26-Apr	How do we Create Meaning through Religion?	Perspectives (chapter 11) 	
17	3-May	NO CLASS - LAST WEEK OF EXAMS		Exam 3

Course Summary:






Date	Details
Mon Jan 11, 2021	 ANT2000-0M01: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208688&include_contexts=course_1373472) 10:30am to 11:30am
Wed Jan 13, 2021	 ANT2000-0M01: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208689&include_contexts=course_1373472) 10:30am to 11:30am
Fri Jan 15, 2021	 ASSIGNMENT: Academic Activity Survey (https://webcourses.ucf.edu/courses/1373472/assignments/6962980) due by 11:59pm
Wed Jan 20, 2021	 ANT2000-0M01: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208691&include_contexts=course_1373472) 10:30am to 11:30am
Mon Jan 25, 2021	 ANT2000-0M01: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208692&include_contexts=course_1373472) 10:30am to 11:30am
Wed Jan 27, 2021	 ANT2000-0M01: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208693&include_contexts=course_1373472) 10:30am to 11:30am
Fri Jan 29, 2021	 ASSIGNMENT 1: Reconciling Faith and Evolution (https://webcourses.ucf.edu/courses/1373472/assignments/6962990) due by 11:59pm
	 ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1373472/assignments/6962992) due by 11:59pm
	 QUIZ: Reading Quiz 1 (https://webcourses.ucf.edu/courses/1373472/assignments/6962982) due by 11:59pm

Date	Details	
Mon Feb 1, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208694&include_contexts=course_1373472	10:30am to 11:30am
Wed Feb 3, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208695&include_contexts=course_1373472	10:30am to 11:30am
	 ASSIGNMENT 2A: Early Hominid Location Labeling https://webcourses.ucf.edu/courses/1373472/assignments/6962995	due by 11:59pm
Fri Feb 5, 2021	 ASSIGNMENT 2B: Hominid Matching Timeline https://webcourses.ucf.edu/courses/1373472/assignments/6962996	due by 11:59pm
	 QUIZ: Reading Quiz 2 https://webcourses.ucf.edu/courses/1373472/assignments/6962977	due by 11:59pm
Mon Feb 8, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208696&include_contexts=course_1373472	10:30am to 11:30am
Wed Feb 10, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208697&include_contexts=course_1373472	10:30am to 11:30am
Fri Feb 12, 2021	 ASSIGNMENT 3: Documenting a Popular Paleo-find https://webcourses.ucf.edu/courses/1373472/assignments/6962997	due by 11:59pm
	 QUIZ: Reading Quiz 3 https://webcourses.ucf.edu/courses/1373472/assignments/6962973	due by 11:59pm
Mon Feb 15, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208698&include_contexts=course_1373472	10:30am to 11:30am

Date	Details	
Wed Feb 17, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208699&include_contexts=course_1373472	10:30am to 11:30am
Fri Feb 19, 2021	 EXAM: Exam 1 https://webcourses.ucf.edu/courses/1373472/assignments/6962987	due by 11:59pm
Mon Feb 22, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208700&include_contexts=course_1373472	10:30am to 11:30am
Wed Feb 24, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208701&include_contexts=course_1373472	10:30am to 11:30am
Fri Feb 26, 2021	 ASSIGNMENT 4: Archaeology of a Room https://webcourses.ucf.edu/courses/1373472/assignments/6962998	due by 11:59pm
	 QUIZ: Reading Quiz 4 https://webcourses.ucf.edu/courses/1373472/assignments/6962976	due by 11:59pm
Mon Mar 1, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208702&include_contexts=course_1373472	10:30am to 11:30am
Wed Mar 3, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208703&include_contexts=course_1373472	10:30am to 11:30am
Fri Mar 5, 2021	 ASSIGNMENT 5: Materializing Myth https://webcourses.ucf.edu/courses/1373472/assignments/6962999	due by 11:59pm
	 QUIZ: Reading Quiz 5 https://webcourses.ucf.edu/courses/1373472/assignments/6962978	due by 11:59pm

Date	Details	
Mon Mar 8, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208704&include_contexts=course_1373472	10:30am to 11:30am
Wed Mar 10, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208705&include_contexts=course_1373472	10:30am to 11:30am
Fri Mar 12, 2021	 ASSIGNMENT 6: Dialect Lexicons https://webcourses.ucf.edu/courses/1373472/assignments/6962993	due by 11:59pm
	 QUIZ: Reading Quiz 6 https://webcourses.ucf.edu/courses/1373472/assignments/6962983	due by 11:59pm
Mon Mar 15, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208706&include_contexts=course_1373472	10:30am to 11:30am
Wed Mar 17, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208707&include_contexts=course_1373472	10:30am to 11:30am
Fri Mar 19, 2021	 ASSIGNMENT 7: Worlds Shaped by Words https://webcourses.ucf.edu/courses/1373472/assignments/6962994	due by 11:59pm
	 QUIZ: Reading Quiz 7 https://webcourses.ucf.edu/courses/1373472/assignments/6962981	due by 11:59pm
Mon Mar 22, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208708&include_contexts=course_1373472	10:30am to 11:30am
Wed Mar 24, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208709&include_contexts=course_1373472	10:30am to 11:30am

Date	Details	
Fri Mar 26, 2021	 EXAM: Exam 2 https://webcourses.ucf.edu/courses/1373472/assignments/6962975	due by 11:59pm
Mon Mar 29, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208710&include_contexts=course_1373472	10:30am to 11:30am
Wed Mar 31, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208711&include_contexts=course_1373472	10:30am to 11:30am
Fri Apr 2, 2021	 ASSIGNMENT 8: Socialization through Stories https://webcourses.ucf.edu/courses/1373472/assignments/6962989	due by 11:59pm
	 QUIZ: Reading Quiz 8 https://webcourses.ucf.edu/courses/1373472/assignments/6962979	due by 11:59pm
Mon Apr 5, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208712&include_contexts=course_1373472	10:30am to 11:30am
Wed Apr 7, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208713&include_contexts=course_1373472	10:30am to 11:30am
Fri Apr 9, 2021	 ASSIGNMENT 9: "Playing" with Gender: Creating Gender through Toys https://webcourses.ucf.edu/courses/1373472/assignments/6962988	due by 11:59pm
	 QUIZ: Reading Quiz 9 https://webcourses.ucf.edu/courses/1373472/assignments/6962986	due by 11:59pm
Mon Apr 19, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208714&include_contexts=course_1373472	10:30am to 11:30am

Date	Details	
Wed Apr 21, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208715&include_contexts=course_1373472	10:30am to 11:30am
Fri Apr 23, 2021	 QUIZ: Reading Quiz 10 https://webcourses.ucf.edu/courses/1373472/assignments/6972851	due by 11:59pm
	 ASSIGNMENT 10: Kinship Chart https://webcourses.ucf.edu/courses/1373472/assignments/6972852	due by 11:59pm
Mon Apr 26, 2021	 ANT2000-0M01: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208716&include_contexts=course_1373472	10:30am to 11:30am
Mon May 3, 2021	 EXAM: Exam 3 https://webcourses.ucf.edu/courses/1373472/assignments/6962984	due by 12:50pm

Course Syllabus

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General Anthropology Spring 2021

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

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0M02)
Credit hours:	3.0 hours
Semester/year:	Spring 2021
Location/time:	T 1:30-2:50, remote synchronous lectures on Zoom
Course GTA:	Rachel Lotze
GTA hours:	M 1:00-2:00pm and appointment
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Howard Phillips Hall 409L
Phone:	407-823-4964
Office Hours	T, W 3-4:30pm and appointment
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

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

What is this course about?

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

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

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

What skills will I develop in this course?

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

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

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

- Understand the importance of civic engagement on a local and global scale.

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

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

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

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

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

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online

learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2020) (available as PDF chapters in this course)

[Perspectives: An Open Invitation to Cultural Anthropology](http://perspectives.americananthro.org/)

(<http://perspectives.americananthro.org/>)(Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 15 weeks of the Spring 2021 term, you should expect to spend around **1.5 hours of class time each week engaging in remote synchronous lectures via ZOOM**. You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, feel free to schedule a Zoom meeting with me during **office hours on Tuesdays and Wednesdays from 3-4:30pm**. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our **GTA, Rachel Lotze**.

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [**REQUIRED ACTIVITY:**](#)

[**Academic Survey**](#) by **11:59pm EST on Friday January 15, 2021**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the course requirements?

Summary

This course begins on **January 11, 2021** and ends on **May 4, 2021**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend synchronous lectures via Zoom
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 online exams
- complete 8 out of 10 online assignments

Academic Activity Assessment (week 1 only)

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

Gen-Ed Pre-Test and Post-Test

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. The **Pre Test** is due **Sunday January 24 at 11:59pm**. The **Post Test** is due **Friday April 16 at 11:59pm**.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites and media content. Modules also contain lecture slide handouts and study guides to assist you

resources, and media content. Modules also contain lecture slides, handouts, and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** class and assignments, so that you will be prepared to understand the lectures and participate in assignments.

Class Lectures (Attendance mandatory, but not taken)

Class lectures will be held synchronously via Zoom. This means we will meet via a recurring Zoom meeting link every week on **Tuesdays from 1:30-2:50**. During regular semesters I require attendance, and it counts for 5% of the grade. But this semester I know how hard it is for everyone to keep a regular schedule and I thought it best to waive the attendance requirement. **Lecture attendance is required, but attendance will not be taken.** It is through lecture where you'll learn the majority of content for exams and assignments, and it is a designated weekly time where you have the opportunity to ask questions about the material as we discuss it. **I will record the Zoom sessions and post them in the modules.** See the statement below on using Zoom for remote instruction.

As a note, these Zoom lectures are proprietary and copyrighted - DO NOT SHARE OR POST ANY ZOOM LECTURES (ORIGINAL OR MODIFIED). The lectures are posted for use in this class only.

Reading Quizzes (20% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings due on the day of lecture each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the lecture experience.

Online Assignments (20% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experienced. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Tuesday May 4 at 3:50pm.**

How will I be evaluated and graded?

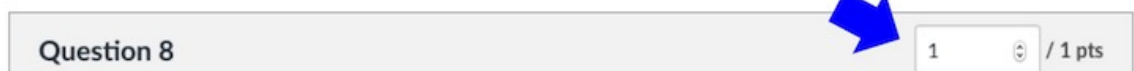
Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	Points Possible	% Final Grade
Academic Activity	1	<1%
Reading Quizzes (8 of 10)	80	20%
Exams (3)	300	60%
Assignments (8 of 10)	80	20%
Total	461	100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct.** If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the**

top right corner of the question will show the value awarded for a correct answer, like the example shown here:



Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:

You Answered mtDNA lineage (Mitochondrial Eve)

Correct Answers mtDNA

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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

What if I miss an assignment, quiz, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

advance of a quiz, assignment or exam opening online to receive any extension on due dates.

- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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 \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Using Zoom for Remote Instruction

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

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

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/) (<https://cdl.ucf.edu/support/>) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.
- **Zoom lectures are proprietary and copyrighted - DO NOT SHARE OR POST ANY ZOOM LECTURES (ORIGINAL OR MODIFIED).** The lectures are posted for use in this class only.

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who

need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors which informs faculty of potential access and

Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

How is respect for diversity maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

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

How is academic integrity maintained?

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

spreading course material to a third party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org> [_ \(http://academicintegrity.org\) _](http://academicintegrity.org).

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

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

Why should I use WebCourses Inbox?

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

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

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding**

assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

What are the technology and software requirements?

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

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



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



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



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

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

<https://cdl.ucf.edu/support/webcourses/zoom/>

(<https://cdl.ucf.edu/support/webcourses/zoom/>)



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

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

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

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

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

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

What if there is an Emergency on campus?

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

concepts.

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



<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>

What is the course lecture and assignment schedule?










Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule.

You will be notified of any changes through Announcements in WebCourses.

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

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each

- Due dates for graded work are noted 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.








