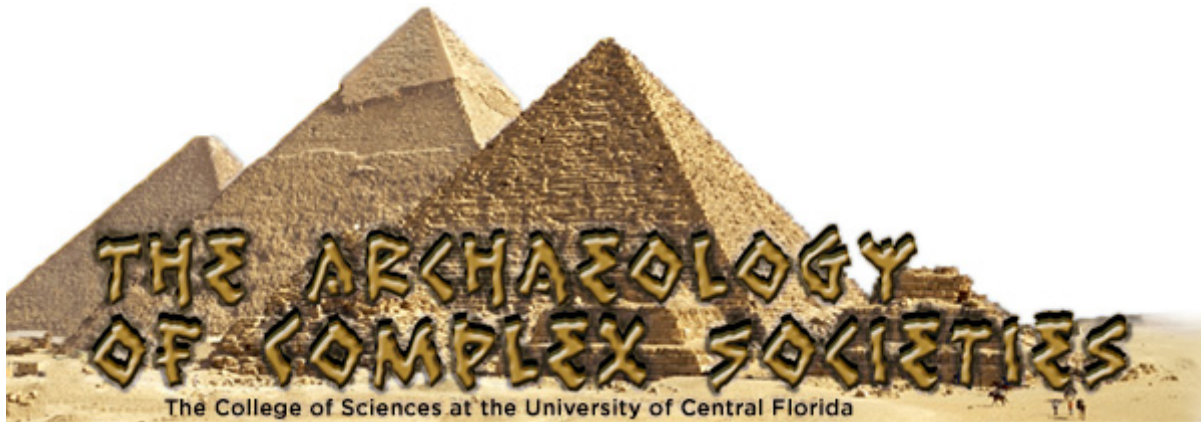


Course Syllabus

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Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Online Office Hours: T and Th 10-11 AM (I can meet in person during these hours with advanced notice!) and by appointment
- Phone: 407-823-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)
(<mailto:brigitte.kovacevich@ucf.edu>)
- Skype: brigitte.kovacevich23 (by appointment only)

T.A. Contact

- T.A.: Melissa Gomez
- Phone: 407-823-2227
- E-mail: Melissa.Gomez2@ucf.edu (<mailto:Melissa.Gomez2@ucf.edu>)

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3
- Semester/Year: Spring 2021

- Location: W

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied

on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world—Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica—human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT

2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments

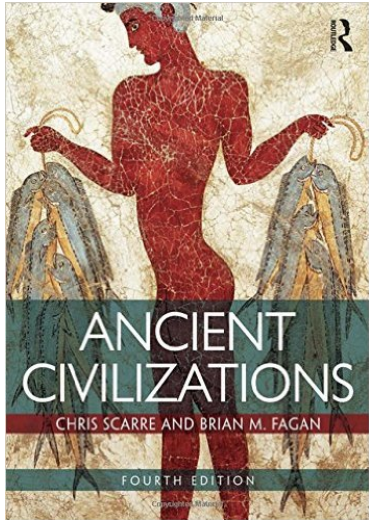
supported and sustained arguments.

4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials



Ancient Civilizations, 4th Ed. (2016) C. Scarre and B. Fagan, Routledge Press- Print OR Digital version may be purchased.

This is a concise and comprehensive text describing the most recent archaeological discoveries on the rise of the first civilizations in Mesopotamia, Egypt, India, China, Mexico, and the Andes.

This book can be purchased as EITHER print OR digital format. You don't need to have both, but I wanted to give you options. The digital version is fully searchable, so if you are looking for a term it can be easily found.

There are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of **485 total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 115 points, and 3 exams worth a total of 300 points. Modules close weekly every Monday, with the exception of the "Getting Started Module" which closes on the first Friday, then you Module 1 will be due the following Monday, so start working on that ASAP. You will have an extra week after Module 11 and 12 open, which is the beginning of a group project that may take some time to coordinate, so you will have two weeks to complete it. **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. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open at 12 AM the following day. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page. You can work ahead at your own pace if you would like, but please note we will not grade exams and assignments until after the due date and you may need to return to discussions to comment after colleagues have posted to get full credit.

Academic Activity Assignment: 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 [Syllabus Quiz](#) [\(%24CANVAS COURSE REFERENCE%24/assignments/%24CANVAS OBJECT REFERENCE%24/quizzes/ie](#) by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday of the first week of class at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

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

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

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and

required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will be open for 4 days (72 hours) and will always close on Fridays, but I will post a Study Guide well before the exam opens so that you can begin studying. We will also have online review sessions a couple of days before the exams so that you can ask questions in real time.

Module Assignments: These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Debate Participation: This will be a group module assignment that will take place over the last three modules of the semester. You will be able to choose whether you would like to participate as an individual or a group, but no matter what you will have a debate partner. If you choose group (to be done mid-semester) you will divide into groups of 10, then half of each group will take sides of a theory about the rise of complex society. You will use our course materials to create an opening statement, rebuttal, and closing statement during the course of three modules. Specific archaeological evidence from course materials must be used with supporting citations and bibliography. Each of these posts in a discussion board will be worth 20 points according to an assigned rubric. See [Preparing for the Debate](#) for more information. Each student will receive an individual grade for the assignment based on what the instructor observes of individual activity in the discussion boards.

Course Schedule

Module	# of Mini Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	5	5	Friday, January 15th, 11:59 PM
1	5	5	Monday, January 18, 11:59 PM
2	5	5	Monday, January 25, 11:59 PM
3	5	5	Monday, February 1, 11:59 PM
4	5	0	Monday, February 8rd, 11:59 PM
Exam 1	100	0	Friday, February 12th, 11:59 PM
5	5	10	Monday, February 15, 11:59 PM

6	5	10	Monday, February 22, 11:59 PM
7	5	0	Monday, March 1, 11:59 PM
8	5	10	Monday, March 8, 11:59 PM
Exam 2	100	0	Friday, March 12, 11:59 PM
9	5	0	Monday, March 15, 11:59 PM
10	5	10	Monday, March 22, 11:59 PM
11	5	20	Monday, April 5, 11:59 PM
12	5	20	Monday, April 19, 11:59 PM
13	5	2	Monday, April 26, 11:59 PM
Final Exam	100	0	Friday, April 30, 11:59 PM
Total Points	370	115	

Grading

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

Grading Scale (%)

94-100	A
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90-93	A
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
60-69	D
0-59	F

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that 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 are personally injured or ill or attending a sanctioned University activity. Documentation (doctor's note with dates, obituary, program verification form for University activities, etc.) of these incidences MUST be provided in order for a make-up to be allowed.

*****If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken. Please be aware that I can see when you leave a test to view other pages and/or if your browser freezes!**

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: Everyone must take part in a group project. All members of a group will receive different scores based on the work they did that was observed by the instructor in interactions in your group page discussions.

Grade Dissemination: All grades will be returned within a period of 5 business days (weekends and

holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. 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.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy: The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the video lectures, articles you may have found online, or archaeology in general. 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 the professor 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.

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** 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

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

Turitin.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 all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

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

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

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.

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

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

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.

Third-Party Software from Panopto and Zoom may be used in this class, follow these links for accessibility statements:














<https://support.panopto.com/s/article/Learn-About-Accessibility-Features>

[_https://support.panopto.com/s/article/Learn-About-Accessibility-Features\)](https://support.panopto.com/s/article/Learn-About-Accessibility-Features)

<https://zoom.us/accessibility> [_\(https://zoom.us/accessibility\)](https://zoom.us/accessibility)

Course Summary:

Date	Details
Fri Jan 15, 2021	 Academic Activity Syllabus Quiz _https://webcourses.ucf.edu/courses/1373478/assignments/6920455) due by 11:59pm
	 Introduction Discussion _https://webcourses.ucf.edu/courses/1373478/assignments/6920462) due by 11:59pm
Mon Jan 18, 2021	 Archaeology of Your Room _https://webcourses.ucf.edu/courses/1373478/assignments/6920492) due by 11:59pm
	 Module 1 Quiz _https://webcourses.ucf.edu/courses/1373478/assignments/6920420) due by 11:59pm
Mon Jan 25, 2021	 Module 2 Quiz _https://webcourses.ucf.edu/courses/1373478/assignments/6920419) due by 11:59pm
	 Tweets from Social Theorists _https://webcourses.ucf.edu/courses/1373478/assignments/6947459) due by 11:59pm
Mon Feb 1, 2021	 Heterarchy Discussion _https://webcourses.ucf.edu/courses/1373478/assignments/6920465) due by 11:59pm
	 Module 3 Quiz _https://webcourses.ucf.edu/courses/1373478/assignments/6920422) due by 11:59pm
Mon Feb 8, 2021	 Module 4 Quiz _https://webcourses.ucf.edu/courses/1373478/assignments/6920446) due by 11:59pm

Date	Details	
Fri Feb 12, 2021	 Exam 1 https://webcourses.ucf.edu/courses/1373478/assignments/6920421	due by 11:59pm
Mon Feb 15, 2021	 Flow Chart https://webcourses.ucf.edu/courses/1373478/assignments/6920495	due by 11:59pm
	 Module 5 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920426	due by 11:59pm
Mon Feb 22, 2021	 Ancient Egyptian Monopoly https://webcourses.ucf.edu/courses/1373478/assignments/6920490	due by 11:59pm
	 Module 6 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920436	due by 11:59pm
Mon Mar 1, 2021	 Module 7 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920418	due by 11:59pm
Mon Mar 8, 2021	 Indus Script Assingment https://webcourses.ucf.edu/courses/1373478/assignments/6920496	due by 11:59pm
	 Module 8 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920440	due by 11:59pm
Fri Mar 12, 2021	 Exam 2 https://webcourses.ucf.edu/courses/1373478/assignments/6920417	due by 11:59pm
Mon Mar 15, 2021	 Module 9 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920451	due by 11:59pm
Mon Mar 22, 2021	 Module 10 Quiz https://webcourses.ucf.edu/courses/1373478/assignments/6920425	due by 11:59pm
	 Space and Place Assignment https://webcourses.ucf.edu/courses/1373478/assignments/6920501	due by 11:59pm
Mon Apr 5, 2021	 Maya Debate-Reminder Opening Arguments Due https://webcourses.ucf.edu/courses/1373478/assignments/6920498	due by 11:59pm

Date	Details	
Mon Apr 19, 2021	 Module 11 Quiz (https://webcourses.ucf.edu/courses/1373478/assignments/6920423)	due by 11:59pm
Mon Apr 19, 2021	 Module 12 Quiz (https://webcourses.ucf.edu/courses/1373478/assignments/6920428)	due by 11:59pm
Mon Apr 19, 2021	 Maya Debate Reminder: Rebuttals Due (https://webcourses.ucf.edu/courses/1373478/assignments/6920499)	due by 11:59pm
Mon Apr 26, 2021	 Module 13 Quiz (https://webcourses.ucf.edu/courses/1373478/assignments/6920432)	due by 11:59pm
Mon Apr 26, 2021	 Maya Debate Reminder: Closing Statements Due (https://webcourses.ucf.edu/courses/1373478/assignments/6920497)	due by 11:59pm
Fri Apr 30, 2021	 Exam 3 (https://webcourses.ucf.edu/courses/1373478/assignments/6920424)	due by 11:59pm
	 Extra Credit #1 (https://webcourses.ucf.edu/courses/1373478/assignments/6920493)	
	 Extra Credit #2 (https://webcourses.ucf.edu/courses/1373478/assignments/6920494)	

Course Syllabus

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Life & Death in Ancient Egypt

ANT 3148 (0W60) • Spring 2021

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

Course Information

Course Name: Life and Death in Ancient Egypt
Course ID: ANT 3148 (0W60) / Spring 2021
Credit Hours: 3.0 hours
Location/time: Online via WebCourses@UCF

Professor Contact

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

GTA Contact

GTA: **George Micheletti**
Main office: UCF Main Campus - Phillips Hall 309
Online Office: Thursday 1:00-2:00pm EST via Chat
(or by scheduled appointment online via Conferences or Zoom)
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](#)
 - [Communicating with Inbox](#)
- [COVID requirements](#)
- [Technical Resources](#)
- [Course Policies](#)
 - [Missing or late work](#)
 - [Absence accommodations](#)
 - [Respect for diversity](#)
 - [Academic integrity](#)
 - [Study groups](#)
 - [Campus emergencies](#)

University Catalog Description

Use of archaeology and physical anthropology to examine the lives and deaths of both common citizens and royalty in Ancient Egypt (3200 BCE – AD 600). **Prerequisite:** Sophomore standing

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

What is this course about?