Week	Date	Topic	Readings
1	12-Jan	What is Anthropology?	
	Online	What are the different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-7) 
2	19-Jan	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20) 
	Online	Is Cultural Relativity Possible?	Miner, 1956.pdf  ; Kratz, 2002.pdf 
3	26-Jan	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52) 
	Online	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58)  ; Collins, 2007.pdf 
4	2-Feb	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 104-119) 
	Online	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 120-126) 
5	9-Feb	When did Homo Sapiens Evolve?	Callaghan and Williams (chapter 4, pp. 126-146) 
	Online	What's it like to find Fossil Hominids?	The Atlantic _(https://www.theatlantic.com/science/archive/2017/05/homo-naledi-raises-questions-about-how-humans-evolved/) Scientific American _(https://www.scientificamerican.com/article/new-ev-homo-naledi-raises-questions-about-how-humans-evolved/) Film: Dawn of Humanity _(https://www.youtube.com/watch?v=RzLJAa5)



<https://www.youtube.com/watch?v=RzLJAa5X4Fo>

[\(%24CANVAS_COURSE_REFERENCE%24/file_ref/gdb8431f2cf5ffc4bdf93e:wrap=1\).](#)












6	16-Feb	Are Humans still Evolving and are there Human "Races"?	Callaghan and Williams (chapter 3)
	Online	Exam 1	
7	23-Feb	How do we do Archaeology?	Callaghan and Williams (chapter 5)
	Online	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 169-186)
8	2-Mar	What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 186-197)
	Online	What was life like for the Ancient Maya, and where did they go?	Callaghan and Williams (chapter 6, pp. 197-210) https://www.dailymotion.com/video/x5ihx72
9	9-Mar	How did Archaeologists Decipher Maya Hieroglyphs?	Cracking the Maya Code _https://www.dailymotion.com/video/x5ihx72
	Online	What is Human Language?	Perspectives (chapter 4)
10	16-Mar	Why is the Sapir-Whorf Hypothesis still important?	Thomson (1975)

		important?	
	Online	Why do we Miscommunicate if we speak the same Language?	Tannen (1990  , 1994 )
11	23-Mar	What can language tell us about culture?	
	Online	Exam 2	
12	30-Mar	How do Cultural Anthropologists Study Living Groups?	Perspectives (chapters 3)  ; Sterk (2000) 
	Online	How and When do we Learn our Culture?	Henry (1963)  ; Kindergarten Education
13	6-Apr	How do Boys become Men and Girls become Women?	Perspectives (chapter 10) 
	Online	Who are The Sambia of Papua New Guinea?	Film Guardians of the Flutes _(https://video.alexanderstreet.com/watch flutes)
14	13-Apr	NO CLASS - SPRING BREAK	
	Online	NO CLASS - SPRING BREAK	
15	20-Apr	How do Boys become Men in Sambia Culture?	Herdt (1983) 
		Where do our	


	Online	Where do our Relatives come from and why does it Matter?	Perspectives (chapter 8) 📄
16	Online (due 4-May)	Exam 3	

Course Summary:

Date	Details	
Tue Jan 12, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208809&include_contexts=course_1373473	1:30pm to 3pm
Fri Jan 15, 2021	 ASSIGNMENT: Academic Activity Survey https://webcourses.ucf.edu/courses/1373473/assignments/6958033	due by 11:59pm
Mon Jan 18, 2021	 QUIZ: Reading Quiz 1 https://webcourses.ucf.edu/courses/1373473/assignments/6958039	due by 11:59pm
Tue Jan 19, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208810&include_contexts=course_1373473	1:30pm to 3pm
Fri Jan 22, 2021	 ASSIGNMENT 1: Cultural Relativity https://webcourses.ucf.edu/courses/1373473/assignments/6958054	due by 11:59pm
Mon Jan 25, 2021	 QUIZ: Reading Quiz 2 https://webcourses.ucf.edu/courses/1373473/assignments/6958042	due by 11:59pm
	 QUIZ: Reading Quiz 3 https://webcourses.ucf.edu/courses/1373473/assignments/6958028	due by 11:59pm

Date	Details	
Tue Jan 26, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208811&include_contexts=course_1373473	1:30pm to 3pm
	 ASSIGNMENT 2: Reconciling Faith and Evolution https://webcourses.ucf.edu/courses/1373473/assignments/6958055	due by 11:59pm
Fri Jan 29, 2021	 ASSIGNMENT 3A: Early Hominid Location Labeling https://webcourses.ucf.edu/courses/1373473/assignments/6958059	due by 11:59pm
	 ASSIGNMENT 3B: Hominid Matching Timeline https://webcourses.ucf.edu/courses/1373473/assignments/6958060	due by 11:59pm
Mon Feb 1, 2021	 QUIZ: Reading Quiz 4 https://webcourses.ucf.edu/courses/1373473/assignments/6958030	due by 11:59pm
Tue Feb 2, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208812&include_contexts=course_1373473	1:30pm to 3pm
Fri Feb 5, 2021	 ASSIGNMENT 4: Documenting a Popular Paleo-find https://webcourses.ucf.edu/courses/1373473/assignments/6958061	due by 11:59pm
Tue Feb 9, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208813&include_contexts=course_1373473	1:30pm to 3pm
Fri Feb 12, 2021	 EXAM: Exam 1 https://webcourses.ucf.edu/courses/1373473/assignments/6958025	due by 11:59pm
Mon Feb 15, 2021	 QUIZ: Reading Quiz 5 https://webcourses.ucf.edu/courses/1373473/assignments/6958036	due by 11:59pm
Tue Feb 16, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208814&include_contexts=course_1373473	1:30pm to 3pm

Date	Details	
Fri Feb 19, 2021	 ASSIGNMENT 5: Archaeology of a Room https://webcourses.ucf.edu/courses/1373473/assignments/6958062	due by 11:59pm
Mon Feb 22, 2021	 QUIZ: Reading Quiz 6 https://webcourses.ucf.edu/courses/1373473/assignments/6958048	due by 11:59pm
Tue Feb 23, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208815&include_contexts=course_1373473	1:30pm to 3pm
Fri Feb 26, 2021	 ASSIGNMENT 6: Materializing Myth https://webcourses.ucf.edu/courses/1373473/assignments/6958064	due by 11:59pm
Mon Mar 1, 2021	 QUIZ: Reading Quiz 7 https://webcourses.ucf.edu/courses/1373473/assignments/6958050	due by 11:59pm
Tue Mar 2, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208816&include_contexts=course_1373473	1:30pm to 3pm
Fri Mar 5, 2021	 ASSIGNMENT 7: Dialect Lexicons https://webcourses.ucf.edu/courses/1373473/assignments/6958053	due by 11:59pm
Mon Mar 8, 2021	 QUIZ: Reading Quiz 8 https://webcourses.ucf.edu/courses/1373473/assignments/6958027	due by 11:59pm
Tue Mar 9, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208817&include_contexts=course_1373473	1:30pm to 3pm
Fri Mar 12, 2021	 ASSIGNMENT 8: Worlds Shaped by Words https://webcourses.ucf.edu/courses/1373473/assignments/6958052	due by 11:59pm
Tue Mar 16, 2021	 ANT 2000-0M02: General Anthropology Lecture https://webcourses.ucf.edu/calendar?event_id=2208818&include_contexts=course_1373473	1:30pm to 3pm

Date	Details	
Fri Mar 19, 2021	 EXAM: Exam 2 (https://webcourses.ucf.edu/courses/1373473/assignments/6958047)	due by 11:59pm
Mon Mar 22, 2021	 QUIZ: Reading Quiz 9 (https://webcourses.ucf.edu/courses/1373473/assignments/6958051)	due by 11:59pm
Tue Mar 23, 2021	 ANT 2000-0M02: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208819&include_contexts=course_1373473)	1:30pm to 3pm
Fri Mar 26, 2021	 ASSIGNMENT 9: Socialization through Stories (https://webcourses.ucf.edu/courses/1373473/assignments/6958056)	due by 11:59pm
Mon Mar 29, 2021	 QUIZ: Reading Quiz 10 (https://webcourses.ucf.edu/courses/1373473/assignments/6958049)	due by 11:59pm
Tue Mar 30, 2021	 ANT 2000-0M02: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208820&include_contexts=course_1373473)	1:30pm to 3pm
Fri Apr 2, 2021	 ASSIGNMENT 10: "Playing" with Gender: Creating Gender through Toys (https://webcourses.ucf.edu/courses/1373473/assignments/6958057)	due by 11:59pm
Tue Apr 6, 2021	 ANT 2000-0M02: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208821&include_contexts=course_1373473)	1:30pm to 3pm
Tue Apr 20, 2021	 ANT 2000-0M02: General Anthropology Lecture (https://webcourses.ucf.edu/calendar?event_id=2208822&include_contexts=course_1373473)	1:30pm to 3pm
Sat Apr 24, 2021	 EXAM: Exam 3 (https://webcourses.ucf.edu/courses/1373473/assignments/6958038)	due by 11:59pm

Course Syllabus

[Jump to Today.](#)

 [Edit](#)



General Anthropology

ANT 2000 (0W60) • Spring 2021

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

Course Information

Course Name: General Anthropology
Course ID: ANT 2000 (0W60) / Spring 2021
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Monday 1:00-2:20 PM EST via Chat
(or by scheduled appointment online via Conferences or Zoom)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA: Rodrigo Guzman
Main office: UCF Main Campus - Phillips Hall 309
Online Office: TBA via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Academic Resources](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
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 - [Missing or late work](#)
 - [Absence accommodations](#)
 - [Respect for diversity](#)
 - [Academic integrity](#)
 - [Study groups](#)
 - [Campus emergencies](#)

University Catalog Description

An introductory survey of the four main subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics and Archaeology. **Prerequisite:** None

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

Have you ever wondered about the people around you? Why they look the way they do? How they know to behave in different situations? How they even got there in the first place? Anthropology – the study of the human condition in the past, present, and future – can help you find answers to these questions and many more. Anthropologists research these kinds of questions using scientific and humanistic perspectives from four main subfields: biological anthropology (the study of human genetics, evolution, and diversity), archaeology (the study of past human material culture), linguistics (the study of human language, communication, and writing systems), and social anthropology (the study of human society and culture).

From art and economics to Ancient Egypt and modern human genetics, this General Anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the history of human development, the diversity of our cultural and social institutions, and issues that we face in our rapidly changing world, including environmental change, race and ethnic relations, world health issues, and globalization. Our primary goal is to explore, understand and respond meaningfully to the diversity of human possibilities.

What skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and

mass media statements about human behavioral and biological diversity and similarity both past and present.

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

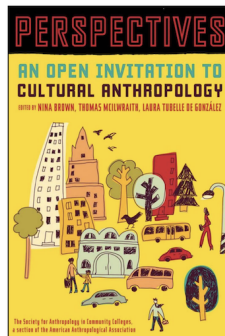
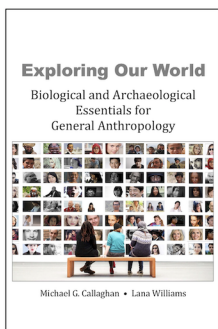
- Explain and identify basic concepts and theoretical developments from four main subfields of anthropology.
- Summarize how anthropologists solve problems in business, government, public health, education, history, technology, and advocacy.
- Examine and evaluate methods and ethics of anthropological fieldwork, research and writing.
- Apply concepts of anthropology to past and contemporary global and social issues and your own behaviors.
- Consider how you and your place in the world may be perceived, how you perceive others, and the potential impact these perspectives may have on social, economic, and political institutions.
- Generate and defend informed opinions concerning past and contemporary diversity of differences, similarities, and interrelationships among individuals, cultures, and societies.

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

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

What textbooks will I need?

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course! **All textbook materials are free and supplied directly in your course** learning modules through [WebCourses@UCF \(mailto:WebCourses@UCF\)](mailto:WebCourses@UCF).



OER Textbooks (free educational resource materials)

NOTE: Complete texts and individual chapters are supplied in .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

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 instructor, graduate teaching assistant (GTA) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](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 an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

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

How should I plan my course work schedule?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. 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 around **three hours of class time each week with online lectures, assigned media, participating in class discussion and completing assignments.** You should also plan on setting aside at least **three hours each week to complete your assigned reading and taking and reviewing your notes.** 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 2000-level course. All due dates for assignments, quizzes and exams are located in your calendar and in the schedule at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm

deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Mondays from 1:00-2:30pm EST**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2021 semester begins on **JAN 11, 2021** and ends on **APR 26, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 5 of 7 Discussion Activity assignments;
- submit 3 online written exams.

In each learning module, you will find an **INTRODUCTION** page outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures,

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know \(%24CANVAS_OBJECT_REFERENCE%24/modules/g130f8200aab262bc05415ff9f4e96b8e\)](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: A Vision of Students](#) in the COURSE INTRO module by **11:59pm EST on JAN 15, 2021**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and your ability to access the MODULE 1 learning materials.

UCF's General Education Program (GEP) and associated departments use Pre- and Post-Test quizzes to evaluate student learning in general education courses. You can access the **GEP ANT 2000 Pre- and Post-Test** quizzes through your personal WebCourses Dashboard or Main Menu. **The scores from these quizzes DO NOT affect your course grade**, so we ask that you please take them without using notes or textbooks so we can truly gain an understanding of the effectiveness of course learning. You will need to submit each component based on the following dates:

- GEP ANT 2000 **Pre-Test Quiz** opens at **12:01am EST on JAN 11, 2021** and is due by **11:59pm EST on JAN 24, 2021**
- GEP ANT 2511 **Post-Test Quiz** opens at **12:01am EST on APR 05, 2021** and is due by **11:59pm EST on APR 26, 2021**

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Academic (1) & Discussion Activities (5)	60	30%
Quizzes (12)	120	25%
Exams (3)	300	45%
<i>Total Possible</i>	<i>480</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your Anthropology Activity assignments, and classroom attendance activities.