What was daily life like in ancient Egypt? Since the days of Alexander the Great, travelers around the world have marveled at the artistic and architectural legacy of the Ancient Egyptians, and have wondered about their literature, religion, and culture. Our understanding of this remarkable and long-enduring civilization continues to deepen and grow even today.

This course provides an overview of how people lived and died in ancient Egypt as evidenced through archaeological and physical remains. We will explore the history of Ancient Egypt from prehistory and its first political organization (c. 3200 BCE) through its declining years as a Roman colony (c. AD 600). In addition, Ancient Egypt's interconnections with contemporary cultures of Nubia, the Mediterranean and the Middle East will be examined through exchange of ideology and technology represented in grand artifacts of kings and simple objects of daily life. You will also be introduced to important problems facing archaeologists and cultural heritage programs in Egypt today.

What skills will I develop in this course?

We will explore archaeological sites, review artifacts and primary written records, and some of the individual experiences of common and prominent people in ancient Egypt. We will also examine a few of the archaeologists who interpret the social and historical circumstances in which these people lived. Through your study in this course, you will learn to:

- Identify key artifacts and architectural styles representing periods of development in Ancient Egyptian history.

- Describe the disciplinary underpinnings of Egyptian archaeology and modern public consumption of Egyptian thematics.
- Summarize the geographical, historical and social contexts of ancient Egypt's lavish material culture and monumental architecture.
- Explain the shifting nature of ancient Egyptian afterlife and proper preparation of the dead.
- Distinguish how society, politics and religious ideology evolved to meet new challenges throughout 3000 years of pharaonic history.
- Generate informed opinions on issues of repatriation, tourism and world heritage facing Egyptian archaeology today.

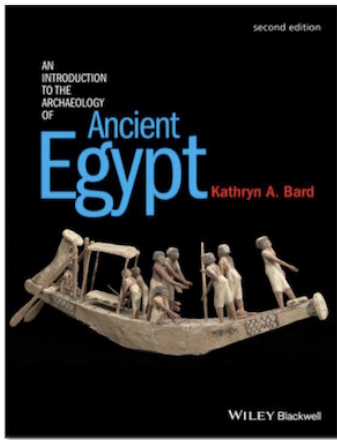
While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about archaeological finds and people of ancient Egypt, you will also be developing the following intellectual and practical skills needed in higher level university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

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

What textbook will I need?

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The following **current textbook is required** for successful completion of this course. The current edition is available for rent or purchase in varied formats at the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Any additional required readings (outside of this text) will be provided through WebCourses@UCF.

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



Introduction to the Archaeology of Ancient Egypt

Author: K. Bard

Edition: 2nd (required)

Year: 2015

Publisher: Wiley Blackwell

ISBN: 0470673362

Available in paperback and eTextbook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu (<http://my.ucf.edu>) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

How should I plan my course work schedule?

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student 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 and other assigned media. You should also plan on setting aside at least **three hours each week for your assigned reading, reviewing notes and completing 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 3000-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 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 Wednesdays from 10:00-11:30am 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);
- participate in 4 of 5 Point-of-View Discussions (lowest score is dropped);
- submit 6 Hieroglyphs 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 reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: A Dynamite Start](#) syllabus quiz in the COURSE INTRO: Things You Should Know 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 access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
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Required activity (1) & Quizzes (12)	130	25%
POV Discussions (4)	40	15%
Hieroglyph activities (6)	150	20%
Exams (3)	300	40%
<i>Total Possible</i>	<i>620</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify archaeological artifacts, explain concepts and describe events from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a syllabus quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions about your syllabus and the information in the COURSE INTRO: Things You Should Know module. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and archaeological evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to life in ancient Egypt and current issues in archaeology presented in course materials. You are required to submit at least 4 of the 5 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the lowest score from the 5 possible grades.**
- **Hieroglyph Activities:** These activity assignments are designed around learning to use and read hieroglyphs, which will help further develop your skills in understanding life in ancient Egypt, but also you skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 6 Hieroglyph Activities** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical events and archaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules. Two exams are written during the term, and the third exam is written during Finals Week.

Many students take advantage of the dropped grades in quizzes and discussions at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and discussion assignments 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, hieroglyph activity and discussion grades will be available within three-to-five days after the final due date. For exams, grades will be available within seven-to-ten days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment grading comments, rubric criteria comments or correct answers supplied for comparison with your work. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs 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 posted**.

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 any answers not automatically recognized by the system as correct.**

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



Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to 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/) [\(https://scs.sdes.ucf.edu/services/\)](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 after 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 situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](https://policies.ucf.edu/documents/4-401.pdf) [_\(https://policies.ucf.edu/documents/4-401.pdf\)_](https://policies.ucf.edu/documents/4-401.pdf).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) [_\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)_](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf).

What are the COVID-related requirements at UCF?

University-Wide Face-Covering Policy

To protect members of our community, **everyone is required** [_\(https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf\)_](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/) [_\(https://goldenrule.sdes.ucf.edu/\)_](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://vimeo.com/cdlvideo/successful-you) (<https://vimeo.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>) 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>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (<http://goldenrule.sdes.ucf.edu/>) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The Webcourses@UCF **quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

How can I use study groups and external materials responsibly?

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

copyright materials are credited to the copyright holder.

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

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

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

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

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses

Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

What are the technology and software requirements?

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

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

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

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

course modules?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor 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) [_\(https://youtu.be/NIKYajEx4pk\)_](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:

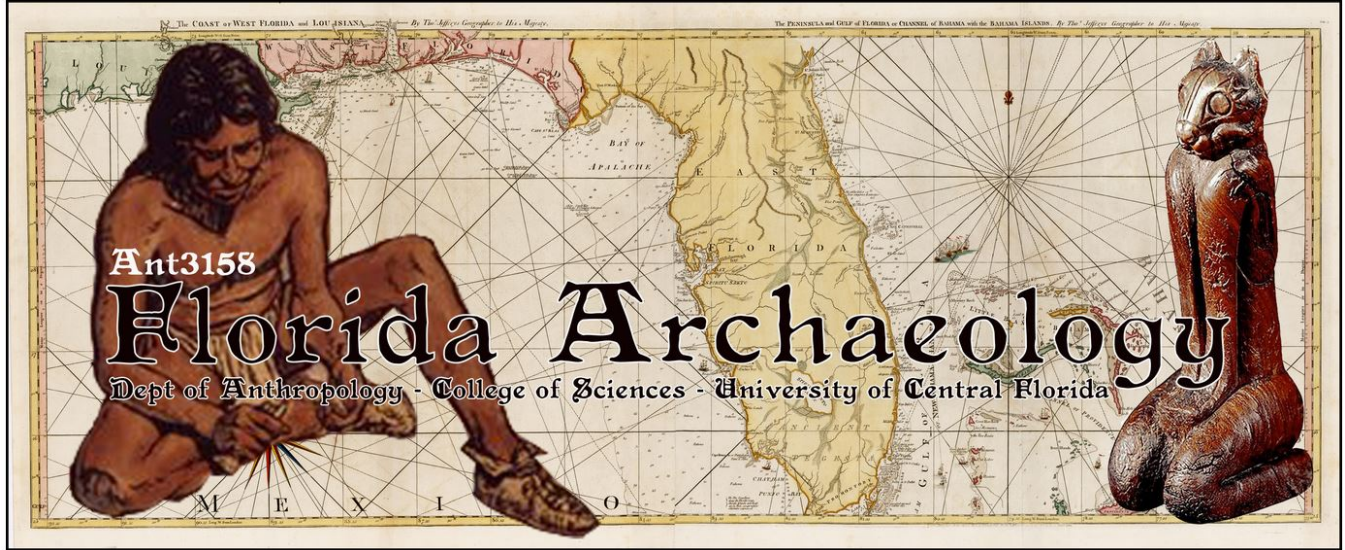
Date	Details	
Fri Jan 15, 2021	 REQUIRED ACTIVITY: A Dynamite Start (https://webcourses.ucf.edu/courses/1369298/assignments/6979059)	due by 11:59pm
Mon Jan 18, 2021	 QUIZ 1: Travelers, Thieves and Scholars (https://webcourses.ucf.edu/courses/1369298/assignments/6979049)	due by 11:59pm
Fri Jan 22, 2021	 POINT-OF-VIEW 1: Modern Hieroglyphs? (https://webcourses.ucf.edu/courses/1369298/assignments/6979066)	due by 11:59pm
Mon Jan 25, 2021	 POV 1: Group Response (https://webcourses.ucf.edu/courses/1369298/assignments/6979088)	due by 11:59pm
	 QUIZ 2: Kings, Codes and Chronologies (https://webcourses.ucf.edu/courses/1369298/assignments/6979040)	due by 11:59pm
Tue Jan 26, 2021	 HIEROGLYPHS 1: Using a Glyph Dictionary (https://webcourses.ucf.edu/courses/1369298/assignments/6979044)	due by 11:59pm

Date	Details	
Mon Feb 1, 2021	 QUIZ 3: The Red and the Black (https://webcourses.ucf.edu/courses/1369298/assignments/6979051)	due by 11:59pm
Mon Feb 8, 2021	 QUIZ 4: Farmers to Pharaohs (https://webcourses.ucf.edu/courses/1369298/assignments/6979047)	due by 11:59pm
Tue Feb 9, 2021	 HIEROGLYPHS 2: People's Names and Royal Titles (https://webcourses.ucf.edu/courses/1369298/assignments/6979052)	due by 11:59pm
Fri Feb 12, 2021	 POINT-OF-VIEW 2: Old and New Inventions (https://webcourses.ucf.edu/courses/1369298/assignments/6979071)	due by 11:59pm
Sun Feb 14, 2021	 EXAM 1 (https://webcourses.ucf.edu/courses/1369298/assignments/6979057)	due by 11:59pm
Mon Feb 15, 2021	 POV 2: Group Response (https://webcourses.ucf.edu/courses/1369298/assignments/6979089)	due by 11:59pm
Mon Feb 15, 2021	 QUIZ 5: Great Pyramid Builders (https://webcourses.ucf.edu/courses/1369298/assignments/6979063)	due by 11:59pm
Mon Feb 22, 2021	 QUIZ 6: Growing Up (https://webcourses.ucf.edu/courses/1369298/assignments/6979062)	due by 11:59pm
Tue Feb 23, 2021	 HIEROGLYPHS 3: Animal Names and Symbolism (https://webcourses.ucf.edu/courses/1369298/assignments/6979061)	due by 11:59pm
Fri Feb 26, 2021	 POINT-OF-VIEW 3: Your Daily Life (https://webcourses.ucf.edu/courses/1369298/assignments/6979075)	due by 11:59pm
Mon Mar 1, 2021	 POV 3: Group Response (https://webcourses.ucf.edu/courses/1369298/assignments/6979075)	due by 11:59pm

Date	Details	
Mon Mar 8, 2021	<p data-bbox="480 159 857 189">/1369298/assignments/6979090</p> <p data-bbox="480 252 980 352"> QUIZ 7: Managing Egyptian World (https://webcourses.ucf.edu/courses/1369298/assignments/6979042)</p>	due by 11:59pm
Mon Mar 8, 2021	<p data-bbox="480 420 919 525"> QUIZ 8: The Eternal Body (https://webcourses.ucf.edu/courses/1369298/assignments/6979054)</p>	due by 11:59pm
Fri Mar 12, 2021	<p data-bbox="480 588 961 693"> POINT-OF-VIEW 4: Taking It All with You (https://webcourses.ucf.edu/courses/1369298/assignments/6979080)</p>	due by 11:59pm
Mon Mar 15, 2021	<p data-bbox="480 756 919 861"> POV 4: Group Response (https://webcourses.ucf.edu/courses/1369298/assignments/6979091)</p>	due by 11:59pm
Sun Mar 21, 2021	<p data-bbox="480 924 977 1029"> QUIZ 9: Provisioning the Dead (https://webcourses.ucf.edu/courses/1369298/assignments/6979055)</p>	due by 11:59pm
Sun Mar 21, 2021	<p data-bbox="480 1092 977 1165"> EXAM 2 (https://webcourses.ucf.edu/courses/1369298/assignments/6979046)</p>	due by 11:59pm
Mon Mar 22, 2021	<p data-bbox="480 1228 919 1333"> QUIZ 10: Destiny of the Dead (https://webcourses.ucf.edu/courses/1369298/assignments/6979053)</p>	due by 11:59pm
Tue Mar 23, 2021	<p data-bbox="480 1396 919 1543"> HIEROGLYPHS 4: Deities, Demons and Sacred Spaces (https://webcourses.ucf.edu/courses/1369298/assignments/6979041)</p>	due by 11:59pm
Mon Mar 29, 2021	<p data-bbox="480 1606 945 1711"> QUIZ 11: Competing Kingdoms (https://webcourses.ucf.edu/courses/1369298/assignments/6979038)</p>	due by 11:59pm
Mon Apr 5, 2021	<p data-bbox="480 1774 961 1879"> QUIZ 12: Empire and Revolution (https://webcourses.ucf.edu/courses/1369298/assignments/6979045)</p>	due by 11:59pm

Date	Details	
Tue Apr 6, 2021	 HIEROGLYPHS 5: Greetings, Harsh Words and Laments (https://webcourses.ucf.edu/courses/1369298/assignments/6979039)	due by 11:59pm
Mon Apr 19, 2021	 QUIZ 13: Age of Foreign Empires (https://webcourses.ucf.edu/courses/1369298/assignments/6979043)	due by 11:59pm
Tue Apr 20, 2021	 HIEROGLYPHS 6: Reading Offering Formulas (https://webcourses.ucf.edu/courses/1369298/assignments/6979048)	due by 11:59pm
Fri Apr 23, 2021	 POINT-OF-VIEW 5: Antiquities and Economics (https://webcourses.ucf.edu/courses/1369298/assignments/6979084)	due by 11:59pm
Mon Apr 26, 2021	 POV 5: Group Response (https://webcourses.ucf.edu/courses/1369298/assignments/6979092)	due by 11:59pm
	 QUIZ 14: Greeks and Romans (https://webcourses.ucf.edu/courses/1369298/assignments/6979056)	due by 11:59pm
Fri Apr 30, 2021	 EXAM 3 (https://webcourses.ucf.edu/courses/1369298/assignments/6979050)	due by 11:59pm


Syllabus




ANT 3158 Florida Archaeology

Syllabus

Instructor Contact

<p>Instructor</p>	 <p>Dr. Amanda T. Groff</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual and</p>	<p>Various methods for contacting me during office hours:</p>

Phone)	<p>1. Email/Inbox (during office hours, I will respond quickly!)</p> <p>2. Schedule a phone call (so you don't have to see my face!)</p> <p>3. Schedule a zoom call (if you do want to see my face!)</p> <p>Office hours: 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. I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p style="text-align: center;">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 3158- Florida Archaeology
Credit Hours	3 hrs
Prerequisites	Sophomore standing
Corequisites	None
Semester/Year	Spring 2021
Location	100% Online

Course Description

The course is organized both temporally and geographically: we begin with the first inhabitants of Florida, then trace the development of distinctive native cultural traditions in the various areas of the state. Archaeology in Florida has produced groundbreaking research on the Pre-columbian people who inhabited this state. There have been many great discoveries in Florida, from well-preserved underwater Paleoindian sites and wet sites, to early and grandiose traditions of mound building, and evidence of extra-local connections and distinctive homegrown ritualities. All of these subjects and more will be discussed throughout the semester. There is still much to learn from Florida's past, but unfortunately the rate of research cannot keep pace with the speed of site destruction through urban development, looting, and the impacts of nature such as sea level rise. As such, my ultimate goal for this class is to draw attention to Florida's rich history in hopes that you might contribute to its preservation.

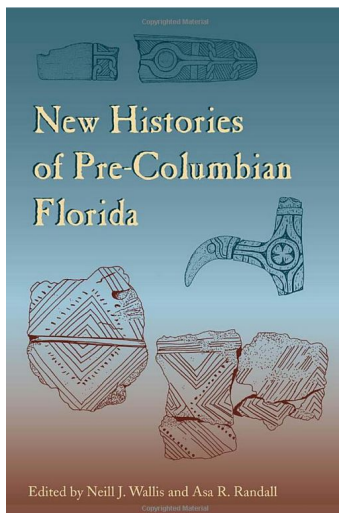
Course Catalog Description: Florida prehistory from Paleo-Indian to European contact including archaeological periods, cultural areas, sites, and artifacts.

Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Florida, as well as practice in general
- Provide an overview of the methods and theories that guide archaeological research in Florida.
- Explain the significant impact that prehistoric archaeology has had on the understanding of early Florida.
- Highlight the organization of Florida's regions
- Introduce students to the various pottery and lithics found in Florida

Required Text:



- "New Histories of Pre-Columbian Florida" by Wallis and Randall
- Publisher: University of Florida Press (reprint edition 2016; 2014 okay too)
- ISBN: 978-0813062099
- This book is a compilation of articles
- There are also additional chapter readings included in each module (From "The Archaeology of Pre-Columbian Florida")

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 11th, 2021 and ends on April 30th, 2021. Your grade in this course will be based out of **510 total points**. There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 140 points. **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, 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.

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 15
1	5	10	January 22
2	5	10	January 22
3	5	15	February 5
4	5	15	February 5
Exam 1	100		February 12
5	5	15	February 26
6	5	10	February 26
7	5	15	March 12
8	5	10	March 12
Exam 2	100		March 19

9	5	10	April 2
10	5	10	April 2
11	5	10	April 23
12	5	10	April 23
Exam 3 (Final)	100		April 30
TOTAL	370	140	

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. Note: This is the only quiz in the class that permits multiple attempts to earn a perfect score.

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

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

Grading Scheme

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

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

D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions:

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

Timed Assignments: Mini-Quizzes, 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! Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz.

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

Written Assignments:

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

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).

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

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: Friday, April 30

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **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 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.**

COVID-19 and Illness Notification

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

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

In case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF 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 \(https://webcourses.ucf.edu/courses/1368805/discussion_topics\)](https://webcourses.ucf.edu/courses/1368805/discussion_topics) and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

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

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

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

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

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

<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>

<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>.) Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) for student behavior expectations). Faculty have

the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), 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 <http://www.ehs.ucf.edu/workplacesafety.html> [_ \(http://www.ehs.ucf.edu/workplacesafety.html\)](http://www.ehs.ucf.edu/workplacesafety.html) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu [_ \(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [_ \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



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

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to this unique status, please contact your instructor to discuss your circumstances. These students are required to contact the instructor immediately at the start of the semester to inform them of their status, or prior to deployment (if this occurs during the semester). Active deployed military are expected to keep the same deadlines as their fellow students; however, accommodations can be made in special 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 Florida Archaeology

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

What You Can Expect From Me

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

Final Comments

If you cannot accept the requirements for this course after reading this syllabus, you may want to

rethink taking this course. Hope you enjoy the class!

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

Course Syllabus

[Jump to Today](#)

 Edit



For all policies, evaluations, and so on, please refer to the .PDF syllabus in the "Getting Started" Module.

Course Basics

Instructor Contact

Professor	Dr. Stacy Barber
Office	HPH309D
Office Hours	Fridays 2:40 – 4:10pm, or by appointment; Zoom
Email	Webcourses mail client; Sarah.Barber@ucf.edu
Phone	(407) 823-2207

Teaching Assistant

TA	Karla Cardona
Office	HPH309
Office Hours	Tuesday - 11:00 - 12:30, Zoom or Webcourses email
Email	Webcourses mail client; karla.cardona@ucf.edu

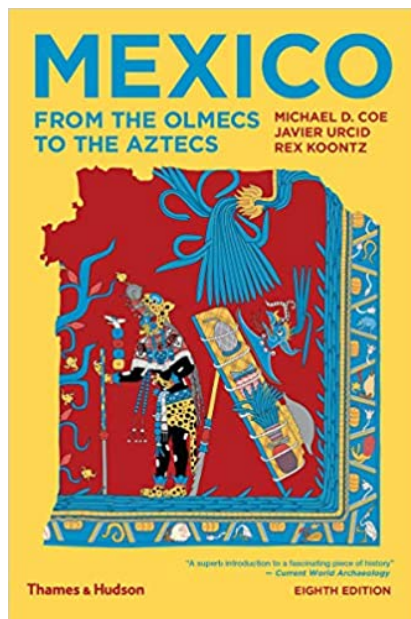
This course meets in the Visual Arts Building 111

Tuesdays 1:30 - 2:45

Required Text:

Coe, Michael, Javier Urcid and Rex Koontz

2019 Mexico. New York: Thames and Hudson.



Catalog Course Description:

Achievements of civilizations in Mexico (Olmec, Zapotec, Aztec) as well as lesser known archaeological cultures.

Course Objectives:

This course has the following seven objectives. Students will:

1. Understand the historical development of Mexican civilization from 12000 BCE to CE 1600
2. Examine the technological and social developments of a major non-Western civilization
3. Contextualize modern conditions in terms of deep history, particularly that of ancient Mexico
4. Evaluate people's actions within specific historical and environmental conditions using ancient Mexico as a case
5. Understand and apply ethical principles to explanations of the ancient past using ancient Mexico as a case
6. Evaluate and critique archaeological epistemology and scholarly arguments
7. Formulate an argument about ancient Mexican civilization using a primary data set

Course content and assignments are all tied directly to these seven objectives.

Evaluation

Grade Categories	Description of Requirements	Weight Toward Final Grade	Point Value
Midterm	Based on first 1/2 of class February 16, in class	20%	200
Final Exam	Cumulative final exam May 4, 1:00 - 3:50 pm, online	20%	200
Mini-quizzes	Quizzes are associated with every module. These will cover module content. You cannot open the next module until you have taken the quiz.	10%	100
Assignments	There are a number of assignments throughout the course of the semester. These are due on different dates. Assignments are due at 11:59pm of their due day. See the course schedule. There is a project in this class due on April 25, 2021, at 11:59pm in the on	25%	200

Project	April 23, 2021, at 11:59pm in the online Assignment dropbox. There are multiple deadlines during the semester.	25%	300
TOTAL		100%	1000

- Modules stay open until 12 hours prior to the exam, meaning that you should take notes on module content if you want to study the material the day before you will be tested on it!
- Assignments are due at 11:59 pm on their due date.
- If you email the professor by 11:59pm on January 17, 2021, with the word "Coixtlahuaca" in the subject line, you'll get 1 point extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.
- Letter grades are based on raw point value, I do not adjust grades according to a curve.
- Mexico is a Spanish-speaking country. I like Spanish, I speak Spanish, the use of Spanish pronunciation and the Spanish language is encouraged in this course.

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

Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	70-76
D+	67-69
D	60-66

Covid Policies for 2020-2021 School Year

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

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>[Links to an external site.](#) (<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](#)[Links to an external site.](#) (<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

Please be aware that this course is a mixed-mode class with a face-to-face component. I will do my best to make access to in-person content available to students but I make no promises that you can completely attend this class virtually. 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.](#)) (<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 <https://webcourses.ucf.edu/courses/1370226/assignments/syllabus>

Knights email for any alterations to this course.

(Usual) Policies

Topic	Policy
Contacting Dr. Barber	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p>
	<p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
Webcourses@UCF	<p>This is an online course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course Content	<p>Online course content is delivered through modules. To access Module 1, you must first complete the Getting Started Module and receive 100% on the getting started quiz. These are freebie points! You're welcome.</p> <p>All modules pertaining to a single exam are opened at once. But remember, you cannot access a module until you have completed the preceding module. Modules will close 12 hours before the exam. Take notes on exam content if you want to study the material after that time!</p>
Quizzes and Examinations	<p>Because this school year is a dumpster fire wrapped up in an asteroid strike, all exams and quizzes are online. You cannot collaborate on quizzes or exams, but you can use your notes. I will compensate for this by making the questions really hard and perhaps limiting your time on questions.</p>

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

Grading and evaluation

Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the “Evaluation” section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.

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

Participation, Diversity and Inclusion

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

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

Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu ([\(http://www.shield.ucf.edu/\)](http://www.shield.ucf.edu/)) and <http://cares.sdes.ucf.edu/> ([\(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/))

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

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

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation **in advance** to arrange a make-up. No penalty will be applied.

Deadlines and Make-ups

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

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

Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF's Rules of Conduct at [http://osc.sdes.ucf.edu/process/rocLinks to an external site.](http://osc.sdes.ucf.edu/process/rocLinks%20to%20an%20external%20site) (<http://osc.sdes.ucf.edu/process/roc>)>. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdfLinks to an external site.](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdfLinks%20to%20an%20external%20site) (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>)>.

When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an

assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/Links to an external site.> [\(http://z.ucf.edu/\)](http://z.ucf.edu/).