- **Academic Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will compare and discuss concerns of college students in 2011 with your own concerns in 2021. **You are required to participate in and submit this discussion assignment** to initiate your academic activity in the course, and **this discussion grade cannot be dropped** when calculating your final grade.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and research presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 15 possible quiz grades when calculating your final grade.
- **Discussion Activity Assignments:** These assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and discuss various techniques used in assessing and understanding past and contemporary human biological and cultural diversity. **You are required to submit at least 5 of the 7 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 7 possible discussion activity grades when calculating your final grade.
- **Exams:** You will need to demonstrate your understanding of terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

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

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

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

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

How do I view my grades?

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

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

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

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:

Question 7

1 / 1 pts

The study of human history and prehistory through excavation of sites and analysis of artifacts is:

You Answered

Archeology

Correct Answers

Archaeology

Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check grade release course announcements to know when this feature is available.

What if I miss a quiz, assignment, or exam due date?

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for military 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?

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

Your enrollment in this course means that you will adhere to the [UCF Creed \(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc), students are prohibited from engaging in:

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z' grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](http://osc.sdes.ucf.edu/faq#students) (<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 write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The **Webcourses@UCF quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

How can I use study groups and external materials responsibly?

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

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

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

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a **violation of UCF Rules of Conduct**. Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk**.

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF

Knight's Email account to communicate with me and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/c.php?g=78577&p=517810) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365 \(https://extranet.cst.ucf.edu/office365selfsvc\)](https://extranet.cst.ucf.edu/office365selfsvc)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

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

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

- Technical assistance is available through phone, email and live chat through [**WebCourses@UCF Support**](mailto:WebCourses@UCFSupport) (<https://cdl.ucf.edu/support/webcourses/>)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [**online version**](http://emergency.ucf.edu/emergency_guide.html) (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [**locate**](http://www.ehs.ucf.edu/AEDlocations-UCF) (<http://www.ehs.ucf.edu/AEDlocations-UCF>) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [**sign up**](https://my.ucf.edu) (<https://my.ucf.edu>) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [**UCF video**](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>).

What is my course lecture and assignment schedule?







Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule.

You will be notified of any changes through [Announcements](#) in WebCourses.

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








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

Course Summary:

Date	Details
Fri Jan 15, 2021	 REQUIRED ACTIVITY: A Vision of Students (https://webcourses.ucf.edu/courses/1369297/assignments/6909506) due by 11:59pm
	 REQUIRED ACTIVITY: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6909513) due by 11:59pm
Mon Jan 18, 2021	 QUIZ 1: Anthropology and Culture (https://webcourses.ucf.edu/courses/1369297/assignments/6909490) due by 11:59pm
Mon Jan 25, 2021	 QUIZ 2: Evolution and Populations (https://webcourses.ucf.edu/courses/1369297/assignments/6909497) due by 11:59pm
Mon Feb 1, 2021	 QUIZ 3: Human Biodiversity (https://webcourses.ucf.edu/courses/1369297/assignments/6909489) due by 11:59pm
Fri Feb 5, 2021	 ACTIVITY 1: Humans as Primates (https://webcourses.ucf.edu/courses) due by 11:59pm

Date	Details	
Mon Feb 8, 2021	 EXAM 1: Modules 1 through 4 (https://webcourses.ucf.edu/courses/1369297/assignments/6909498)	due by 11:59pm
	 QUIZ 4: Our Origins (https://webcourses.ucf.edu/courses/1369297/assignments/6909487)	due by 11:59pm
	 ACTIVITY 1: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6909507)	due by 11:59pm
Fri Feb 12, 2021	 ACTIVITY 2: Other Handedness (https://webcourses.ucf.edu/courses/1369297/assignments/6909504)	due by 11:59pm
Mon Feb 15, 2021	 QUIZ 5: Controlling Bodies (https://webcourses.ucf.edu/courses/1369297/assignments/6909484)	due by 11:59pm
	 ACTIVITY 2: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6909508)	due by 11:59pm
Fri Feb 19, 2021	 ACTIVITY 3: Symbolic Meaning and Media (https://webcourses.ucf.edu/courses/1369297/assignments/6909503)	due by 11:59pm
Mon Feb 22, 2021	 QUIZ 6: Thinking and Communicating (https://webcourses.ucf.edu/courses/1369297/assignments/6909491)	due by 11:59pm
	 ACTIVITY 3: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6909509)	due by 11:59pm
Mon Mar 1, 2021	 QUIZ 7: Ritual and Performance (https://webcourses.ucf.edu/courses/1369297/assignments/6909492)	due by 11:59pm

Date	Details	
Fri Mar 5, 2021	 ACTIVITY 4: Gender Interview (https://webcourses.ucf.edu/courses/1369297/assignments/6909816)	due by 11:59pm
Mon Mar 8, 2021	 ACTIVITY 4: Discussion Reponse (https://webcourses.ucf.edu/courses/1369297/assignments/6929744)	due by 11:59pm
	 QUIZ 8: Gender and Sexuality (https://webcourses.ucf.edu/courses/1369297/assignments/6909496)	due by 11:59pm
Mon Mar 15, 2021	 EXAM 2: Modules 5 through 9 (https://webcourses.ucf.edu/courses/1369297/assignments/6909494)	due by 11:59pm
	 QUIZ 9: Family and Kinship (https://webcourses.ucf.edu/courses/1369297/assignments/6909485)	due by 11:59pm
Fri Mar 19, 2021	 ACTIVITY 5: Being SPENT (https://webcourses.ucf.edu/courses/1369297/assignments/6909814)	due by 11:59pm
Mon Mar 22, 2021	 QUIZ 10: Subsistence Economics (https://webcourses.ucf.edu/courses/1369297/assignments/6909500)	due by 11:59pm
	 ACTIVITY 5: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6909511)	due by 11:59pm
Fri Mar 26, 2021	 ACTIVITY 6: Forms of Control (https://webcourses.ucf.edu/courses/1369297/assignments/6909813)	due by 11:59pm
Mon Mar 29, 2021	 QUIZ 11: Power and Boundaries (https://webcourses.ucf.edu/courses/1369297/assignments/6909501)	due by 11:59pm

Date	Details	
	 ACTIVITY 6: Discussion Response (https://webcourses.ucf.edu/courses/1369297/assignments/6929745)	due by 11:59pm
Fri Apr 2, 2021	 ACTIVITY 7: Decolonizing Objects (https://webcourses.ucf.edu/courses/1369297/assignments/6909502)	due by 11:59pm
Mon Apr 5, 2021	 QUIZ 12: Material Past (https://webcourses.ucf.edu/courses/1369297/assignments/6909495)	due by 11:59pm
	 ACTIVITY 7: Discussion Reponse (https://webcourses.ucf.edu/courses/1369297/assignments/6929747)	due by 11:59pm
Mon Apr 19, 2021	 QUIZ 13: Complex Societies (https://webcourses.ucf.edu/courses/1369297/assignments/6909499)	due by 11:59pm
Mon Apr 26, 2021	 QUIZ 14: Early Mediterranean States (https://webcourses.ucf.edu/courses/1369297/assignments/6909678)	due by 11:59pm
Sat May 1, 2021	 EXAM 3: Modules 10 through 14 (https://webcourses.ucf.edu/courses/1369297/assignments/6909493)	due by 11:59pm

Course Syllabus

[Jump to Today.](#)

 [Edit](#)

Archaeology and the Rise of Human Culture



Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Thursdays 9am-Noon (Subject to change. Please email to schedule a time to text, zoom, or talk during virtual office hours. You also may schedule a virtual appointment outside of those hours.)**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Alexandria (Lexie) Brock, alexandria.brock@ucf.edu (<mailto:alexandria.brock@ucf.edu>)
- Virtual Office hours Tuesdays and Thursdays 9am-10am.
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140

- Credit Hours: 3
- Semester/Year: Spring 2021
- Location: Webcourses and VAB 0132
- Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.
- Meeting time: Tuesdays 12-1:15pm
- **NOTE: THIS IS A MIXED MODE COURSE. Exams, quizzes, and additional teaching presentations are online, attendance in face-to-face classes on Tuesdays is mandatory. All other materials are online.**

Course Description

The evolution of human society from foraging and hunting groups to the earliest cities and states.

Scope and purpose of the course:

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states. Please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text

- Archaeology Essentials 4th Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book.
- Other materials: None

Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book. All exams will be taken online in Webcourses.

There will be **five written assignments**. Four of these will be submitted online, one will be an in-class effort. We will use Turn-it-in for online writing submissions.

There are multiple, about weekly, short online **chapter quizzes**.

Attendance/Missed Assignments/Make-Ups

It is strongly advised that you **not miss a scheduled exam or assignment**. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

- 1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> [_ \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\) _](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) >.
- 2) Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf> [_ \(https://policies.ucf.edu/documents/4-401.pdf\) _](https://policies.ucf.edu/documents/4-401.pdf) >
- 3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.
- 4) Jury duty – copy of jury summons is required.
- 5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.**

Please note that late assignments will suffer a point reduction. See individual assignment descriptions.

Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 355, then your grade would be $325/355=0.915$

which is 91.5%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (3 at 15 points each)	45
Exams (3 at 50 points each)	150
Total number of points	355

Name:	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%

Name:	Range	
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Remember, you cannot access a module until you have taken the reading quiz for the preceding module.

Writing assignments are due at 11:59 pm on each due date, except for the in-class assignment. Do not wait until the last minute to submit your assignment!

All examinations are worth the same amount toward your final grade, including the final exam.

Please Note: Because writing assignments require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. Do not wait until the end of the semester to dispute a grade. Also, please do not request that your grade be rounded up at the end of the semester. **I will not reply to any requests for rounding up, so don't take it personally.**

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Websites and Internet Resources

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

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

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

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

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

Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade.

Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly

and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit

<http://www.turnitin.com> [\(http://www.turnitin.com/\)](http://www.turnitin.com/).

Policy Statements

Statement Regarding COVID-19

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> [_ \(https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf\)](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/) [\(https://goldenrule.sdes.ucf.edu/\)](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>
[_ \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)_](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.

Academic Integrity

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

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/> > (<https://goldenrule.sdes.ucf.edu/>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so

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

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

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

Course Accessibility Statement

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

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://my.ucf.edu/) [_\(http://my.ucf.edu/\)_](http://my.ucf.edu/) and logging in. Click on “Student Self Service” located on the left side of the screen in the 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.

Emergencies may occur that could affect this course's schedule.

Deployed Active Duty Military Students

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

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.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

If there are aspects of the design, instruction, and/or experiences within this course that result in

barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

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

UCF Cares










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



University Writing Center

<http://uwc.cah.ucf.edu/> [\(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/) The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Course Summary:

Date	Details	
Sat Jan 16, 2021	 Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1373474/assignments/6937875)	due by 11:59pm
Tue Jan 19, 2021	 CH 01 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937864)	due by 10:35am
Tue Jan 26, 2021	 CH 02 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937872)	due by 10:33am
Tue Feb 2, 2021	 CH 03 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937868)	due by 10:33am
Mon Feb 8, 2021	 Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1373474/assignments/6937881)	due by 11:59pm
Mon Feb 15, 2021	 EXAM 1 - ONLINE (https://webcourses.ucf.edu/courses/1373474/assignments/6937869)	due by 11:59pm
Tue Feb 16, 2021	 CH 04 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937877)	due by 10:33am
Tue Feb 23, 2021	 CH 05 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937867)	due by 10:33am
Mon Mar 1, 2021	 Assignment 2 - Relative and Absolute Dating Project	due by 11:59pm

Date	Details	
	https://webcourses.ucf.edu/courses/1373474/assignments/6937882	
Tue Mar 2, 2021	 CH 06 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937863	due by 10:33am
Tue Mar 9, 2021	 CH 07 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937879	due by 10:33am
Mon Mar 15, 2021	 EXAM 2 - ONLINE https://webcourses.ucf.edu/courses/1373474/assignments/6937878	due by 11:59pm
Tue Mar 16, 2021	 CH 08 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937870	due by 10:33am
Mon Mar 22, 2021	 Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1373474/assignments/6937884)	due by 11:59pm
Tue Mar 23, 2021	 CH 09 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937876	due by 11:59am
	 Assignment 3: Analyzing Prehistoric Diets https://webcourses.ucf.edu/courses/1373474/assignments/6937883	due by 11:59pm
Tue Mar 30, 2021	 CH 10 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937866	due by 10:33am
Mon Apr 5, 2021	 Assignment 5 - Collapse https://webcourses.ucf.edu/courses/1373474/assignments/6937885	due by 11:59pm
Tue Apr 6, 2021	 CH 11 QUIZ https://webcourses.ucf.edu/courses/1373474/assignments/6937865	due by 10:33am

Date	Details	
Tue Apr 20, 2021	 CH 12 QUIZ (https://webcourses.ucf.edu/courses/1373474/assignments/6937873)	due by 10:33am
Fri Apr 30, 2021	 EXAM 3 - ONLINE (https://webcourses.ucf.edu/courses/1373474/assignments/6937874)	due by 11:59pm

Syllabus

Spring 2021

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311K
Online Office Hours	Monday 7 - 9 pm in the class chat
Phone	407-823-3779
Email	vance.geiger@ucf.edu

Course Information

Cultural Anthropology	
ANT2410	
3	
Fall 2020	
online	

Course TA - Chelsea Dawes

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.

- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

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

Required Text

The Big Gamble - available as a pdf in Webcourses

Refugee Camp Readings provided in Webcourses

Core Concepts in Cultural Anthropology by Lavenda and Schultz ISBN 9780190924768 - ebook; 9780190924751 - paperback

Course Requirements

Important Information: There is a syllabus quiz that you need to take before **Friday 1/15 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
------------	--------

Exam 1	100
Exam 2	100
Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60
Total	510 points

Online Exams

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

Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Core Concepts text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

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

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

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

GEP Pre/Posttests:

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.

Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.

There is no Extra credit

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> [Links to an external site.](#)). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) [Links to an external site.](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal

use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

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

Campus Safety Statement

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

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

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)[Links to an external site.](#)) about how to manage an active shooter situation on campus or elsewhere.



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

) about how to manage an active

shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule

Week/Dates	Topics	Assignments	Due Dates
Week 1 1/11	<ul style="list-style-type: none"> • Course Orientation • Introduction Anthropology and to the Concept of Culture • Definitions of Culture • Characteristics of Culture • Aspects of Culture. • *What is anthropology? • *What aspects of anthropology are unique and different from other natural and social sciences? • *The scientific method. 	Syllabus Quiz what is culture quiz what is anthropology quiz	1/15 at 11:55pm EST 1/19 11 55 pm

	<ul style="list-style-type: none"> *The sub-disciplines within anthropology and what they study. 		
Week 2 1/19	Ethnography	Ethnography quiz core concepts quiz 1	1/25 11 55 pm 1/25 11 55 pm
Week 3 1/25	<ul style="list-style-type: none"> Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading) Research Questions and Methods Some History The Research Setting Aspects of Vietnamese Culture 	PRPC quiz due core concepts quiz 2	2/1 11 55 pm 2/1 11 55 pm
Week 4 2/1	The Big Gamble	The Big Gamble quiz	2/8 11:55 pm

Week 5 2/8	<p>Language</p> <ul style="list-style-type: none"> • Language and Linguistics • Design Characteristics of Human Language • Language Acquisition • Language and Culture • Some Examples from Vietnamese Language 	<p>Week 5 language quiz</p> <p>Exam 1</p>	<p>2/15 11:55 pm</p> <p>2/13 8 am to 2/15 11 55 pm</p>
Week 6 2/15	<ul style="list-style-type: none"> • Subsistence Systems • Environments • Hunter Gatherers • Horticulture • Pastoralism • Agriculture • Intensive Agriculture 	<p>week 6 subsistence quiz</p> <p>Culture discussion due</p>	<p>2/22 11 55 pm</p> <p>2/22 11 55 pm</p>
Week 7 2/22	<ul style="list-style-type: none"> • Social Organization • Kinship and Descent • Vietnamese Refugee Cases 	<p>week 7 social organization quiz</p> <p>core concepts social organization quiz</p> <p>core concepts kinship quiz</p>	<p>3/1 11 55 pm</p> <p>3/1 11 55 pm</p> <p>3/1 11 55 pm</p>
Week 8 3/1	Sex and Marriage; Enculturation	Week 8 sex and marriage, enculturation quiz due	3/8 11 55 pm

Week 9 3/8	<ul style="list-style-type: none"> • Political Organization and Social Control • Bands • Tribes • Chiefdoms • States • A Riot in A Refugee Camp 	week 9 political organization quiz due	3/15 11:55 pm
Week 10 3/15	<ul style="list-style-type: none"> • Economic Systems • Reciprocity • Refugee Camp Examples 	economic systems quiz due subsistence discussion due Exam 2	3/22 11 55 pm 3/22 11 55 pm 3/20 - 8 am to 3/22 11 55 pm
Week 11 3/22	<ul style="list-style-type: none"> • Religion • Magical Thinking • cognitive capabilities 	Week 11 religion quiz due Subsistence discussion due	3/29 11 55 pm 3/29 11:55 pm
Week 12 3/29	<ul style="list-style-type: none"> • Cultural Change 	Culture change quiz due	4/5 11 55 pm

<p>Week 14 4/5</p> <p>Spring Break</p> <p>4/11 - 4/18</p>	<ul style="list-style-type: none"> • Applied Anthropology, • Cultural Conservatism • Innovation • Diffusion • Revitalization 	<p>Applied Anthropology quiz due</p>	<p>4/12 11 55 pm</p>
<p>Week 15 4/19</p> <p>4/24 - 4/26</p> <p>4/26</p>	<p>Globalization</p> <p>Last day of class - all discussions due, nothing accepted after this day</p>	<p>Globalization quiz due</p> <p>The Big Gamble discussion due</p> <p>Exam 3</p>	<p>4/26 11 55 pm</p> <p>4/26 11 55 pm</p> <p>4/24 8:00 am -4/26 11:55 pm</p>
<p>Make Up Exam</p>	<p>make up exam - this is to make up a missed exam or try to improve your exam score</p>		<p>4/28 8 am - 4/29 11 55 pm</p>

Course Syllabus



Course Information

Course name:	Cultural Anthropology: Global Perspectives, Local Contexts
Course ID:	ANT 2410 (0M01)
Credit hours:	3.0 hours
Semester/year:	Spring 2021
Location & time:	Th 12-1:15pm VAB-132

Professor Contact

Professor:	Zachary Hawk
Office Locations:	Zoom
Office Times:	M 12-1:30pm
Department phone:	407-823-2227
Contact:	Webcourses Messaging

UCF Catalog Description

An introduction to human diversity as exemplified among various cultures and ethnic groups.

Course Description

Cultural anthropology explores and explains the similarities and differences in human behavior, social institutions, and ways of life of all people, past and present, by studying living cultures worldwide. This course will examine how cultural anthropologists carry out research in order to understand the ways people live in groups, create culture and adapt to their environments. A variety of topics related to culture are covered including communication, marriage, economics, subsistence, culture change, globalization, kinship, violence, gender and sexuality.

Course and Student Learning Objectives

“To make the strange familiar and the familiar strange.”

- 1) To understand and articulate the theory, methods, concepts, and major debates of cultural anthropology
- 2) To understand the diversity of human experiences by examining and comparing world cultures across multiple dimensions including:
 - a. Historical connectedness,
 - b. Norms, values, and beliefs
 - c. Language
 - d. Kinship and Marriage
 - e. Race and Ethnicity
 - f. Sex, Gender, and Sexuality
 - g. Subsistence and Economic Systems
 - h. Religion and Cosmology
 - i. Political Systems
- 3) To think critically about the ways anthropologists can address human problems/inequality globally and locally
- 4) To use the viewpoints of anthropology to reflect on your own beliefs and behavior and that of the society and communities to which you belong
- 5) To be able to utilize the basic theories and methods of cultural anthropology (including the concept of culture, the methods of participant observation, and the perspective of cultural relativism) to understand human diversity and contemporary issues in a global comparative perspective

What textbooks will I need?

Lavenda, Robert H. and Emily A. Schultz. 2019. *Core Concepts in Cultural Anthropology*. Oxford University Press.

Brown, Nina, Laura Tubelle de González, and Thomas McIlwraith, eds. 2017. *Perspectives: An Open Invitation to Cultural Anthropology*. American Anthropological Association.

Available for download at <http://perspectives.americananthro.org>

What is the course format?

This is a Mixed Mode/Reduced Seat Time Course. This means that we will only meet once per week on Thursdays for 1 hour and 15 minutes. You will be expected to use Webcourses to fill in what we might otherwise go over F2F.

In class, you will be introduced to new materials, participate in discussions related to your textbook readings, and explore examples through class activities. To be successful in this course, you will need to attend class, listen to lectures, take notes, log into webcourses, and ask questions.

In addition to this, you are required to review any media (e.g., video content) and/or any additional information presented in the online modules. You should plan on spending **a few hours each week outside of class** completing your assigned reading, studying your notes, and working on your assignments.

If you need any assistance with course materials, assignments or study tips, please visit me during **office hours**. **Office hours** are held virtually on Mondays from 12pm-1:15 pm. If you have a scheduling conflict with these times, please contact me to set an appointment that will reasonably fit your schedule. All office visits will be done virtually through Zoom.

What are the course requirements?

This course begins on **JAN 11, 2021** and ends on **May 04, 2021**. Over this period, you will be expected to:

- attend class and participate in class activities
- review course materials, including assigned video or audio content and readings
- complete a required activity at the start of the course
- complete online assignments
- complete in-class participation activities
- complete any quizzes or exams that are assigned

How is respect for diversity maintained?

This class will be conducted in a way that **respects all aspects of diversity**. It is expected that everyone show respect for one another and the diverse issues and concepts that we may encounter and/or discuss in class. Everyone must be given a chance to express their thoughts in class discussion without interruption or ridicule.

Any student who acts inappropriately or becomes disruptive will be asked to leave the classroom and may be blocked from participating in class discussion and activities. If you encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain why so we can discuss the issue further in class or during office hours.

How will I be evaluated and graded?

This may change as we navigate the new challenges that teaching during COVID presents. I will announce during our class meetings and online when there are changes. More details to follow.

Assessment		Points Possible		% Final Grade (Weighted)
Online and In-Class Assignments		100		40%
Mini-Ethnography		100		20%
Exams		150		40%
<i>Total Possible</i>		350		<i>100%</i>

You can access your grades through the 'Grades' link in the main course menu on the left. It is **your responsibility to check on your grades throughout the course**. Please allow a reasonable amount of time to pass for the grading process to take place. If you have any questions concerning your scores **after it has been released**, please notify me using **WebCourses Messaging** in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed **within one week of the grade being released**.

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

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

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

What is the Course Outline

CC = Core Concepts in Cultural Anthropology

P = Perspectives: An Open Invitation to Cultural Anthropology

Note: The order of chapter readings and due dates for assignments will be filled in later in the semester.

Unit I - Cultural Anthropology Key Concepts				
Week	Dates	Topics	Readings	Important Dates
1	1/11/2021 - 1/17/2021	Anthropology: An Introduction		<ul style="list-style-type: none"> 1/11 Classes Start 1/15 Last day to drop 1/15 Getting Started Quiz Due by 5pm.
2	1/18/2021 - 1/24/2021	History of Anthropology	<ul style="list-style-type: none"> CC - Chpts 1, 2, 3, 12 	<ul style="list-style-type: none"> 1/18 MLK Day
3	1/25/2021 - 1/31/2021	What is Culture?	<ul style="list-style-type: none"> P – Chpts 1, 2, 3, 4, 13 	
4	2/1/2021 - 2/7/2021	Fieldwork and Ethnography	<ul style="list-style-type: none"> Selected Readings 	
5	2/8/2021 - 2/14/2021	Language		<ul style="list-style-type: none"> Unit 1 Exam 2/14
Unit II – Social Organization and Dimensions of Identity				
6	2/15/2021 - 2/21/2021	Race and Ethnicity		
7	2/22/2021 - 2/28/2021	Sex, Gender, and Sexuality	<ul style="list-style-type: none"> CC – Chpts 5, 6, 7, 9 	
8	3/1/2021 - 3/7/2021	Relatedness: Kinship, Family, and Marriage	<ul style="list-style-type: none"> P – Chpts 5, 6, 8, 9, 10 	
9	3/8/2021 - 3/14/2021	Economic Anthropology	<ul style="list-style-type: none"> Selected Readings 	
10	3/15/2021 - 3/21/2021	Class Caste and Inequality		<ul style="list-style-type: none"> Unit 2 Exam 3/21
Unit III – Systems of Power and Change in the Modern World				
11	3/22/2021 - 3/28/2021	Worldview and Religion Politics and Power	<ul style="list-style-type: none"> CC – Chpts 4, 8, 10, 11 	<ul style="list-style-type: none"> 3/26 Withdrawal Deadline

12	3/29/2021 - 4/4/2021	Globalization Health, Illness, and the Body Art and Media Science and Technology Applied Anthropology	<ul style="list-style-type: none"> P – Chpts 7, 11, 12, 16, 17, 18, 19 Selected Readings 	
13	4/5/2021 - 4/11/2021			
14	4/12/2021 - 4/18/2021			<ul style="list-style-type: none"> 4/11-4/18 – No Classes
15	4/19/2021 - 4/25/2021			
16	4/26/2021 - 5/4/2021			<ul style="list-style-type: none"> Final Examination Period <ul style="list-style-type: none"> Unit 3 Exam

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct](#) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden RuleLinks to an external site.](#) for further information. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else**, and above all, **do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet sources**.