I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade

illegitimately or to bend or break rules for one person that will not apply to everyone.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>) > (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.

Accessibility

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://emergencv.ucf.edu/emergencv_auide.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://youtu.be/NIKYajEx4pk)
(<https://youtu.be/NIKYajEx4pk>)



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

Active Duty Military
Personnel

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or

after they receive notification of deployment to make related arrangements.




Schedule of Topics and Readings

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

Day:	Topic:	Learning Module:	Assignments due at 11:59pm unless otherwise noted:
<u>Do this first</u>	Getting Started	Getting Started Module	Must get 100% on quiz to open Mod 1 (5 pts). Due Jan 15 2021
Jan 12	Course Introduction	Module 1: Modern Mexico, Primera Parte	
Jan 19	Natural and Cultural Geography of Mexico	Module 2: Earliest Mexico	Mexico facts and written assignment . Due January 17 2021.
Jan 26	Rediscovering Mexican Civilization	Module 3: The Archaic and Domestication	Module 3 Discussion , Part 1. Due Jan 31
Feb 2	Food!	Module 4: Mexico's First Villages	Module 3 written , Part 2. Due Feb 3.
Feb 9	San Lorenzo	Module 5: The Olmec in Mesoamerica	Final Project Topic due Feb 7. Module 5 assignment due in class next week!
Feb 16	In-class discussion and debate	Module 6: Maize, Jade and Urbanism in the Middle Formative	In-class discussion and debate (20 pts). Due Feb 16 in class
Feb 23	Review	Midterm review module	
Mar 2	Exam March 2, Webcourses	None	Exam March 2, online
Feb 23	The Later Formative (400 BCE – CE 300)	Module 7: Art, Writing, Time	Module 7 assignment due in class next week!
Mar 2	Iconography discussion	Module 8: Teotihuacan, Part 1	Iconography assignment . Due March 2, and in class

Mar 9	Teotihuacan, Part 2	Module 9: Teotihuacan Abroad	
Mar 16	Collapse at Monte Alban	Module 10: Generating and Analyzing Data	
Mar 23	The Epiclassic	Module 11: Tula and the Toltecs	
Mar 30	The Late Postclassic	Module 12: Myth, History, Propaganda	Preliminary data set due Mar 2
Apr 6	The Mexica	Module 13: Daily life in the Aztec Empire	
Apr 13	Spring Break		
Apr 20	The End of the World: Contact	Module 14: Modern Mexico, Segunda Parte	Written reflection due April 2
April 27	Review for Final Exam	Final Exam Review Module	Final Project due April 25 .
May 4	Final Exam, 1 - 3:50pm	Webcourses	Exam on Webcourses


Course Summary:

Date	Details	
Wed Sep 24, 2014	 Module 3 Quiz (https://webcourses.ucf.edu/courses/1370226/assignments/6978329)	due by 11:59pm
Thu Oct 2, 2014	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1370226/assignments/6978325)	due by 11:59pm
Wed Oct 29, 2014	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1370226/assignments/6978328)	due by 11:59pm

Date	Details	
Thu Nov 6, 2014	 Module 8 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978327	due by 11:59pm
Fri Nov 21, 2014	 Module 6 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978324	due by 11:59pm
Mon Dec 1, 2014	 Module 12 Discussion https://webcourses.ucf.edu/courses/1370226/assignments/6978331	due by 11:59am
Mon Dec 1, 2014	 Module 11 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978320	due by 11:59am
Mon Dec 1, 2014	 Module 10 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978322	due by 11:59pm
Mon Dec 1, 2014	 Module 12 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978318	due by 11:59pm
Tue Jan 12, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185835&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Jan 15, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185862&include_contexts=course_1370226	2:30pm to 4pm
Sun Jan 17, 2021	 Getting Started Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978323	due by 11:59pm
Sun Jan 17, 2021	 Module 1 Assignment https://webcourses.ucf.edu/courses/1370226/assignments/6978336	due by 11:59pm
Sun Jan 17, 2021	 Module 1 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978319	due by 11:59pm
Tue Jan 19, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210658&include_contexts=course_1370226	11am to 12:30pm
Tue Jan 19, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185836&include_contexts=course_1370226	1:30pm to 2:45pm

Date	Details	
Fri Jan 22, 2021	 ANT3161-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2185863&include_contexts=course_1370226)	2:30pm to 4pm
Sun Jan 24, 2021	 Module 2 Quiz (https://webcourses.ucf.edu/courses/1370226/assignments/6978317)	due by 11:59pm
Tue Jan 26, 2021	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2210659&include_contexts=course_1370226)	11am to 12:30pm
Fri Jan 29, 2021	 ANT3161-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2185837&include_contexts=course_1370226)	1:30pm to 2:45pm
Fri Jan 29, 2021	 ANT3161-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2185864&include_contexts=course_1370226)	2:30pm to 4pm
Sun Jan 31, 2021	 Module 3 Discussion Board: Food! (Part 1) (https://webcourses.ucf.edu/courses/1370226/assignments/6978330)	due by 11:59pm
Tue Feb 2, 2021	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2210660&include_contexts=course_1370226)	11am to 12:30pm
Tue Feb 2, 2021	 ANT3161-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2185838&include_contexts=course_1370226)	1:30pm to 2:45pm
Wed Feb 3, 2021	 Module 3 Reaction: Food! (Part 2) (https://webcourses.ucf.edu/courses/1370226/assignments/6978337)	due by 11:59pm
Fri Feb 5, 2021	 ANT3161-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2185865&include_contexts=course_1370226)	2:30pm to 4pm
Sun Feb 7, 2021	 Final Project Topic (https://webcourses.ucf.edu/courses/1370226/assignments/6978334)	due by 11:59pm

Date	Details	
Tue Feb 9, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210661&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185839&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Feb 12, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185866&include_contexts=course_1370226	2:30pm to 4pm
Tue Feb 16, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210662&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185840&include_contexts=course_1370226	1:30pm to 2:45pm
	 Module 5 Assignment https://webcourses.ucf.edu/courses/1370226/assignments/6978338	due by 1:30pm
Fri Feb 19, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185867&include_contexts=course_1370226	2:30pm to 4pm
Tue Feb 23, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210664&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185841&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Feb 26, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185868&include_contexts=course_1370226	2:30pm to 4pm
Sun Feb 28, 2021	 Data Set Description https://webcourses.ucf.edu/courses/1370226/assignments/6978332	due by 11:59pm

Date	Details	
Tue Mar 2, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210665&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185842&include_contexts=course_1370226	1:30pm to 2:45pm
Wed Mar 3, 2021	 Module 7 Assignment https://webcourses.ucf.edu/courses/1370226/assignments/6978339	due by 11:59pm
Fri Mar 5, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185869&include_contexts=course_1370226	2:30pm to 4pm
Tue Mar 9, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210666&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185843&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Mar 12, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185870&include_contexts=course_1370226	2:30pm to 4pm
Tue Mar 16, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210667&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185844&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Mar 19, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185871&include_contexts=course_1370226	2:30pm to 4pm
Tue Mar 23, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210668&include_contexts=course_1370226	11am to 12:30pm

Date	Details	
Fri Mar 26, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185845&include_contexts=course_1370226	1:30pm to 2:45pm
Sun Mar 28, 2021	 Preliminary Data Set https://webcourses.ucf.edu/courses/1370226/assignments/6978340	due by 11:59pm
Tue Mar 30, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210669&include_contexts=course_1370226	11am to 12:30pm
Fri Apr 2, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185846&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Apr 2, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185873&include_contexts=course_1370226	2:30pm to 4pm
Sun Apr 4, 2021	 Module 12 Assginement https://webcourses.ucf.edu/courses/1370226/assignments/7015481	due by 11:59pm
Tue Apr 6, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210670&include_contexts=course_1370226	11am to 12:30pm
Fri Apr 9, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185847&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Apr 9, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185874&include_contexts=course_1370226	2:30pm to 4pm
Tue Apr 13, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210671&include_contexts=course_1370226	11am to 12:30pm

Date	Details	
Fri Apr 16, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185848&include_contexts=course_1370226	1:30pm to 2:45pm
Tue Apr 20, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210672&include_contexts=course_1370226	11am to 12:30pm
Thu Apr 22, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185849&include_contexts=course_1370226	1:30pm to 2:45pm
Fri Apr 23, 2021	 Module 13 Assignment https://webcourses.ucf.edu/courses/1370226/assignments/6978335	due by 11:59pm
Sun Apr 25, 2021	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185876&include_contexts=course_1370226	2:30pm to 4pm
Tue Apr 27, 2021	 Final Project https://webcourses.ucf.edu/courses/1370226/assignments/6978333	due by 11:59pm
Fri Apr 30, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2210673&include_contexts=course_1370226	11am to 12:30pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185850&include_contexts=course_1370226	1:30pm to 2:45pm
	 ANT3161-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2185877&include_contexts=course_1370226	2:30pm to 4pm
	 Module 4 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978321	
	 Module 9 Quiz https://webcourses.ucf.edu/courses/1370226/assignments/6978326	

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3173 Archaeology of Sex

Section 0M01

Spring 2021 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 11-May 4, 2021

Class Location: CSB 0101

Class Times: Tuesdays from 10:30-11:45 AM

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:

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).

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

This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of Homo sapiens as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures.

4. Learning Outcomes:

- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.
- Display knowledge of and an appreciation for the diversity of human sexual expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

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:

I. Three Exams—300 points (100 points each)

There will be 3 exams during the semester. Each exam will consist of True/False, Multiple Choice, and/or short answer questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a "raspberry" scantron and a #2 pencil to the in-class exam.

II. Grab Bag assignments—70 points (various points each)

You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

III. M Mode Module Assignments—130 points

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 13 modules for the course. The modules consist of readings and/or an online lecture that you will review, then you will take the associated assessment online. Module quizzes are worth a total of 130 points.

Modules and the associated quizzes will go live at 12:00 PM every Tuesday after class, per the course schedule. You must complete the related Quiz by 10:30 AM (before the next class starts) on the following Tuesday. Because 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).

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 10:30-12:00 so adjust your work schedule accordingly.

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:

John Clarke: Looking at Lovemaking: Constructions of Sexuality in Roman Art

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

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. I do not post notes or PowerPoint slides online or release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

8b. Photography and recording policy: Students **ARE NOT** permitted to photograph or record video of the professor's slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is **LAZY** and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam.** I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8d. Grab bags: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8e. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA **IMMEDIATELY** to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is **YOUR** responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

Syllabus Part 2: University Policies and Protocols

ANT 3173 Archaeology of Sex

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> Links to an external site.

Any of the following are academic integrity violations:

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 Technology for Graded Work

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

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

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

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic

misconduct and could result in the same penalties as cheating in a face-to-face class:

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

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

Unauthorized distribution 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 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.

Enforcement: Quiz Audit Log

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

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.

Class Day	Topic	Module: Opens Tuesdays at 12 PM	Module Due: The following Tuesday at 10:30 AM
1/12	Introduction to the course What is sex, sexuality, and gender?	Module 1	Tuesday 1/19
1/19	Evolution of sex: non-human primates.	Module 2	Tuesday 1/26
1/26	Evolution of sex: early hominids to modern humans.	Module 3	Tuesday 2/2
2/2	Changes in sex and gender roles during the Neolithic.	Module 4	Tuesday 2/9
2/9	Bronze Age Mediterranean and Middle East	Module 5	Tuesday 2/16
2/16	In Class Midterm Exam 1	Module 6	Tuesday 2/23
2/23	The Classical world and Ancient Greece	Module 7	Tuesday 3/2
3/2	Romans Part I	Module 8	Tuesday 3/9
3/9	Romans Part II	Module 9	Tuesday 3/16
3/16	Romans Part III	Online Exam 2 opens 3/16 at 12:00 PM and is due 3/23 at 10:30 AM.	
3/23	The Islamic World	Module 10	Tuesday 3/30
3/30	19 th Century American Prostitution	Module 11	Tuesday 4/6
4/6	Homosexuality and Evolution	Module 12	Tuesday 4/20
4/12	Spring Break	Who cares?	
4/20	Unique Sexualities	Module 13	Tuesday 4/27
5/4	Final Exam Opens Tuesday 4/27 at 7 AM and is due Tuesday 5/4 at 11:59 PM		

Drop/Add: Jan 11-15. Withdraw date: March 26

ANT 3212 - Peoples of the World



"Diversity" by REM Photo Off & On is licensed under CC BY 2.0

Instructor Contact

Instructor: Rachael Root
Office: Main campus, Howard Phillips Hall, 309
Office Hours: Online in Zoom: Mondays 4:30 to 6:00 PM
or by appointment
E-mail: Inbox or rachael.root@ucf.edu

TA Contact

TA: Tori Thibault
Office Hours: Online by appointment only
E-mail: Inbox or thibaultt@knights.ucf.edu

Course Information

Course Name: Peoples of the World
Course ID: ANT 3212 (W)
Credit Hours: 3.0 hours
Semester/Year: Spring/2021
Location: Online through UCF Webcourses (Canvas)

Course Description

Culture surrounds us. It seems increasingly as if everyone is talking about “culture” or “cultures” to define or explain what people and entire societies do – but what is culture? Cultural anthropologists study culture worldwide, researching similarities and differences among contemporary peoples. Anthropology initially studied people living traditional lives in very remote places, but as the world has changed, so has anthropology. Anthropologists research and work with urban populations, including indigenous and peasant peoples whose lives – and cultures – are transforming rapidly as a result of globalization.

This course presents a brief survey of peoples and cultures whose lives and beliefs represent a small part of human diversity, with varied livelihoods - farming, herding, service work; religions - animism, Christianity; and especially, differing views about what gives life meaning - yams, cattle, relationships, money, the arts, and so on. In this class we will explore the lifeways of cultures from peoples in diverse regions of the world, including Africa, the Pacific Islands, Asia, the Arctic and the Americas.

The syllabus and course schedule may be modified, as determined by the instructor. All changes will be announced on Webcourses.

Learning Outcomes

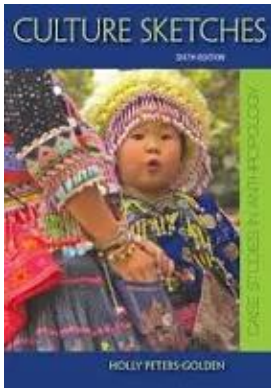
By the end of this course you will:

- Understand what anthropology is and what makes it unique as a discipline
- Learn about basic concepts and methods in cultural anthropology
- Understand and explain the impact of factors that underlie the diversity of cultural practices
- Examine issues confronting contemporary peoples, including identity, ethnicity, post-colonialism, dependency, modernization and globalization
- Learn what anthropology can contribute to debates about contemporary issues
- Grasp what it means to live in a ‘global’ world

Course Format

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

Required Text



Peters-Golden, Holly. 2012. *Culture Sketches: Case Studies in Anthropology*. 6th Edition. Boston: McGraw Hill. ISBN: 978-0-07-811702-2 (paperback)

This book is available in paperback and eBook formats.

Grading Scale (+/- letter grades)

Letter Grade	Percent	Letter Grade	Percent
A	94-100%	C+	77-79%
A-	90-93%	C	70-76%
B+	87-89%	D	60-69%
B	84-86%	F	Below 60.0%
B-	80-83%		

Student Evaluation

Assignment	Points	Description
Discussion postings	40%	Discussion posts relating to the various cultures and topics presented
Exams	40%	True/false, multiple choice, short answer, fill in the blank questions
Projects: Multimedia & Reflection	20%	Two small projects using students' media of choice. Multimedia project will explore one culture group. Reflection project is primarily written essay on shifts in students' perspective and may include media of students' choice.

Discussion postings: There are 12 discussion posts to complete in this course. The lowest two grades will be dropped. There will be **no make-ups** for missed discussion

postings. I will post questions to guide your Discussion posts. Your responses should be several paragraphs (i.e., enough depth to let me know you've done the readings & understand the content). You will then post **at least one** response to another classmate's post. After answering the questions by the **FIRST** posted due date, respond to at least one other student's comment by the **SECOND** due date to earn the full amount of points for each discussion post. The grading criteria for the discussion postings is provided in the discussion assignments.

Exams: There are **3** exams in this course. Each exam is worth 50 points. Exams are made up of true/false & multiple-choice questions. Once you begin an exam, you must finish it! **Exams close at midnight**, even if you are still taking it, so make sure you give yourself enough time to complete them. The final exam is scheduled during finals week and is not cumulative.

Reflection Project: In this small project, students will consider how this course has changed and/or impacted the way they view other cultures. Primarily a written reflection, it may include topics such as how the information has expanded students' worldview or how it may be useful in their future careers. Students may choose to include photographs, music, and other creative elements that support, illustrate, foreground, or otherwise expand on the written portion. Acceptable formats include essays, blogs, zines, photovoice and/or journal entries, and entries may either be submitted to Webcourses or students may provide a link to content. Please note: files housed in cloud storage (i.e. Google Drive) are restricted access: ensure that your content is accessible for grading by choosing permissions carefully.

Multimedia Project: There will be one project assigned towards the end of the semester. You will design, create, and present a multi-media project that explores a culture group of your choice from an anthropological perspective. This assignment is designed to give you creative freedom to address a culture group that you find interesting, relevant, or useful. You are able to choose what you present and how you present it - as long as it is uploaded into Webcourses and able to be viewed across computing platforms. Sharing the project with the class will be optional, but not required. Video presentations should be approximately 3 to 5 minutes long; papers should be 3 to 5 pages (not including references or appendices) and use an appropriate citation style (APA, MLA, or Chicago are permitted). Entries may either be submitted to Webcourses or students may provide a link to content. Please note: files housed in cloud storage (i.e. Google Drive) are restricted access: ensure that your content is accessible for grading by choosing permissions carefully.

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

1. Your presentation **expands** on course material and themes to **describe one culture group of your choice**.
2. Your content is understandable; for example, you may need to include an explanation of your artwork or context for poems/songs.
3. Your content is uploaded into and/or accessible through Webcourses.
4. You have permission / use citations for any non-original content you incorporate.
5. Your project is created and presented by you - no teams are permitted.

You can view the grading criteria by accessing the rubric, . I am also happy to answer questions and help you explore options earlier in the semester if you want to get feedback on an idea.

Extra Credit: I typically provide opportunities to earn extra credit throughout the semester, including the option to receive 5 points for taking one of the projects to UCF's Writing Center.

Rounding final grades: I typically do **NOT** round final grades, especially since I offer several extra credit opportunities. I may make case-by-case exceptions and this is solely at my discretion.

Course Requirements

This course is fully online, so it is important to have reliable access to the Internet. Also, since you are enrolled in an online course, it is assumed you have regular access to the internet. To do well in this course, you will need to:

- Check Webcourses regularly for announcements, Inbox messages, and to review module content
- Complete all readings, discussions, and exams by their due dates
- Complete all assignments and exams by their scheduled deadlines

COVID-19 Statement

Due to the current COVID-19 pandemic, many of us are working from home. I understand that your schedules may not fall into a typical 9 am to 5 pm workday schedule, and that you may have distractions that impede your ability to complete course content and assessments. I also understand you may not be in UCF's time zone (Eastern Standard Time (EST), UTC-05:00). For these and other reasons, I am happy to discuss adjustments to assignment deadlines, submission times, and appointments for office hours. Please contact me so we can determine how best to support your learning experience in this class.

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.

Although this is an online class, you may have reason to come to campus. If you come to campus for any reason, please remember that wearing a face mask while on campus is mandatory. Also, remember to complete the COVID-19 checker before arriving to assist UCF in tracking and tracing COVID cases and potential exposure. The COVID-19 checker can be accessed from your smart phone's UCF app.

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 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>)

If you test positive for COVID-19, please alert me as soon as possible. Although you may not become ill, alerting me will permit me to monitor your class performance and to check on you if you seem to be falling behind. If you do become ill, alerting me will enable me to tailor a personalized plan to help you catch up so you can successfully complete this course. Documentation showing positive test results is required. When possible, please contact me before missing due dates.

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 for any alterations to this course. Additionally, if I or the graduate teaching assistant test positive for COVID-19, we will post an announcement to notify you. For you, this means that it may take us longer to respond to your inquiries, office hours may be cancelled, and grading may be delayed. If there are any changes to course requirements or schedule as a result of instructor and/or GTA illness, you will be notified via Webcourses, and the announcement will include details regarding the alterations.

Course Accessibility and Disability COVID-19 Supplemental Statement

Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Late or Missing Submissions

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

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

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

For Other Late Submissions:

All assignments are due by the date displayed in Webcourses. Two points will be deducted for any assignment submitted after the due date has passed. Beginning at 8:00 am the day AFTER it was due, five points will be deducted from the late assignment **grade**, not from the total possible points. In other words, if an assignment is submitted late but is submitted BEFORE 8 am the next day, only two points will be deducted. If it is submitted after 8 am, five points will be deducted. **Please note:** this is a **grace period** designed to help persons who are a little late. If you have trouble submitting multiple assignments on time, please contact me to discuss your options. It is my hope that all of you can achieve your desired grade and I will do what I can to help you.

No late submissions will be accepted for the multimedia project or for the final exam. There is no make-up for the final exam.

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

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you must stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 3212W** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us.

Important Dates:

Classes start: **January 11**

Drop, Swap, Add deadline: **January 15**

Martin Luther King Jr. Holiday (No Classes): **January 18**

Withdrawal deadline: **March 26**

Spring Break: **April 11-18**

Classes end: **April 26**

Study Day: **April 27**

Final exam week: **April 28 - May 4**

The final exam is scheduled during Final Exam Week.

Check out [UCF's Academic Calendar](#) for other important dates.

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must take the "[Getting Started](#)" quiz by **FRIDAY January 15**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

UCF Writing Center

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating

sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on their website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute Zoom appointment by using the TutorTrac scheduler on their website (<https://uwc.cah.ucf.edu/schedule-a-consultation/>).

Withdrawal Policy

Per UCF policy, a student who withdraws from class before the **withdrawal deadline of Friday, March 26th**, will receive a grade of "W." **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc.

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

Incomplete

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

Attendance/Participation

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

Being prepared means having reviewed and/or read the assigned materials, completing the

assigned activities and assessments, and contacting your instructor and/or graduate teaching assistant with questions or concerns that are not addressed in course documents. Taking notes, participating in optional discussion boards for study purposes, and exploring provided optional resources is strongly encouraged.

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments and exams on time and in a professional manner!

Online courses: Taking courses online can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with course materials. Don't think that taking an online course is easier, it can be much more challenging and time intensive than many people think.

Academic honesty: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism.

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

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

without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabus, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)
- Limit the number of quotes; the bulk of a paper should be your own words
- Limit the size of quotes and always include quotation marks, citations, and references
- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience, since the process of writing is in itself a learning process. You are welcome to choose topics that align with your interests or expand on other papers, but each written piece submitted in this class must be a new and original work
- Do not purchase or borrow a paper from anyone. Do not loan or give anyone one of your papers. Using a friend's paper will result in both of you being held accountable.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

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](#) (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.

Deployed Active Duty Military

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances. I appreciate the opportunity to assist you.

Copyright

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your instructor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses (Canvas). Due dates for assignments can be found in the table below.

ANT3241-0W59 - Magic, Ritual, and Belief

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

Course Syllabus

Contacting the Professor

Office Hours: 1:00PM-3:00PM Tuesdays, or by appointment

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Contacting the Teaching Assistant

Whitney Margaritis

Office hours by appointment

Webcourses (preferred)

E-mail: Whitney.Margaritis@ucf.edu

Course Description:

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

Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

Moro, Pamela A. . 2013. *Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion*. Ninth Edition. McGraw-Hill

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

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)	Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria: <ul style="list-style-type: none">• Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates.• <i>Participates in discussion on separate days (i.e., each</i>
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	<p><i>discussion answer and individual response must be submitted on separate days; not all at once).</i></p> <ul style="list-style-type: none"> • Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others). • Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules). • Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings).
4 points (B)	Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content.
3 points (D)	<p>Serious insufficiency in criteria listed for "5 points (A). Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates.</p> <p>Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s).</p>
0 points (F)	Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others.