Your professors will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect me to change) your grade illegitimately**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system**. It is your responsibility to check your WebCourses Inbox and course announcements at least two or three times per week.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online**

correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox.

What are the technology and software requirements?

You will need to have reliable access to a computer and the Internet for this course.

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

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

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

This course 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 your learning environment. Do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online course environment and your use only.** All copyright materials are credited to the copyright holder.

In addition, third party sites (e.g., Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without authorization**. Please be aware that this is a **violation of copyright**, and these course materials very often contain extensive errors or outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, you **will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GAA assistant for help.

Is the course accessible for students with disabilities?

It is our goal for this course to be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this course. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a [Student Accessibility Services](#) [Links to an external site.](#) [Links to an external site.](#) (SAS) accommodation letter) to discuss reasonable options or adjustments. During discussion, we may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility modifications, but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

What if I am an active duty military student?

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.

What should I know about 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 [Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, 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> [Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> [Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

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



[external site.\)](#)

>).

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.

ANT2511.1: The Human Species
Spring 2021 (3 credits)
Tuesdays and Thursdays, 12:00-1:20pm
Mode: V1

Instructor Information:

Donovan M. Adams, Ph.D. (he/they)

Office: HPH409

Office Phone Number: 407-823-0951

Office Hours: Mondays and Wednesdays 11:00am-12:30pm through Zoom; or by appointment

E-mail: donovan.adams@ucf.edu

GTA Information:

Jane Holmstrom

Office: HPH 116F

Office Hours: Fridays 9-10:30 am via WebCourses inbox and chat; or via Zoom by appointment

E-mail: jane.holmstrom@ucf.edu

Prerequisites: None

Required Text:

- *Essentials of Biological Anthropology*, 4th ed. Clark Spencer Larsen.

Required Technology:

- Access to Webcourses@UCF
- Zoom (must be accessed using your Knights e-mail).

Course Requirements:

- Weekly quizzes/labs
- Three exams (including one final exam)

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

Biological anthropology is the study of non-human primate and human variation, evolution, and the interaction between human biology and culture. This course explores major concepts underlying the foundation of biological anthropology, including genetics, osteology/dentition, primates, evolution, and how anthropologists can use biology to understand cultural behavior and change. We will examine the interplay of biology and culture (a biocultural approach) to understand our ancestors, our present and future, across geographical space. This course will largely be split between three major sections: 1) important foundational aspects of understanding human variation; 2) understanding primates, primate evolution, and hominin evolution; and 3) understanding the development of modern humans.

Course Objectives:

After completing this course, you should be able to:

- 1) Explain major areas of biological anthropological research and methodology.
- 2) Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- 3) Understand human variation, including its potential causes.
- 4) Understand how *Primates* are similar to each other.
- 5) Understand the major trends in hominin evolution, to include biological and geographic changes.
- 6) Understand how we can apply our knowledge of biology to understand culture.
- 7) Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

Grading: Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

Exams	300 (3 x 100 pts each)
Quizzes	80 (8 x 10 pts each)
Labs	90 (3 x 30 pts each)
TOTAL	470 pts

Weekly Quizzes/Labs:

- **Quizzes:**
 - There will be eight (8) short 10-question quiz comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week before. Once a quiz is opened, you have one shot to complete the quiz. Furthermore, the system is able to identify if you click away from the quiz and for how long; therefore, it is possible to identify if you spent an unnecessary length of time away from the webpage – keep this in mind to avoid the possibility of running out of time or cheating. These quizzes are timed (15 minutes), so you must be prepared to sit down and take this in one session.
 - Quizzes will be opened for you to take them after Thursday's class. You have until 11:59pm that Saturday to take the quiz.
- **Labs:**
 - There will be three (3) lab assignments throughout the semester. These will be opened after class on Tuesday and will be closed before class the following Tuesday. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online

media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.

- You will be assigned to random groups for each of these labs. You may use these groups to work on labs together. Discussion boards will be open for each group to help communicate about the lab assignment. These must be used appropriately and only for the purposes of working together on lab assignments. See Class Policies for what is and is not appropriate.
- **Exams:**
 - There will be three (3) exams throughout the course of the semester, with the third taking place during the scheduled final exam period. These will focus on genetics and modern human variation (Weeks 1-5); primates and hominin evolution up to, but not including, *Homo sapiens* (Weeks 7-10); and *Homo sapiens* and applied biological anthropology (Weeks 11-15). These exams are **NOT** cumulative; however, the concepts in later parts of the course do draw upon concepts from earlier in the course. For instance, though Week 6 (Osteology and Dentition) are not specifically tested in Exams #2 or #3, understanding the skeleton and teeth are important for understanding many of the features we will discuss in later weeks and so it is important that you remember this information. Exams will consist of a variety of questions, including multiple choice, fill-in-the-blank, true or false, and short answer questions. You must be prepared to apply memorized facts and concepts and be able to answer broader questions using synthesized answers.
 - These exams will be conducted through Webcourses DURING the scheduled class period. Exam #1, for example, will open at 12:00pm, February 16th, and will close at 1:20pm, February 16th. So be sure to take the test during the scheduled period as it will not be available before or after the scheduled class period. Rather than a Zoom lecture for that day, you will have the exam.

Classroom Policies:

- We will discuss a range of topics with varying social perspectives (e.g., race/ancestry, human variation, evolution, etc.). Religious views are respected in this classroom. *Scientific* discussion is acceptable; however, this class is an academic *safe space*. This means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals and will result in ejection from the class*. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- We will be using Zoom for class this semester. However, it is expected that you do not text or take phone calls during class. This behavior is disrespectful not only to the instructor, but also to yourself and your fellow classmates. I reserve the right to remove you from the class period if I feel it becomes a problem.
- Zoom sessions will be recorded to accommodate potential connection issues or having to miss class because of a medical reason. Please keep this in mind when you are participating in class. Furthermore, chat transcripts are saved at the end of every Zoom

session, so be sure to use this for appropriate reasons as there will be a record of what was said.

- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses, these will not be exhaustive and I will not provide lecture notes.
- If you miss an exam, you have 24 hours to contact me via e-mail. Make-up exams will only be given with a valid excuse. See the calendar for the exam dates; if you have conflicts, see me **immediately**.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that week.
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the classroom.
- All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.
- As office hours and class will take place through Zoom, I understand that the possibility of working from home may mean children and pets make an appearance from time to time. If you need to leave at any point to help take care of a situation, that is fine. Simply mute and stop the video until you are able to rejoin.

GEP Pre/Posttests:

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them **without** your book so we can truly gain an understanding of what you learned.

Financial Aid Requirement:

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 15th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

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

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

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

Notifications in Case of Changes to Course Modality:

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

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

COVID-19 and Illness Notification:

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

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

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

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

In Case of Faculty Illness:

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

Zoom:

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

Things to know about Zoom:

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

Academic Integrity:

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

Course Accessibility:

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

Course Accessibility and Disability COVID-19 Supplemental Statement:

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

Campus Safety:

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.

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service”

located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students:

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities:

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

Religious Observances:

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

Diversity and Inclusion:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

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

Week	Dates	Topic	Reading	Assignments/Articles
1	Jan 12	Class Introduction		
	Jan 14	What is Anthropology?	1	
2	Jan 19	Evolution	2	
	Jan 21	Evolution	2	QUIZ #1
3	Jan 26	Genetics	3	
	Jan 28	Genetics	3	QUIZ #2
4	Feb 2	Population Genetics	4	
	Feb 4	Population Genetics	4	LAB #1
5	Feb 9	Adaptation and Growth and Development	5	
	Feb 11	Race and Human Variation	5	QUIZ #3
6	Feb 16	EXAM #1		
	Feb 18	Osteology and Dentition	Appendix A1-10	
7	Feb 23	Living Primates	6	
	Feb 25	Living Primates	6	LAB #2
8	Mar 2	Primate Behavior	7	
	Mar 4	Fossils and Dating	8	QUIZ #4
9	Mar 9	Primate Evolution	9	
	Mar 11	Primate Evolution	9	QUIZ #5
10	Mar 16	Early Hominins	10	
	Mar 18	Early Hominins	10	QUIZ #6
11	Mar 23	EXAM #2		
	Mar 25	Early <i>Homo</i>	11	
12	Mar 30	Early <i>Homo</i>	11	
	Apr 1	Modern Humans	12	LAB #3
13	Apr 6	Modern Humans	12	
	Apr 8	Migration	12	QUIZ #7
14	Apr 13	SPRING BREAK		
	Apr 15			
15	Apr 20	Agriculture	13	
	Apr 22	Bioarchaeology/Forensic Anthropology		QUIZ #8
16	Apr 27	STUDY DAY		
	Apr 29	FINAL EXAM – 10:00am – 12:50pm		

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

IMPORTANT DATES:

Jan 23 – Quiz #1 due

Jan 30 – Quiz #2 due

Feb 6 – Lab #1 due

Feb 13 – Quiz #3 due

Feb 16 – Exam #1

Feb 27 – Lab #2 due

Mar 6 – Quiz #4 due

Mar 13 – Quiz #5 due

Mar 20 – Quiz #6 due

Mar 23 – Exam #2

Apr 3 – Lab #3 due

Apr 10 – Quiz #7 due

Apr 13-15 – Spring Break

Apr 24 – Quiz #8 due

Apr 27 – Study day

Apr 29 – Final Exam (10:00am – 12:50pm)

ANT2511-21Spring 0M03

The Human Species | MoWe 11:30am - 12:20pm

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Phone: 407-823-6503

Email: Use WebCourses Mail

Virtual Office Hours: Mondays 9:00am-10:30am or by appointment.

Graduate Teaching Assistant (GTA): Jonathan Barkmeier

Office: Main Campus, Phillips Hall, 311 (Via WebCourses)

Email: Use WebCourses Email

Virtual Office Hours: Tuesdays 1:00pm-2:30pm

Catalog Description

Human biological variation in an evolutionary perspective. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

Larson, Clark Spencer. [*Essentials of Biological Anthropology \(Links to an external site.\)*](#), 4th Edition. Norton.

Course Description

This course introduces students to biological anthropology, one of the four traditional branches of anthropology. Biological anthropology utilizes many lines of evidence to holistically understand human evolution, primates, and the ancestors of these groups. The course is divided into two broad sections. The first explores biological anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural and environmental change.

Synchronous Teaching

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) class meetings. Meeting dates and times are listed in the Schedule of Courses and will be scheduled through Webcourses@UCF. They should appear on your calendar. Several assignments - such as exams - are scheduled on Fridays. Refer to the schedule below for more information.

I do not take attendance in my F2F courses, and will not be taking attendance in this course. The Zoom lectures will be recorded and made available to all students. It is up to each of you to determine how you will interact with this content. The synchronous lectures will include time for students to ask questions.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#). You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support if you have any technical issues accessing Zoom.

GroupMe Policy/Discord/Social Media

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

Student Learning Objectives

Upon successful completion of this course, each student will understand:

- how to think scientifically,
- the basics of evolutionary theory,
- how humans are related to primates and what this means,
- human and primate evolution,
- why humans are biocultural organisms,
- the complexities of modern biological human variation as it relates to cultural and scientific principles.

UCF Integrative General Education Goals

This course fulfills requirements related to General Education courses at the University of Central Florida. This course contains material related to common human themes related to cultural and historical knowledge, regarding the application of scientific knowledge, and support well-informed citizens who can relate science to significant social problems and other related disciplines. Assignments include transparent statements connecting work to these goals.

Grading

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor's note).

Your grades will come from:

Four Exams:	80 possible points (20 points each)
Two Film Responses:	10 possible points (5 points each)
Seven Lab Activities:	10 possible points (variable points per assignment)

Total possible points 100 (each point earned = 1% point)

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 20 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours. Questions are drawn from lectures and readings. There is NO cumulative final exam. I DO NOT provide study guides for exams because they are open book/note. I DO NOT use proctorhub or similar software.

[Total Points: 80]

Two Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.

[Total Points: 10]

Seven Lab Activities: Some of these labs are simple responses requiring students to think about a topic and provide a written response. Other labs provide an more 'hands-on' activity using interactive online content to answer questions. Points for each lab are weighted depending on complexity. Labs are Evolution is a Fact and a Theory (1 points); Hardy-Weinberg Equilibrium (1 points); Defining Primate Characteristics (1 points); Why Are There Still Monkeys (1 points); 3D Hominins Lab (4 points); What Is This Artifact (1 points); and The Future of Us (1 points).

[Total Points: 10]

Total Possible Points: 100

Course Grading Scale

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

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

Extra Credit Opportunities

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

Late Assignment Policy Policy

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

If a student fails to contact the instructor before a due date or provide documentation, they have 5 days to make-up assignments. This is automatically set up in WebCourses. The late penalty is - 1% per day with a maximum of 5% deducted if students wait 5 days. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. Students who do this have 1 week to make-up work for full credit. In other words, all work is due within 1 week of the original due date **if approved by the instructor or GTA**. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

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

Contacting the Instructor

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

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

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

Semester Calendar

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

Week 1: Jan 11 - 15

Topic: Course Introduction & What is Physical Anthropology?

Readings: Chapter 1

Assignments: Syllabus Quiz

Week 2: Jan 18 - 22 (No Classes Monday, MLK Jr. Day)

Topic: Evolution

Readings: Chapter 2

Assignments: Lab 1 – Evolution is a Fact and a Theory

Week 3: Jan 25 - 29

Topic: Genetics

Readings: Chapter 3

Week 4: Feb 1 - 5

Topic: Genes and Their Evolution

Readings: Chapter 4

Assignments: Lab 2 – Hardy-Weinberg Equilibrium Lab (Discussed in Wednesday's Lecture)

Exam 1

Week 5: Feb 8 - 12

Topic: Biology in the Present

Readings: Chapter 5
Assignments: Video 1 Response – State of Eugenics

Week 6: Feb 15 - 19
Topic: The Other Living Primates
Readings: Chapter 6
Assignments: Lab 3 – Defining Primate Characteristics

Week 7: Feb 22 - 26
Topic: Primate Sociality
Readings: Chapter 7

Week 8: Mar 1 - 5
Topic: Primate Sociality
Readings: Chapter 7

Exam 2 (Covers Chapters 5-7)

Week 9: Mar 8 - 12
Topic: Fossils
Readings: Chapter 8

Week 10: Mar 15 - 19
Topic: Primate Origins and Evolution
Readings: Chapter 9
Assignments: Lab 4 – Why Are There Still Monkeys?

Week 11: Mar 22 - 26
Topic: Early Hominin Origins
Readings: Chapter 10

Exam 3 (Covers Chapters 8-10)

Week 12: Mar 29 - Apr 2
Topic: Origins and Evolution of Early Homo
Readings: Chapter 11
Assignments: Lab 5 - 3D Hominin Lab

Week 13: Apr 5 - 9
Topic: Origins, Evolution, and Dispersal of Modern Peoples
Readings: Chapter 12
Assignments: Lab 6 – What Is This Artifact?

Week 14: Apr 12 - 16 (No Class, Spring Break)
Topic: None

Week 15: Apr 19 - 23

Topic: Our Last 10,000 Years

Readings: Chapter 13

Assignment: Video 2 Response – Dawn of Humanity & Lab 7 – The Future of Us

Week 16: Apr 26

Topic: Final Exam Period

Exam 4 (Covers Chapters 11-13)

Important UCF Dates for Spring 2021

January 15, 2021 - Last Day to Drop and Request Full Refund

January 15, 2021 - Drop/Swap Deadline

January 15, 2021 - Add Deadline

March 26, 2021 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

Academic Integrity

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#)[Links to an external site.](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility

Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to

enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Required Statement Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Syllabus




ANT2511 - Human Species


Sections: 0W60-61

Dr. Amanda Groff

Syllabus

Instructor Contact:

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

	<p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm; 1-2pm</p> <p>For phone or virtual calls, please make an appointment first!!</p>
Phone	Dept Phone: 823-3757
E-mail/Response time	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
GTA	Horvey Palacios Caroline Jasiak
GTA E-Mail	<p>Horvey.palacios@ucf.edu (mailto:Horvey.palacios@ucf.edu)</p> <p>Caroline.Jasiak@ucf.edu (mailto:Caroline.Jasiak@ucf.edu)</p>
GTA Office Hours	<p>Horvey: Mondays from 2 to 4pm.</p> <p>Caroline: Tuesdays from 2 to 4pm.</p>

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

Course Information:

Course Name	ANT 2511 Human Species
Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Spring 2021
Location	100% Online

Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

***Please note that this class deals heavily with human evolution and evolutionary theory. **This is not a debate class!!** This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations given based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!

Course Catalog Description: Human biological variation in an evolutionary perspective.

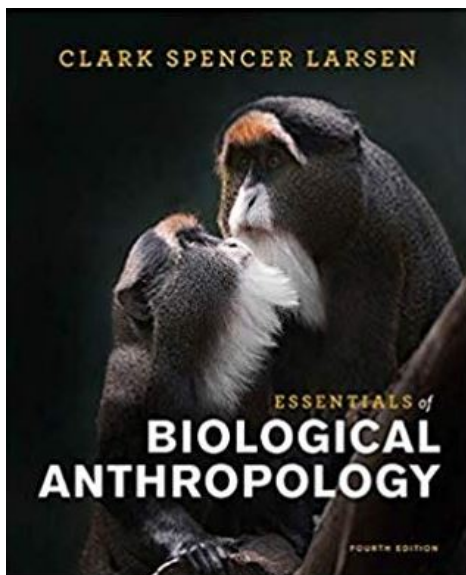
Course Objectives

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

Required Text:

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



Title: *Essentials of Biological Anthropology*, 4th Edition By Clark Spencer Larsen

Publisher: Norton

Year: 2018 ISBN: 978-0393667431

NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT.

Please Note: It is important that you have the 4th edition of this text, as all quizzes and assignments are based on this new edition.

Required Tools

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

Course Requirements:

This course begins on January 11, 2021 and ends on May 4, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule

Module #	Chapter Reading	Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	--	10	--	January 15
1	1	5	5	January 22
2	2	5	15	January 22

3	3	5	15	February 5
4	4	5	5	February 5
Exam 1 Review	Ch 1-4	5	--	February 11
EXAM 1	Ch 1-4	100	--	February 12
5	5	5	--	March 5
6	6	5	10	March 5
7	7	5	5	March 5
Exam 2 Review	Ch 5-7	5	--	March 11
EXAM 2	Ch 5-7	100	--	March 12
8	8	5	5	April 2
9	9	5	--	April 2
10	10	5	20	April 2
Exam 3 Review	Ch 8-10	5	--	April 8
EXAM 3	Ch 8-10	100	--	April 9
11	11	5	--	April 30
12	12	5	20	April 30
13	13	5	--	April 30
Final Review	Ch 11-13	5	--	May 3
FINAL EXAM *not cumulative	Ch 11-13	100	--	May 4
TOTAL POINTS		495	100	

****Color choices above do not denote any love for UF; I just simply needed contrasting colors.
Black and gold all day!**

GEP Quizzes

You will find access to **GEP quizzes** in your personal webcourses main menu. The GEP pre- and post- tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!

The GEP pretest will be open for you to take during the first 2 weeks of class. The posttest will be available the last 2 weeks of class. Again, the scores you earn on the GEP pretest and posttest are NOT included in your total points.

Pre-test

Opening: January 11 at 12:01am

Closing: January 24 at 11:59pm

Post-test

Opening: April 5 at 12:01am

Closing: April 26 at 11:59pm

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

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

A quick note on exams: For 3 of the 4 exams, you will encounter Take Home Questions. These are essay style questions that you will need to have prepared answers for prior to the beginning the exam. I give you these questions ahead of time so you aren't under the pressure of a timer! These essay style questions are utilized to help prepare students for the timed portion of the exam, while also demonstrating their writing style and ability. With a class this large, these questions allow us to grade efficiently while not overwhelming you or me with grading written work every week! Students must follow the submission directions as outlined in the Take Home Questions review page and the actual exam question itself; students who do not will receive a 0 for that portion of the exam. We need to see that your work is original, and not plagiarized, and that you have taken the Integrity pledge. More information (including an instructional video) is provided in all Exam Review modules.

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

Participation Activities:

You are also going to encounter non-timed assignments, called Participation Activities. These are very small discussions or document uploads, worth 5 points a piece. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please

note, you only get one submission for these assignments...there are no redos! So be sure to label documents appropriately!

Grading Scheme

Final grades in this class are weighted (see below)

<u>Assignment Group</u>	<u>Percentage of your Final Grade</u>
Exams	50%
Mini-Quizzes and Realizeit Exam Reviews	15%
Participation and Quiz- graded assignments	35%

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 50%, 15%, and 35%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 85% in Group A, 90% in Group B, and 80% in Group C, the final score would be calculated as $(.85 \times .5) + (.90 \times .15) + (.80 \times .35) = .84$, or 84%.

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

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	69.5-76%

D+	67-69%
D	63-66%
D-	60-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

Personal Adaptive Learning Reviews

In this class, Exam Reviews are presented in a system called **Realizeit**. Exam Reviews are given immediately prior to exam deadlines and are a great way to practice and study for exams; they are also worth up to 5 points each. The system will "Determine Your Knowledge" then highlight the areas in which you need more review and practice. For more information, please see the "[Getting Started with Personalized Adaptive Learning \(https://webcourses.ucf.edu/courses/1368808/pages/getting-started-with-personalized-adaptive-learning\)](https://webcourses.ucf.edu/courses/1368808/pages/getting-started-with-personalized-adaptive-learning)" page in the Getting Started Module.

Reviewing Quiz/Assignment Questions:

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

Important Dates and Information

Add class deadline Friday, January 15 ; Drop class deadline: Friday, January 15

Withdrawal deadline for this course: Friday, March 26

Final course closing date: Tuesday, May 4

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 15**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses:

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

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

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

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> [_ \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)_](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html))

Students should contact their instructor(s) as soon as possible if they miss class for due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be

required). When possible, students should contact their instructor(s) before missing class.

In case of Faculty Illness

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

Discussion Board Appropriateness:

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

Student Non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1368808/discussion_topics\)](https://webcourses.ucf.edu/courses/1368808/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

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

GroupMe

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

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

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

Online Technology

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

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [UCF Center for Academic Integrity \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's

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

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

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> [_ \(https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf\)](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 [UCF 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.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) [_ \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may

be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

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

Campus Safety Statement

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

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

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

Deployed Active Duty Military Students

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

Copyright

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

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

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

Third-Party Software and FERPA

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

My expectations of you for taking Human Species

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

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

What You Can Expect From Me

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

Final Comments

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

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

Course Syllabus

[Jump to Today](#) [Edit](#)

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Human Species

ANT 2511 (0001) Spring
2021

Department of Anthropology, College of
Sciences

Univeristy of Central Florida

Course Information

Course Name: Human Species
Course ID: ANT 2511 (0001) / Spring 2021
Credit Hours: 3.0 hours
Location/time: VAB 132 Tuesdays and Thursdays 9:00 - 10:15am

Professor Contact

Professor: Jane Holmstrom
Main office: UCF Main Campus - Howard Phillips Hall Room 116F
Dept Phone: 407-823-2227

Online Hours: Via Zoom by appointment
In Office Hours: Mondays 1:00pm - 2:30pm
E-mail: via WebCourses Inbox messaging (or jane.holmstrom@ucf.edu)

Course Description and Scope:

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans as well as the spectrum of variation found in modern humanity. Finally, in the last section we will study the human fossil and archaeological records.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

***Please note that this class deals heavily with human evolution and evolutionary theory. **This is not a debate class!!** This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations given based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!

Course Catalog Description:

Human biological variation in an evolutionary perspective.

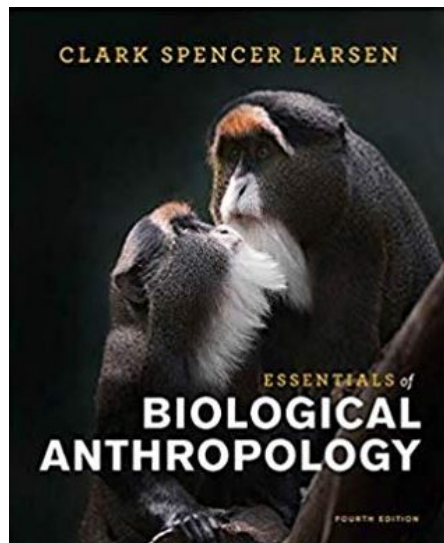
Course Objectives:

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

Required text:

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



Title: *Essentials of Biological Anthropology*, 4th Edition By Clark Spencer Larsen

Publisher: Norton

Year: 2018 ISBN: 978-0393667431

*****NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT*****

Please Note: It is important that you have the 4th edition of this text, as all quizzes and assignments are based on this new edition.