Course Assignments:

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

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

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

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W59 Spring 2021
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/11/21	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday January 15 at 11pm Eastern Time.
1/18/21	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-5); <i>Studying Religion Anthropologically</i> by Jack David Eller (pp. 6-14); <i>Why We Became Religious & The Evolution of the Spirit World</i> by Marvin Harris (pp. 25-29);	On-line assignment for Module 1 due Friday January 22 at 11pm Eastern Time.
1/25/21	Module 2: Religious Specialists	Complete on-line assignment for Module 1. Read <i>Shamans, Priests, and Prophets</i> (pp.140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150);	On-line assignment for Module 2 due Friday January 29 at 11pm Eastern Time.
2/1/21	Module 3: Rituals and Symbols	Complete on-line assignment for Module 2. Read <i>Ritual</i> (pp. 86-89); <i>Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100);	On-line assignment for Module 3 due Friday February 5 at 11pm Eastern Time.
2/8/21	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday February 12 at 11pm Eastern Time
2/15/21	Module 4: Witchcraft & Sorcery	Read <i>The Goat and the Gazelle: Witchcraft</i> by T.M. Luhrmann (pp. 307-315); <i>Sorcery and Concepts of Deviance among the Kabana, West Britain</i> by Naomi M. McPherson (pp. 298-306);	On-line assignment for Module 4 is due Friday February 19 at 11pm Eastern Time.
2/22/21	Module 5: Magic & Divination	Complete on-line assignment for Module 4. Read <i>Witchcraft, Sorcery, Divination, and Magic</i> (pp. 284-287); <i>Baseball Magic</i> by George Gmelch (323-329);	On-line assignment for Module 5 is due Friday February 26

		Complete on-line assignment for Module 5.	at 11pm Eastern Time.
3/1/21	Module 6: Religious Use of Drugs	Read <i>Altered States of Consciousness and the Religious Use of Drugs</i> (pp. 186-189); <i>Ritual Enemas</i> by Peter T Furst and Michael D. Coe (pp.205-209); <i>The Sound of Rushing Water</i> by Michael Harner (pp. 210-215);	On-line assignment for Module 6 is due Friday March 5 at 11pm Eastern Time.
		Complete on-line assignment for Module 6.	
3/8/21 & 3/15/21	Exam Two	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday March 19 at 11pm Eastern Time
3/22/21	Module 7: Ethnomedicine	Read <i>Illness, Healing, and Religion</i> (pp. 231-233); <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (pp.234-241);	On-line assignment for Module 7 is due Friday March 26 at 11pm Eastern Time.
		Complete on-line assignment for Module 7	
3/29/21	Module 8: Death: Ghosts, Souls & Ancestors	Read <i>Death, Ancestors, Ghosts, and Souls</i> (pp. 330-332); <i>Death Be Not Strange</i> by Peter A. Metcalf (pp. 340-343); <i>Day of the Dead in Oaxaca</i> by Kristin Norget (pp. 353-361); <i>The Real Vampire</i> (downloaded document)	On-line assignment for Module 8 is due Friday April 2 at 11pm Eastern Time.
		Complete on-line assignment for Module 8	
4/5/21	Module 9: Revitalization Movements	Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By Peter M. Worsley (downloaded document);	On-line assignment for Module 9 is due Friday April 9 at 11pm Eastern Time.
		Complete on-line assignment for Module 9	
4/12/21 & 4/19/21	Exam Three	Take on-line exam 3 covering Modules 7-9	Exam Three are due Friday April 30 at 11pm Eastern Time.

Syllabus Spring 2021

Anthropological Perspectives on Refugees

Vance Geiger, PhD

E mail: vance.geiger@ucf.edu

Office Howard Philipps Hall 3rd floor 311K

Phone: 407-823-3779

Online office in class chat: Tuesdays 7 pm - 9 pm

Class Description

Refugees are a global phenomena. Since the United Nations Convention on Refugees to respond to post World War II refugees, people have continued to flee and claim refugee status. There have been a wide range of responses to these refugee flows. This course will explore the causes and responses of refugee flows globally. Topics will include the international definition of a refugee, refugee law, causes of refugee flows, the variety of responses to refugees, refugee asylum, repatriation and resettlement. In addition the course will explore the anthropological cross cultural issues refugees experience when they seek asylum and the experiences of resettlement in third countries.

Texts

Forced to Flee

Peter Van Arsdale

Lexington Books

0-7391 1234 1 pbk

Refugees in a Global Era

Philip Marfleet

Palgrave Mcmillan

0-333-77784-0

Requirements

Three 100 point exams = 300 points

Ten Online 10 pt. Assignments = 100 points

Online Presentation = 100 points

Total = 500 points

Grading: A = 90 - 100%; B = 80 - 89%; C = 70 - 79%

Important Information

There is a syllabus quiz that you need to take before Friday 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.

Weekly Modules

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.

Grading

Three exams. Each exam will be worth 100 points.
10 On-line assignments 10 points each and one presentation = 100 points

On-Line 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 you instructor gives them in face-to-face classes), but you get two hours.

On-Line assignments

Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week.

For example, in the Week 1 there is a requirement to post to some specific assignments. It is

recommended that you write your posting in word, then go on-line and open that assignment and

copy and paste your response. If you write first and save and then use copy and paste you will

have your responses saved to your computer incase something happens. If you write the response on-line and something happens during your composition and you are not finished you will

lose your work. Better to write it on your own computer and save it and then post it to the list.

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

Another important note: unless you are asked for a specific list or definition, assignment questions require 100 – 200 words per question (some assignments have multiple questions).

Important Note: Do not use attachments to post your assignment answers. Also – do not copy and paste online material directly into your assignments, type it in yourself and you must reference ALL sources of information (you can use whatever citation method you choose).

Also Important: all assignment on time or late are due at 11 55 pm the last day of class.

There is also a presentation and two page paper. The presentation will be an update on a refugee situation. You will use power point or something comparable that can be uploaded to the class and other students can view.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment

because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11:55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency.

The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is

:

vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

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/zgradeLinks 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 ServicesLinks 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.](#))



[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 1: 1/11 Introduction to Anthropology, Culture and Globalization

Reading: Online material

Week 1 assignment due 1/18 11 55 pm

Week 2: 1/19: Introduction to Refugees, Internally Displaced, People in Refugee-like Situations, The Stateless

Reading: Online material

Week 2 assignment due 1/25 11 55 pm

Week 3: 1/25: Refugee Issues and Globalization

Reading: Marfleet Introduction, Chapter 1 and 2

Week 3 assignment due 2/1 11 55 pm

Week 4: 2/1 Teachable Moment

Online material

Week 4 assignment due 2/8 11 55 pm

Week 5 2/8 Refugee Issues and Globalization

Reading Marfleet Chapters 3 and 4

Week 5 assignment due 2/15 11 55 pm

Exam 1 2/13 8 am to 2/15 11:55 pm

Week 6: 2/15 Refugee Rights

Reading: Marfleet Chapters 5 and 6

Week 6 assignment due 2/22 11 55 pm

Week 7: 2/22 Refugee Rights

Reading: Marfleet Chapters 7 and 8

Week 7 assignment due 3/1 11 55 pm

Week 8: 3/1 Displacement and Migration

Reading: Marfleet 9, 10 and 11

Week 9: 3/8 Cases Papua and Ethiopia

Reading: Van Arsdale Chapters 1, 2 and 3

Assignment 8 due 3/15 11 55 pm

Week 10: 3/15 Cases Bosnia and El Salvador

Reading: Van Arsdale 4 and 5,

Week 11: 3/22 Cases Sudan and Palestine

Reading Van Arsdale Chapters 6, 7 and 8,

Exam 2 3/27 8 am - 3/29 11:55 pm

Week 12: 3/29 In Depth Case Study: Indochina

Reading: Online material

Assignment 9 due 4/5 11 55 pm

Week 13 4/5 In Depth Case Study – Cambodia

Reading: Online material

Assignment 10 due 4/19 11 55 pm

Spring Break 4/11 - 4/18

Week 14 4/19 Class Presentations

Reading: Online material

Class paper/presentation due 4/22 11 55 pm

Exam 3 4/24 8 am - 4/26 11:55 pm

Last Day of Class 4/26

Make up Exam 4/28 8 am - 4/29 11:55 pm

ANT3290-21Spring 0001

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ANT3290 Anthropology of Plants and People

Spring 2020, University of Central Florida

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>)
- (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: Anthropology of Plants and Peoples
- Course ID & Section: ANT3290
- Credit Hours: 3
- Semester/Year: Spring 2021
- Location: CB1 O121
- Prerequisite(s): ANT2140 or Sophomore Standing
- Meeting time: Tuesdays AND Thursdays 1:30-2:45pm

Course Description:

From the catalog: Anthropological perspectives involving the interactions between peoples and plants.

In this course, we will utilize an anthropological perspective to explore the interactions between people and plants. People impact plants and landscapes they use, and the plants and resources they utilize in turn influence people. To examine the myriad human-plant relationships that have profoundly shaped, transformed, and influenced human culture and society and the landscapes in which plants and humans interact, we will explore anthropological approaches toward diverse human-plant topics

including diet and cuisine, medicine, ritual and religion, subsistence, the origins of agriculture, plants in archaeology, resource management, and intellectual property rights. The geographic focus of the course will be the Americas.

Student Learning Outcomes:

- To understand that human cultures and societies are fundamentally dependent on plants
- To gain an anthropological insight on traditional life-ways surrounding the uses of plants
- To understand the role of plants in the development of societies and transformations of social and ecological landscapes

Course Requirements

You will have a manageable amount of reading in this course, however it is essential that readings be done prior to class meetings. This is for your benefit, of course, but also for the benefit of the class as active in-class discussions are expected.

Examinations:

There will be two exams, a mid-term and a final exam. 100 points each

Term Project:

Each student will choose a term project from the options below. More detail and guidance will be presented in class. 100 points total.

- 1) Build-your-own. You may re-create an object, plant product, or activity involving plants from a culture in the Americas (or elsewhere) using similar materials. Up to two people may work together on a single project. Each project member will document the activity in a journal or other media and write a short description of the cultural context of the object – 2 pages – and give a short (5 minute) presentation about the object, product or activity during the last week of classes.
- 2) Research paper on the history or prehistory of some aspect of plant use in the New World using archaeological, historical or ethnographic data (8 pages).
- or 3) Research paper on the history or prehistory of a New World crop or utilized wild plant using archaeological, historical or ethnographic data (8 pages).

Project proposals will be due after the mid-term. 20 points

Readings' Study Questions: Short answer questions about each day's readings submitted in webcourses. 2 point each; 50 points.

Online Discussion Participation based on *Botany of Desire*: 40

Grading Summary

Academic Activity (Syllabus) Quiz: 5

Exam 1: 100

Exam 2: 100

Project Proposal: 20

Project: 100

Study Questions: 50

Discussion group: 40

Class Participation: 70

Total points: 480

Final grade will be calculated as percentage of total points.

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%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

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.**

Readings, Study Questions, Participation, and Attendance

To help make this course more interesting and active, I strongly encourage in-class discussion of the topics. Of course, if only one or two of people have read the assigned material before class, these

discussions would not be very enjoyable for anyone. So, to help you get the most out of the reading, you are to answer the study questions for each reading assignment posted in the class's Webcourses (Canvas) page **before the beginning of each class** (1-2 points per question). No credit for late submissions – even if you must miss class, you may still answer the questions before the scheduled class.

Readings other than your textbook will be posted as PDF documents in Webcourses or as links through the library (you may need to be on campus or use a UCF VPN to access some material through the library).

Participation in class discussions and attendance make up the participation portion of your grade (70 points). Any student falling below 70% attendance will receive no participation points or may be dropped from the class.

Make-up Policy

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.

Required Text:

Anderson, E. N., Deborah M. Pearsall, Eugene S. Hunn, and Nancy J. Turner (editors). 2011. *Ethnobiology*. Wiley-Blackwell

(This text is the most up-to-date collection of essays by anthropologists and archaeologists leading the field of ethnobotanical and ethnozoological studies.)

Pollan, M. 2001. *The Botany of Desire: A Plant's-Eye View of the World*. Random House.

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/) 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 \(mailto:sas@ucf.edu\)](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/> [\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/> (<http://jkrt.sdes.ucf.edu/>)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> (<http://compliance.ucf.edu/>) & complianceandethics@ucf.edu (<mailto:complianceandethics@ucf.edu>)
- Ombuds Office – <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>) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu (<mailto:ucfcares@ucf.edu>) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

<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.

Additional Readings:

Benfer, Robert A. 2008. Early Villages. Pp. 368-380 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Balée, William 2002. Chapter 1, Historical Ecology: Premises and Postulates, in *Advances in Historical Ecology*. Columbia University Press, New York.

Clement, C. R., et al. (2010) Origin and Domestication of Native Amazonian Crops. *Diversity* **2**(72-106).

Bussman, R. (2002) Ethnobotany and Biodiversity Conservation. Pp343-360. In *Modern Trends in Applied Terrestrial Ecology*. Springer.