What are the course requirements?

The Spring 2021 semester begins on **January 11, 2021** and ends on **May 04, 2021**. Over this period, you will be expected to:

- attend class on Tuesdays and Thursdays from 9:00-10:15am EST;
- submit a Required Academic Activity to start the course (in-class activity);
- participate and turn in 11 additional in-class participation activities;
- turn in 3 WebQuest papers;
- take 3 in class exams.

All graded work is due on an assigned schedule. A missed or late activity, assignment, or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below

on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

Course Schedule

Date	Topic	Chapter Reading	Participation Activity Points	WebQuest Points	Exam Points
1/11	Intro	Chapter 1	10		
1/18	Theory	Chapter 2	10		
1/25	Genetics	Chapter 3	10		
2/01	Genetics	Chapter 4	10		
2/09	EXAM	Chapters 1-4			100
2/8	Human Variation	Chapter 5		50	
2/15	Modern Primates	Chapter 6	10		
2/22	Behavior/Culture	Chapter 7	10		
3/01	Environment/Fossils	Chapter 8			
3/04	EXAM	Chapters 5-8			100
3/08	First Primates	Chapter 9	10		
3/15	Roots of Humanity	Chapter 10	10	50	
3/22	TBA	TBA	10		
3/29	Early <i>Homo</i>	Chapter 11	10		
4/05	Neanderthal/Early modern <i>Homo</i>	Chapter 12	10		
4/12	SPRING BREAK	SPRING BREAK			
4/19	Agricultural Revolution	Chapter 13	10	50	
4/29 7:00am-9:50am	FINAL EXAM **NOT Cumulative**	Chapters 9-13			100
Total Points			120	150	300

GEP Quizzes

In your personal Webcourses dashboard, you will find access to the GEP Webcourse section.

Opening for Pretest: January 11 12:01am

Closing for Pretest: January 24 11:59pm

Opening for Posttest: April 5 12:01am

Closing for Posttest: April 26 11:59pm

The GEP Pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to a late spring break). The scores you earn on the GEP pretest and posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

How should I plan my course work schedule?

Human Species is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. 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 15 weeks of the Spring 2021 term, you should expect to spend around **three hours of class time each week listening to lectures, taking and reviewing notes, and participating in class activities.** You should also plan on setting aside at least **two-to-three hours each week to review and complete your assigned reading and 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 2000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **office hours Mondays from 1:00PM to 2:30PM in HPH 116F.** You

can of course contact me through WebCourses Inbox, and we can make arrangements as needed for scheduling a different in person meeting time or an online **meeting Via Zoom.**

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required (1) & In-Class Activities (11)	120	25%
WebQuest Assignments (3)	150	25%
Exams (3)	300	50%
<i>Total Possible</i>	<i>570</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your Anthropology Activity assignments, and classroom attendance activities.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. This will be done in class the first week. **You are required to participate in and submit this discussion assignment.**
- **In-Class Activities:** These activities are considered as class participation. They are designed around each weeks theme and will help you to study and think critically about the topic and how it may be applied outside of the classroom. **You are required to submit all 11 activity assignments.**
- **WebQuest Assignments:** These assignments dive deeper into each of the three sections of the course. These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various techniques used in assessing and understanding evolutionary theory, human variation, and human and non-human primates.
- **Exams:** You will need to demonstrate your understanding of terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to take all 3 exams in class.**

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

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

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

How do I view my grades?

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

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

What if I miss an in-class activity, assignment, or exam due date?

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their 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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed **within five days of the missed exam due date** (if medically possible).

Is the course accessible for students?

UCF is committed to providing access and inclusion for all persons. Students 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>), 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.

Are there accommodations for authorized absences?

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

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

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-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 and/or 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.

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.

What academic resources are available to me?

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

- **Writing help** from the [University Writing Center \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/), such as downloadable

writing and style guides, online writing consultations, and online scheduling for peer tutor review.

- **Tutoring and study help** from the [Student Academic Resource Center](http://sarconline.sdes.ucf.edu/) (<http://sarconline.sdes.ucf.edu/>) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](https://apps.ucf.edu/) (<https://apps.ucf.edu/>), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com/cdlvideo/successful-you) (<https://vimeopro.com/cdlvideo/successful-you>), so you can avoid undesirable academic outcomes.

How is respect for diversity and inclusion maintained?

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

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

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

How is academic integrity maintained?

If you are in a classroom setting taking an exam, would you ask the student sitting next to you for an answer to a question? The answer should be no.

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**, students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The

unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

How can I use study groups and external materials responsibly?

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

strictly reserved for this online course environment and your use only. All copyright materials are credited to the copyright holder.

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study**

group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct. In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the instructor to join in!

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

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a **violation of UCF Rules of Conduct**. Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk**.

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email

account to communicate with me. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your**

message through WebCourses Inbox within 24 hours. Please keep in mind that I may only check our UCF email once, if at all, during the weekend hours or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

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

What 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** and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk).












What is my course lecture and assignment schedule?







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

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

- **Due dates for graded work** are listed in the table below.
- **Assigned readings** are listed in the course schedule.

Course Summary:

Date	Details	
Thu Jan 14, 2021	 Activity 1: Required Activity (Per UCF) https://webcourses.ucf.edu/courses/1369626/assignments/6951029	due by 10:15am
Thu Jan 21, 2021	 Activity 2 https://webcourses.ucf.edu/courses/1369626/assignments/6951297	due by 10:15am
Thu Jan 28, 2021	 Activity 3 https://webcourses.ucf.edu/courses/1369626/assignments/6951339	due by 10:15am
Thu Feb 4, 2021	 Activity 4 https://webcourses.ucf.edu/courses/1369626/assignments/6951369	due by 10:15am
Tue Feb 9, 2021	 Exam 1: Chapters 1-4 https://webcourses.ucf.edu/courses/1369626/assignments/6951527	due by 10:15am
	 WebQuest 1 https://webcourses.ucf.edu/courses/1369626/assignments/6951459	due by 10:15am
Thu Feb 18, 2021	 Activity 5 https://webcourses.ucf.edu/courses/1369626/assignments/6951372	due by 10:15am
Thu Feb 25, 2021	 Activity 6 https://webcourses.ucf.edu/courses/1369626/assignments/6951374	due by 10:15am
Thu Mar 4, 2021	 Exam 2: Chapters 5-8 https://webcourses.ucf.edu/courses/1369626/assignments/6951554	due by 10:15am
Thu Mar 11, 2021	 Activity 7 https://webcourses.ucf.edu/courses/1369626/assignments/6951384	due by 10:15am
Tue Mar 16, 2021	 WebQuest 2 https://webcourses.ucf.edu/courses/1369626/assignments/6951461	due by 10:15am
Thu Mar 18, 2021	 Activity 8 https://webcourses.ucf.edu/courses/1369626/assignments/6951397	due by 10:15am

Date	Details	
Thu Mar 25, 2021	 Activity 9 (https://webcourses.ucf.edu/courses/1369626/assignments/6951400)	due by 10:15am
Thu Apr 1, 2021	 Activity 10 (https://webcourses.ucf.edu/courses/1369626/assignments/6951429)	due by 10:15am
Thu Apr 8, 2021	 Activity 11 (https://webcourses.ucf.edu/courses/1369626/assignments/6951431)	due by 10:15am
Tue Apr 20, 2021	 WebQuest 3 (https://webcourses.ucf.edu/courses/1369626/assignments/6951473)	due by 10:15am
Thu Apr 22, 2021	 Activity 12 (https://webcourses.ucf.edu/courses/1369626/assignments/6951433)	due by 10:15am
Thu Apr 29, 2021	 Exam 3: Chapters 9-13 (https://webcourses.ucf.edu/courses/1369626/assignments/6951602)	due by 9:50am

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M04

Spring 2021 (3 credits)

1. Course Information

Modality: V1 Remote

Dates: January 11-May 4, 2021

Class Times: Tuesdays from 1:30-2:50 PM

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

In person Office Hours held in HPH 309C:

- Tuesdays 8:30-10:15 AM and 12:00-1:15 PM (3 hours)

Virtual office hours will also be held at the times below. During these hours I will be online at my computer. This ensures a faster response (within 15 minutes) than I might be able to provide outside of office hours (within 1 business day).

- Thursdays 9:00 AM - 12:00 PM (3 Hours)

In office hours you can ask questions about the material or anthropology in general. You can also contact me during office hours to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting me during office hours:

- - - Send me an email at peter.sinelli@ucf.edu or message me through Webcourses (during office hours, I will respond quickly!)
 - Based on your needs, we can schedule a zoom or phone call (if you're sick of looking at me).

Outside of office hours students may contact me through these additional means, and any messages will be returned within 1 business day.

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

2b. GTAs:

Emily Barron and George Micheletti

Virtual Office Hours where you may contact the TAs via Webcourses message and receive a response within 15 minutes:

Emily: Mondays 10:00 AM -12:00 PM

George: Wednesdays 1:00-3:00 PM

3. Course Description:

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences. The primary GEP foundation for ANT 2511 is Knowledge Application, and course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome 1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:* The Nature of Science pre/posttests, Quizzes 2-4, Exams 1, 3 and 4

Learning Outcome 2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:* Quiz 5

Learning Outcome 3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:* Quizzes 2-4, Exams 1, 3, and 4

Learning Outcome 4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:* Quiz 3, Exams 2 and 4

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

- *Three Midterm Exams—195 points (65 points each)*

There will be 3 exams during the semester. Each exam will consist of Fill in the Blank, True/False and Multiple Choice questions and all will be administered online according to the course schedule. I will not reopen closed exams after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—75 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of Fill in the Blank, True/False and Multiple Choice

questions and will be held during the finals week scheduled by the university. I will not reopen the final exam after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Six Announced In Class Quizzes—60 points (10 points each)*

There will be 6 quizzes worth 10 points each for a total of 60 points. These will be administered via webcourses at the end of the remote lecture on the days they are scheduled. See the course schedule for details. I will not reopen missed quizzes after the quiz date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Module Assignments—120 points*

As this is a mixed mode class, part of your grade is based on work you’ll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points. Modules and the associated quizzes will go live at 7am every Monday per the course schedule. You must complete the related Quiz by 11:59 am on the following Friday (i.e. you have the entire work week to complete them. I will not reopen closed module quizzes after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Inquizitive Homework Assignments—50 points*

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

Because they are designed to be used as a study tool, Inquizitives are due in groups at the same time as exams. See the "How Inquizitive Works" in this module for details on which chapters are due when. I will not reopen closed inquizitives after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Extra credit Pop Quizzes (20 points total)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term via webcourses at the end of the remote lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

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

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable

form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Work conflicts are not an excusable absence. You signed up for a class that meets on Tuesdays from 1:30-2:50 PM, so adjust your work schedule just as you would for any class on campus.

Computer problems are NOT a legitimate excuse, including "my internet went down" or "I couldn't open the file". We are all working remotely and it is your responsibility to ensure that you have the tools you need.