Harlan, Jack. 1992. Views on agricultural origins. Pp. 31-60 in *Crops and Man*, Second Edition. American Soc of Agronomy, Crop Science Society of America, Madison, WS.

Hildebrandt, William R. and Kelly R. McGuire. 2008. Great Basin. Pp. 290-300 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Levis, C. et al. Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science* 355(6328):925-931.

Mann, C. 2011. 1493: Uncovering the New World Columbus Created. Vintage, New York.

McNeill, William H. 1991. American Food Crops in the Old World, Pp. 42-59 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Mintz, Sidney W. 1991. Pleasure, Profit, and Satiation. Pp. 112-129 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Moran, Emilio F. 2006. Chapter 4, The Web of Life: Are We in it? Pp. 74-92 in *People and Nature: An Introduction to Human Ecological Relations*. Blackwell, Malden, MA

Pearsall (2004) Chapter 1 Ethnobotany: The Study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson

Learning. Belmont, CA, USA.

Pearsall, Deborah M. 2008. Chapter 1 Ethnobotany: The study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA.

Pearsall, Deborah M. 2008. Chapter 7, Plant Domestication and the Shift to Agriculture in the Andes. Pp. 105-120 in *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell. Springer, New York.

Pearsall, Deborah M. 2012. Chapter 7, People, Plants, and Culinary Traditions. Pp. xx-xx in *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat. Oxford University Press, Oxford.

Pohl, Mary DeLand and Christopher von Nagy. 2008. The Olmec and Their Contemporaries. Pp. 217-230 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Posey, Darrell. 1990. Intellectual property rights: And just compensation for indigenous knowledge. *Anthropology Today* 6(4): 13-16.

Schultes, Richard Evans and Albert Hofmann. 1992. Pp. 120-127, 132-143 in *Plants of the Gods: Their Sacred, Healing, and Hallucinogenic Powers*. Healing Arts Press, Rochester, VT.

Schultes, Richard Evans and Robert F. Raffauf. 2004. Pp. 64-85 in *Vine of the Soul: Medicine Men, Their Plants and Rituals in the Colombian Amazonia*. Synergetic Press, Sante Fe, NM.










Course Summary:




Date

Details

Date	Details	
Thu Jan 14, 2021	 Study Questions 1 Anderson, Pearsall (https://webcourses.ucf.edu/courses/1373485/assignments/6964013)	due by 1:30pm
Fri Jan 15, 2021	 Syllabus Quiz (https://webcourses.ucf.edu/courses/1373485/assignments/6963997)	due by 11:59pm
Tue Jan 19, 2021	 Study Questions 2: Chp 6,9 (https://webcourses.ucf.edu/courses/1373485/assignments/6964020)	due by 1:30pm
Thu Jan 21, 2021	 Study Questions 3: Chp 3,4 (https://webcourses.ucf.edu/courses/1373485/assignments/6964021)	due by 1:30pm
Sun Jan 24, 2021	 Chapter 1 Botany of Desire, Desire: Sweetness / Plant: The Apple (https://webcourses.ucf.edu/courses/1373485/assignments/6968407)	due by 11:59pm
Tue Jan 26, 2021	 Study Questions 4: Moran (https://webcourses.ucf.edu/courses/1373485/assignments/6964022)	due by 1:30pm
Thu Jan 28, 2021	 Study questions 5 Balee and Levis (https://webcourses.ucf.edu/courses/1373485/assignments/6964023)	due by 1:30pm
Tue Feb 2, 2021	 Study Questions 6 Benfer, Pohl (https://webcourses.ucf.edu/courses/1373485/assignments/6964024)	due by 1:30pm
Thu Feb 4, 2021	 Study Questions 7: Chp 10,11 (https://webcourses.ucf.edu/courses/1373485/assignments/6964025)	due by 1:30pm
Tue Feb 9, 2021	 Study Questions 8: Harlan, Bar-Yosef (https://webcourses.ucf.edu/courses/1373485/assignments/6964026)	due by 1:30pm
Thu Feb 11, 2021	 Study Questions 9: Pearsall 2008 (https://webcourses.ucf.edu/courses/1373485/assignments/6964027)	due by 1:30pm

Date	Details	
	/1373485/assignments/6964027)	
Tue Feb 16, 2021	 Study Questions 10: Pearsall 2012 (https://webcourses.ucf.edu/courses/1373485/assignments/6964005)	due by 11am
Thu Feb 18, 2021	 Study Questions 11: Mintz and McNeill (https://webcourses.ucf.edu/courses/1373485/assignments/6964006)	due by 1:30pm
Sun Feb 21, 2021	 Chapter 2 Desire: Beauty/ Plant: Tulip (https://webcourses.ucf.edu/courses/1373485/assignments/6968448)	due by 11:59pm
Tue Feb 23, 2021	 Study Questions 12: Mann Chp 6 (https://webcourses.ucf.edu/courses/1373485/assignments/6964007)	due by 1:30pm
Thu Feb 25, 2021	 Study Questions 13: Mann Chp 7 (https://webcourses.ucf.edu/courses/1373485/assignments/6964008)	due by 1:30pm
Tue Mar 2, 2021	 Exam 1 (https://webcourses.ucf.edu/courses/1373485/assignments/6963998)	due by 11:59pm
Thu Mar 4, 2021	 Study Questions 14 Chapter 18 - Anderson (https://webcourses.ucf.edu/courses/1373485/assignments/6964009)	due by 1:30pm
Tue Mar 9, 2021	 Study Questions 15: Chp 19: Linguistic Ethnobiology (https://webcourses.ucf.edu/courses/1373485/assignments/6964010)	due by 11am
Thu Mar 11, 2021	 Study questions 18: Ch 16 (https://webcourses.ucf.edu/courses/1373485/assignments/6964011)	due by 11am
	 Project Proposal Due Thursday! (https://webcourses.ucf.edu/courses/1373485/assignments/6964004)	due by 11:59pm

Date	Details	
Tue Mar 16, 2021	 Study Questions 19: Chap 17 (https://webcourses.ucf.edu/courses/1373485/assignments/6964012)	due by 11am
Thu Mar 18, 2021	 Study Questions 20: Chap 15 (https://webcourses.ucf.edu/courses/1373485/assignments/6964014)	due by 9am
Sun Mar 21, 2021	 Chapter 3 Desire: Intoxication / Plant: Marijuana (https://webcourses.ucf.edu/courses/1373485/assignments/6968527)	due by 11:59pm
Tue Mar 23, 2021	 Study Questions 21: Chp 14 Ethnomedical Research (https://webcourses.ucf.edu/courses/1373485/assignments/6964015)	due by 11am
Thu Mar 25, 2021	 Study Questions 22: Schultes & Hoffmann - Plants of the Gods (https://webcourses.ucf.edu/courses/1373485/assignments/6964016)	due by 11am
Tue Mar 30, 2021	 Study Questions 23: Schultes and Raffauf (https://webcourses.ucf.edu/courses/1373485/assignments/6964017)	due by 11am
Thu Apr 1, 2021	 Study questions 24 : Chp 21 Mendoca de Carvalho (https://webcourses.ucf.edu/courses/1373485/assignments/6964018)	due by 11am
Tue Apr 6, 2021	 Study Questions 25: Chapter 22, Learning Ethnobiology (https://webcourses.ucf.edu/courses/1373485/assignments/6964019)	due by 11am
Sun Apr 18, 2021	 Chapter 4 Desire: Control / Plant: The Potato (https://webcourses.ucf.edu/courses/1373485/assignments/6968537)	due by 11:59pm

Date	Details	
Mon Apr 19, 2021	 Project Submissions Due https://webcourses.ucf.edu/courses/1373485/assignments/6964002	due by 11:59pm
Thu Apr 29, 2021	 Exam 2 (https://webcourses.ucf.edu/courses/1373485/assignments/6963999)	due by 11:59pm
	 Participation https://webcourses.ucf.edu/courses/1373485/assignments/6964000	

ANT3302-21Spring 0M01

Sex, Gender, and Culture - Spring 2021 Syllabus Mondays & Wednesdays 12:30pm-1:20pm PSY 108

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Phone: 407-823-6503

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

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

I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Alexandria (Lexie) Brock

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Mail

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

I will be available to answer emails immediately during my office hours.

Catalog Description

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

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

Required Texts

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

This course examines the changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. Case studies will be drawn from around the world and the US alike. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and assignments in each section will reveal how anthropology intersects other disciplines in addressing these topics. This is a mixed mode course, meaning a portion of the course takes place online. Exams and other assignments are administered via WebCourses.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your fellow students. However, it is also 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 Conduct & Content Warning

This course includes a mix of online and face-to-face activities. **Some of the course content may include topics that are sensitive or otherwise uncomfortable for some students.** Students should read through the syllabus the first week of class to examine topics. Remaining in the class indicates that you are responsible for all course content. In addition, while discussing topics, **DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in any online portion of this course.** In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. **Familiarize yourself with the definitions in the [Clarifying Terminology](#) page.** All students are expected to understand the appropriateness of this language. This isn't about politicizing topics, but respecting difference and other people. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all activities. Disrespecting GTAs, other students, or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, assignments, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.
- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.
- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.
- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your

understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Film Response:	5 possible points
Weekly Responses:	20 possible points (2 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a four-page essay. Essay topics generally ask students to synthesize several week's of readings. Exams are NOT written during class, but instead turned in via WebCourses. Exams are checked for plagiarism using TurnItIn software. A rubric will provide students with an outline of how they will be graded. We will discuss all aspects of the essay exams in class, including how to structure an anthropological essay and format references.

There is no cumulative final.

Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Activity topics broadly conform to topics from each section. Complete details and instructor expectations will be posted at the beginning of each activity. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups and/or late submissions will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).

Total Points: 15

Film Response: Students will watch an online video, answer a series of prepared questions, and then take an online quiz based on the prepared questions.

Total Points: 5

Weekly Responses: Students will answer a weekly response question(s) associated with the relevant readings/lecture. These are available all semester but due by midnight on Friday for the relevant week. Grades will come from content, grammar, and spelling. Because of the extended availability of weekly responses, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).

Total Points: 20

Total Possible Points: 100 (each point = 1% point)

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

Assignments 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 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. 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, although I usually respond within a few hours or less. I may not respond on Friday evenings or weekends. If you send a message during this time and I do not respond by Wednesday of the following week, please re-send the message as it was likely buried by other messages. 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 is a real-world lesson.

Semester Calendar

SECTION I: GENDER

Week 1: Jan 11 - 15

Topic: Course Intro

Readings: Clarifying Terminology; Careers in Anthropology (Links to an external site.)

Assignments: Syllabus Quiz

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

Topic: Challenging Cultural Universals of Gender

Readings: Ortner, Sherry. Is Female to Male as Nature Is to Culture? & Rogers, Susan Carol. Female Forms of Power and the Myth of Male Dominance...

Assignment: Weekly Response (Week 2)

Week 3: Jan 25 - 29

Topic: Gender, Family, & Work

Readings: Scheper-Hughes. Lifeboat Ethics. & Lane. Man Enough to Let My Wife Support Me.

Assignment: Weekly Response (Week 3)

Week 4: Feb 1 -5

Topic: Gendered Material Culture

Readings: Chin. Ethnically Correct Dolls.

Assignments: Online Activity 1

Week 5: Feb 8 - 12

Topic: Complicating Gender

Readings: Colen. Like a Mother to Them... & Deomampo. Transnational Surrogacy in India...

Assignment: Weekly Response (Week 5)

Week 6: Feb 15 - 19

Topic: Gender at Home

Readings: Barnes. Black Women Have Always Worked... & Gutmann. Scoring Men...
Assignments: Weekly Response (Week 6) & Film Response (Southern Comfort)

SECTION II: SEXUALITY

Week 7: Feb 22 - 26

Topic: Gender, Sex, and Sexuality

Readings: Kulick. Gender of Brazilian Transgendered Prostitutes. & Zavella. Playing with Fire...

Assignment: Weekly Response (Week 7)

Exam 1 (Essay)

Week 8: Mar 1 - 5

Topic: Language and Performance

Readings: Cameron. Performing Gender Identity. & Weston - Do Clothes Make the Woman?...

Assignment: Weekly Response (Week 8)

Week 9: Mar 8 - 12

Topic: Growing up Gendered

Readings: Mora. "Do It For All Your Pubic Hairs!" & Rooke. Trans Youth, Science, and Art...

Assignment: Weekly Response (Week 9)

Week 10: Mar 15 - 19

Topic: Sexuality Online

Readings: Gray. Negotiating Identities/Queering Desires...