7. Course Materials:

Essentials of Biology

Available at various prices
\$50 VIA

You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. Using the "Free Trial" WILL NOT WORK and you will not receive credit for if you complete the inquizitives that way. There are three ways to buy an access code:

1. BUY A NEW BOOK: If you buy a new hardcopy of the book, the access code is included.
2. BUY THE EBOOK: If you buy the Ebook, the access code is included.
3. BUY THE ACCESS CODE BY ITSELF FOR \$20: If you buy a USED book, or don't buy a book at all, you will need to buy the access code separately through the Ebook link posted on the course modules page in Webcourses.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Spring 2021 (3 credits)

8. University Core 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> ([Links to an external site.](#))). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule \(Links to an external site.\)](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

“Academic Misconduct,” students are prohibited from engaging in:

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

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

<http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation”

on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health

concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

9. Protocols

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

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

7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- [UCF Home PageLinks to an external site.](#) will help find UCF resources
- [UCF Computer Service DeskLinks to an external site.](#) – You can also call the Service Desk at 407-823-5117.
- [Learning OnlineLinks to an external site.](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/ Links to an external site.](http://www.cstore.ucf.edu/)

- [Hardware/Software RequirementsLinks to an external site.](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Spring 2021 Human Species Tuesday 1:30-2:50 PM COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly Modules and their associated quizzes will go live on **Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them)**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	Topic	Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm
Week 1 Jan 12	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i> Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5	Module 0 Course Activity Quiz Due FRIDAY January 15 at 11:59pm for Course Activity.
Week 2 Jan 19	Quiz 1 (Nature of Science Pretest) at the start of the class period. <i>Class Lecture: The Nature of Science</i> <i>Posted Lecture: Before Darwin, the Rise of Science.</i>	Module 1 (Chapter 2) Due Jan 22 at 11:59 pm
Week 3 Jan 26	<i>Class Lecture: Natural Selection</i>	Module 2 (Chapters 3 and 4) Due Jan 29 at 11:59 pm
Week 4 Feb 2	<i>Class Lecture: Population Genetics</i> Quiz 2 (Nature of Science Posttest) at the end of class. Inquizitives due Tuesday Feb 9 at 1:30 PM: "How to do Use Inquizitive" and Chapters 1-5 Exam 1 opens on Tuesday Feb 2 at 3 PM and is due Tuesday Feb 9 at 1:30 PM.	Module 3 (Chapter 5) Due Feb 5 at 11:59 pm
Week 5 Feb 9	<i>Class Lecture: Primate Anatomy</i> Exam 2 Inquizitives open: Chapters 6, 7, and 9	Module 4 (Chapter 9) Due Feb 12 at 11:59 pm
Week 6 Feb 16	<i>Class Lecture: Primate Evolution</i>	Module 5 (Chapter 6) Due Feb 19 at 11:59 pm
Week 7 Feb 23	Movie Day! "The Living Primates" Quiz 3 at the end of class. Inquizitives due Tuesday Mar 2 at 1:30PM: Chapters 6, 7, and 9 Exam 2 opens on Tuesday Feb 23 at 3:00 PM and is due Tuesday Mar 2 at 1:30 PM.	Module 6 (Chapter 7) Due Feb 26 at 11:59 pm

Week 8 Mar 2	<p><i>Class Lecture: Hominid Adaptations</i></p> <p>Watch the movie “The Dawn of Humanity” that will be posted to Webcourses.</p> <p>Exam 3 Inquizitives open: Chapters 8 and 10.</p>	Module 7 (Chapter 8) Due Mar 5 at 11:59 pm
Week 9 Mar 9	<p><i>Class Lecture: Early Hominins and Australopithecus</i></p> <p>Quiz 4 at the end of class.</p>	Module 8 (Chapter 10) Due Mar 12 at 11:59 pm
Week 10 Mar 16	<p><i>Class Lecture: Early Hominins and Australopithecus, cont.</i></p> <p><i>Class Lecture: South African hominins</i></p>	No Module This Week!!
Week 11 Mar 23	<p><i>Class Lecture: Early Homo.</i></p> <p>Quiz 5 at the end of class.</p> <p>Inquizitives due Tuesday Mar 30 at 1:30 PM: Chapters 8 and 10.</p> <p>Exam 3 opens on Tuesday Mar 23 at 3:00 PM and is due Tuesday Mar 30 at 1:30 PM</p>	No Module This Week!
Week 12 Mar 30	<p><i>Class Lecture: Homo erectus</i></p> <p>Final Exam Inquizitives open: Chapters 11, 12 and 13.</p>	Module 9 (Chapter 11) Due Apr 2 at 11:59 pm
Week 13 Apr 6	<p><i>Class Lecture: Homo heidelbergensis</i></p> <p><i>Class Lecture: Neanderthals</i></p> <p>Watch the movie “Neanderthals parts 1 and 2” that will be posted to Webcourses.</p>	Module 10 (Chapter 12) Due Apr 9 at 11:59 pm
Week 14 Apr 13	Spring Break	
Week 15 Apr 20	<p><i>Class Lecture: Neanderthals, cont.</i></p> <p><i>Class Lecture: Neanderthals, Denisovans, and You</i></p> <p>Quiz 6 at the end of class</p>	Module 11 (Chapter 13) Due Apr 23 at 11:59 pm
Week 16 Finals week	<p>Inquizitives due TUESDAY 5/4 at 11:59 pm: Chapters 11, 12 and 13</p> <p>Final Exam opens on WEDNESDAY 4/28 at 7 am and is due TUESDAY 5/4 at 11:59 pm.</p>	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 11-15
- Withdrawal deadline for this course: March 26

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M05

Spring 2021 (3 credits)

1. Course Information

Modality: V1 Remote

Dates: January 11-May 4, 2021

Class Times: Thursdays from 12:00-1:20 PM

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

In person Office Hours held in HPH 309C:

- Tuesdays 8:30-10:15 AM and 12:00-1:15 PM (3 hours)

Virtual office hours will also be held at the times below. During these hours I will be online at my computer. This ensures a faster response (within 15 minutes) than I might be able to provide outside of office hours (within 1 business day).

- Thursdays 9:00 AM - 12:00 PM (3 Hours)

In office hours you can ask questions about the material or anthropology in general. You can also contact me during office hours to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting me during office hours:

- - - Send me an email at peter.sinelli@ucf.edu or message me through Webcourses (during office hours, I will respond quickly!)
 - Based on your needs, we can schedule a zoom or phone call (if you're sick of looking at me).

Outside of office hours students may contact me through these additional means, and any messages will be returned within 1 business day.

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

2b. GTAs:

Emily Barron and George Micheletti

Virtual Office Hours where you may contact the TAs via Webcourses message and receive a response within 15 minutes:

Emily: Mondays 10:00 AM -12:00 PM

George: Wednesdays 1:00-3:00 PM

3. Course Description:

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences. The primary GEP foundation for ANT 2511 is Knowledge Application, and course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome 1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:* The Nature of Science pre/posttests, Quizzes 2-4, Exams 1, 3 and 4

Learning Outcome 2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:* Quiz 5

Learning Outcome 3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:* Quizzes 2-4, Exams 1, 3, and 4

Learning Outcome 4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:* Quiz 3, Exams 2 and 4

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

- *Three Midterm Exams—195 points (65 points each)*

There will be 3 exams during the semester. Each exam will consist of Fill in the Blank, True/False and Multiple Choice questions and all will be administered online according to the course schedule. I will not reopen closed exams after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—75 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of Fill in the Blank, True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. I will not reopen the final exam after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Six Announced In Class Quizzes—60 points (10 points each)*

There will be 6 quizzes worth 10 points each for a total of 60 points. These will be administered via webcourses at the end of the remote lecture on the days they are scheduled. See the course schedule for details. I will not reopen missed quizzes after the quiz date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Module Assignments—120 points*

As this is a mixed mode class, part of your grade is based on work you’ll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points. Modules and the associated quizzes will go live at 7am every Monday per the course schedule. You must complete the related Quiz by 11:59 am on the following Friday (i.e. you have the entire work week to complete them. I will not reopen closed module quizzes after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Inquizitive Homework Assignments—50 points*

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

Because they are designed to be used as a study too, Inquizitives are due in groups at the same time as exams. See the "How Inquizitive Works" in this module for details on which chapters are due when. I will not reopen closed inquizitives after

the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes (20 points total)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term via webcourses at the end of the remote lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

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

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

extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Work conflicts are not an excusable absence. You signed up for a class that meets on Thursdays from 12:00-1:20 PM, so adjust your work schedule just as you would for any class on campus.

Computer problems are NOT a legitimate excuse, including "my internet went down" or "I couldn't open the file". We are all working remotely and it is your responsibility to ensure that you have the tools you need.

7. Course Materials:

Essentials of Biology

Available at various prices
\$50 VIA

You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. Using the "Free Trial" WILL NOT WORK and you will not receive credit for if you complete the inquizitives that way. There are three ways to buy an access code:

1. BUY A NEW BOOK: If you buy a new hardcopy of the book, the access code is included.
2. BUY THE EBOOK: If you buy the Ebook, the access code is included.

3. BUY THE ACCESS CODE BY ITSELF FOR \$20: If you buy a USED book, or don't buy a book at all, you will need to buy the access code separately through the Ebook link posted on the course modules page in Webcourses.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Spring 2021 (3 credits)

8. University Core 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> ([Links to an external site.](#))). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule \(Links to an external site.\)](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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

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

<http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic

misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a

first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>.

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or

classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

9. Protocols

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

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

(you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- [UCF Home PageLinks to an external site.](#) will help find UCF resources
- [UCF Computer Service DeskLinks to an external site.](#) – You can also call the Service Desk at 407-823-5117.
- [Learning OnlineLinks to an external site.](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/ Links to an external site.](http://www.cstore.ucf.edu/)

- [Hardware/Software RequirementsLinks to an external site.](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Spring 2021 Human Species Thursday 12:00-1:20 PM COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly Modules and their associated quizzes will go live on **Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them)**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	Topic	Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm
Week 1 Jan 14	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i> Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5	Module 0 Course Activity Quiz Due FRIDAY January 15 at 11:59pm for Course Activity.
Week 2 Jan 21	Quiz 1 (Nature of Science Pretest) at the start of the class period. <i>Class Lecture: The Nature of Science</i> <i>Posted Lecture: Before Darwin, the Rise of Science.</i>	Module 1 (Chapter 2) Due Jan 22 at 11:59 pm
Week 3 Jan 28	<i>Class Lecture: Natural Selection</i>	Module 2 (Chapters 3 and 4) Due Jan 29 at 11:59 pm
Week 4 Feb 4	<i>Class Lecture: Population Genetics</i> Quiz 2 (Nature of Science Posttest) at the end of class. Inquizitives due Thursday Feb 11 at 12:00 PM: "How to do Use Inquizitive" and Chapters 1-5 Exam 1 opens on Thursday Feb 4 at 2 PM and is due Thursday Feb 11 at 12:00 PM.	Module 3 (Chapter 5) Due Feb 5 at 11:59 pm
Week 5 Feb 11	<i>Class Lecture: Primate Anatomy</i> Exam 2 Inquizitives open: Chapters 6, 7, and 9	Module 4 (Chapter 9) Due Feb 12 at 11:59 pm
Week 6 Feb 18	<i>Class Lecture: Primate Evolution</i>	Module 5 (Chapter 6) Due Feb 19 at 11:59 pm
Week 7 Feb 25	Movie Day! "The Living Primates" Quiz 3 at the end of class. Inquizitives due Thursday Mar 4 at 12:00 PM: Chapters 6, 7, and 9 Exam 2 opens on Thursday Feb 25 at 2:00 PM and is due Thursday Mar 4 at 12:00 PM.	Module 6 (Chapter 7) Due Feb 26 at 11:59 pm

Week 8 Mar 4	<p><i>Class Lecture: Hominid Adaptations</i></p> <p>Watch the movie “The Dawn of Humanity” that will be posted to Webcourses.</p> <p>Exam 3 Inquizitives open: Chapters 8 and 10.</p>	Module 7 (Chapter 8) Due Mar 5 at 11:59 pm
Week 9 Mar 11	<p><i>Class Lecture: Early Hominins and Australopithecus</i></p> <p>Quiz 4 at the end of class.</p>	Module 8 (Chapter 10) Due Mar 12 at 11:59 pm
Week 10 Mar 18	<p><i>Class Lecture: Early Hominins and Australopithecus, cont.</i></p> <p><i>Class Lecture: South African hominins</i></p>	No Module This Week!!
Week 11 Mar 25	<p><i>Class Lecture: Early Homo.</i></p> <p>Quiz 5 at the end of class.</p> <p>Inquizitives due Thursday Apr 1 at 12:00 PM: Chapters 8 and 10.</p> <p>Exam 3 opens on Thursday Mar 25 at 2:00 PM and is due Thursday Apr 1 at 12:00 PM</p>	No Module This Week!
Week 12 Apr 1	<p><i>Class Lecture: Homo erectus</i></p> <p>Final Exam Inquizitives open: Chapters 11, 12 and 13.</p>	Module 9 (Chapter 11) Due Apr 2 at 11:59 pm
Week 13 Apr 8	<p><i>Class Lecture: Homo heidelbergensis</i></p> <p><i>Class Lecture: Neanderthals</i></p> <p>Watch the movie “Neanderthals parts 1 and 2” that will be posted to Webcourses.</p>	Module 10 (Chapter 12) Due Apr 9 at 11:59 pm
Week 14	Spring Break	
Week 15 Apr 23	<p><i>Class Lecture: Neanderthals, cont.</i></p> <p><i>Class Lecture: Neanderthals, Denisovans, and You</i></p> <p>Quiz 6 at the end of class</p>	Module 11 (Chapter 13) Due Apr 23 at 11:59 pm
Week 16 Finals week	<p>Inquizitives due TUESDAY 5/4 at 11:59 pm: Chapters 11, 12 and 13</p> <p>Final Exam opens on WEDNESDAY 4/28 at 7 am and is due TUESDAY 5/4 at 11:59 pm.</p>	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 11-15
- Withdrawal deadline for this course: March 26