Assignments: Online Activity 2

SECTION III: POWER

Week 11: Mar 22 - 26

Topic: Power, Agency, and Structure

Readings: Abu-Lughod. The Romance of Resistance... & Mahmood. Feminist Theory, Embodiment, and the Docile Agent...

Assignments: Weekly Response (Week 11)

Exam 2 (Essay)

Week 12: Mar 29- Apr 2

Topic: Intersectionality

Readings: PDFs on WebCourses

Assignments: Online Activity 3

Week 13: Apr 5 - 9

Topic: Representation as Power

Readings: Mohanty. Under Western Eyes... & Rodriguez. A Homegirl Goes Home...

Assignment: Weekly Response (Week 13)

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

Week 15: Apr 19 - 23
Topic: Sex, Gender, and Online Culture Part I
Readings: Kill All Normies (selected chapters as PDFs via WebCourses)
Assignment: Weekly Response (Week 15)

Week 16: Apr 26
Topic: Exam 3
Readings: None

Exam 3 (Essay)

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 Conduct](#)[Links to an external site.](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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



ANT3302 - Sex, Gender and Culture

Dr. [Amanda Groff](mailto:agroff@mail.ucf.edu?subject=ANT3302) (mailto:agroff@mail.ucf.edu?subject=ANT3302)



Syllabus


*****This course covers adult themes; including: human anatomy, sex, and sexual relationships. If you are not comfortable with these subject areas, I urge you to drop the class*****

Instructor Contact

Instructor



Dr. Amanda Groff

<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual and Phone)</p>	<p>Various methods for contacting me during office hours: 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!) Office hours: Tuesdays and Wednesdays 10am-12pm; 1-2pm For phone or virtual calls, please make an appointment first!!</p>
<p>Phone</p>	<p>407 823 3757</p>
<p>Email/Response Time</p>	<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. I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p style="text-align: center;">Bug and Dobby</p>
<p>GTA Info GTA Office Hours</p>	<p>Caroline Jasiak (caroline.jasiak@ucf.edu (mailto:caroline.jasiak@ucf.edu)) Horvey Palacios (horvey.palacios@ucf.edu (mailto:horvey.palacios@ucf.edu))</p> <p>Horvey: Mondays from 2 to 4pm. Caroline: Tuesdays from 2 to 4pm.</p> <p>*Please contact the TA to arrange a "meeting" place: via email, zoom, etc.</p>

Course Information

Course Name	ANT 3302- Sex, Gender, and Culture
Credit Hours	3 Credit Hours
Prerequisites	Sophomore standing
Corequisites	None
Semester/Year	Spring 2021
Location	Fully 100% Online

Course Description and Scope

This class is designed to familiarize students with arguments, theories, and information in the areas of sex and gender roles, gender identity and sexual stratification in human societies. The following subjects are explored: sexuality, considering how, why and to what degree culture channels sexuality, the nature of gender, the cultural construct of masculinity, femininity, sexuality, personhood, and the body cross-culturally. Additionally, the role of kinship, mythology, fairytales, and media in developing ideas about sexuality and gender ideals will be explored.

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

Course Topics and Lectures

- Intro to Anthropology and Culture
- What is Gender?
- Sex and Biology
- Effects of Sex
- Marriage, Sex, and Family
- Sex and Desire
- Gender and the Media
- Arts, Fairytales, Mythology, and Gender
- Sex and Gender in Ancient Cultures
- Prostitution

- Sex and Gender 1800-1940
- Sin, Shame, and Perversions
- Sex and Gender 1950's-Present
- Sex and Gender Around the World: Africa, Middle East, SE Asia, South America, Papua New Guinea
- Beauty: History and Modern
- Homosexuality, Transgenderism, and Transvestitism

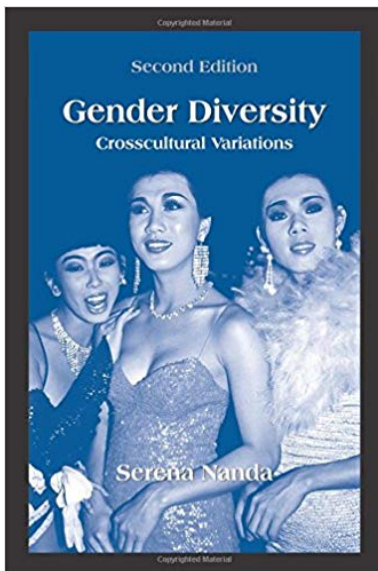
**Lectures are presented in a video format for notetaking!

Course Goals

The specific objectives for this course are to:

- To understand the historical development of gender and sexuality perspectives through the present
- To understand and be able to analyze the concepts of gender, beauty, and sexuality in the context of case studies from the United States, Africa, and Brazil, among others.
- To destabilize the dominant assumptions about gender and sexuality by broadening students' understandings of the diversity of genders and sexualities

Required Readings



- "Gender Diversity Crosscultural Variations" by Serena Nanda
- 2nd edition
- Publisher: Waveland Press
- ISBN: 978-1478611264

You will also be reading articles from the text book: *Constructing Sexualities: Readings in Sexuality, Gender* by Suzanne LaFont. Because this text book just went out of print, I have provided scans of the assigned readings in each module.

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe Reader (or another tool that makes pdf's accessible and able to be read)
3. Adobe Flash may be necessary for some videos
4. Headphones (if working in a public space so that video clips may be watched)
5. Access to Microsoft WORD (You can download FOR FREE from UCF

Apps: <https://it.ucf.edu/ucf-apps/> (<https://it.ucf.edu/ucf-apps/>.)

Course Requirements

This course begins on January 11th, 2020 and ends on April 30, 2020. Your grade in this course will be based out of **490 total points**. There will be mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 110 points, and 3 exams worth a total of 300 points. **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, 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... **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. **All modules will close on their assigned dates at 11:59 PM in EASTERN STANDARD TIME (EST), regardless of their time zone (it is the student's responsibility to track the time change. 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.

Schedule

Module	# of Mini-Quiz or Exam Points	Assignment Points	Closing Date for Module

Getting Started	10	0	January 15
1	5	10	January 22
2	5	10	January 22
3	5	10	February 5
4	5	10	February 5
Exam 1	100	0	February 12
5	5	15	February 26
6	5	10	February 26
7	5	10	March 12
8	5	0	March 12
9	5	10	March 12
Exam 2	100	0	March 19
10	5	10	April 2
11	5	10	April 2
12	5	10	April 23
13	5	0	April 23
Final Exam	100	0	April 30
Total Points	375	115	

How do I get started??

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. The Getting Started Quiz is the only quiz in the class with multiple attempts. Take it as many times as you need in order to earn a full 10.

Grading Scheme

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 and below

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)

Video Lectures

Within each Module there is a link to a video lecture(s). These lectures cover 80% of the class content. When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 34 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **[DON'T LOSE YOUR NOTES!](#)** **[THE LECTURES CLOSE WITH THE MODULE DEADLINES!!](#)** **If a student loses their notes or**

misses the lectures due to illness, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes.

Why do they close? Accountability and scaffolded learning. If lectures are left accessible, the temptation to watch them later (which, believe me, will snowball) results in trying to watch them at the last minute before an exam.

Timed-Assignments

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

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

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.

Written Assignments:

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

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

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz or exam 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: Friday, April 30

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **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 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.**

COVID-19 and Illness Notification

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

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

In case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF 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 video lectures, articles you may have found online or sex and gender in general. 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 \(https://webcourses.ucf.edu/courses/1368806/discussion_topics\)](https://webcourses.ucf.edu/courses/1368806/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.

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.

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**.

Academic Integrity

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

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

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.

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

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>

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

Notifications in Case of Changes to Course

Modality

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), 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 <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

Deployed Active Duty Military Students

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

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 Sex Gender and Culture

- 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.
- I expect you to progress in a timely manner through the course. You are permitted to work as fast as you like through the course; however, you are expected to meet deadlines
- 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.

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

Syllabus 2021

Syllabus Spring 2021

Syllabus: ANT 3312 Ethnography of North American Indians

Instructor: Vance Geiger, PhD

Office Hours in class chat: Wednesdays 7 – 9 pm

Office: Main Campus Office Phillips Hall 3rd floor 311C

E Mail: vance.geiger@ucf.edu

TA Tiffany Robinson

The best way to contact me is through e mail. It is now a requirement that all students have a knights mail account. If you do not now have one you need to request one. All communication to the whole class, such as exam notices will be through class announcements and through myucf which goes only to knights mail accounts.

Texts:

The Timucua by Milanich

The Cheyenne by Moore

The Iroquois by Snow

The Huron by Trigger

The Navajo by Downs

This class will be an ethnographic survey of the Native Americans of different regions or culture areas in North America. The culture areas we will discuss will be: The Southeast, The Northeast, The Plains, The Southwest and the Northwest. There are five books required for the class. These books cover some of the areas we will discuss, but not all of them. Consequently, the material for the course will come from both the books and the online material.

The Texts: There are two reasons for the texts. One is that in reading the various books you can get a sense of how anthropologists conduct research on a population. Some of

the books (The Iroquois, The Cheyenne) include a lot of prehistory, history (post-contact) and then ethnography on modern populations. Other books focus primarily on specific ritual or the conditions of modern populations and conducting research among them (the Navajo). The other reason for the texts is the coverage of the people this course covers, in essence the information on the various groups. The books are required and you will need to read them. I will provide summaries of the texts online but the summary will not completely make up for having read the book. You will also notice that some texts are longer than others. I have built in more time during the semester for you to read the longer books.

Student Responsibilities

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

with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 - 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is

: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are

responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

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

There will be Three exams in this course. Each exam will be worth 100 points.

There will be 10 assignments. Each assignment will be worth 10 points..

Grading: Three 100 point exams = 300 points

10 assignments 10 points each = 100 points

Total Possible = 400 points

Grading scale:

90 - 100 A, 80 - 89 B, 70 - 79 C, 60 - 69 D, 60 below = F

Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. In week 2 there is an introduction to archaeology and the early archaeology of Native American North America.

The Keatley Creek document provides a good view of how archaeologists work and how they reach conclusions

based on what they find. Week 3 is in introduction to the prehistory of the Southeast. Week 4 begins the discussion of specific groups, this one being the Cherokee. Subsequent weeks provide an introduction to other cultural areas in North America, the Northeast, the Plains, the Southwest and Northwest.

Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your

instructor's way of providing a kind of lecture. Consequently, there will be a substantial amount of material from the modules on the three exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

On-Line Exams

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 a specified time to complete it. At the end of the time it will automatically close.

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On-Line assignments

Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note

This is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

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

Warning

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

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

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

Make Up Exam will be CUMULATIVE.

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.

Deployed Active Duty Military Students

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

SCHEDULE

Week 1: 1/11 Introduction to Anthropology and Culture

Introduction to Ethnography of North American Indians

Introduction to Culture

What is culture and what is anthropology assignments due 1/19 11:55 pm

Week 2: 1/19: Pre-Historical Overview

Archaeology

Keatley Creek
Environment
Peopling of America

Keatley Creek Assignment due 1/25 11:55 pm

Week 3: 1/25: The Southeast

The Earliest Settlement, Mound-builders to Tribes

Archaic

Woodland

Mississippian

The Timucua

Southeast prehistory Assignment due 2/1 11:55 pm

Week 4: 2/1 The Cherokee

Online material

Cherokee Assignment due 2/8 11:55 pm

Week 5: 2/8: The Northeast: General Overview

Reading: The Iroquois Chapters 1 - 4

Iroquois Assignment 1 due 2/15 11 55 pm

Exam 1: 2/13 8 am - 2/15 11:55 pm

Week 6: 2/15: The Iroquois

Reading: The Iroquois Chapters 5- 10

Week 7: 2/22: The Iroquois

Reading: The Iroquois Chapters 11 – 13

Iroquois Assignment 2 due 3/1 11 55 pm

Week 8: 3/1: The Plains: General Overview

Reading: The Cheyenne by Moore Chapters 1 – 4

Cheyenne Assignment 1 due 3/8 11 55 pm

Week 9: 3/8: The Cheyenne

Reading: The Cheyenne Chapters 5 – 12

Cheyenne Assignment 2 Due 3/15 11 55 pm

Week 10:3/15: The Southwest: General Overview

Reading: On line Material

Exam 2: 3/20 8 am – 3/22 11:55 pm

Week 11: 3/22: The Navajo

Reading: The Navajo by Downs

Navajo Assignment due 3/29 11 55 pm

Week 12: 3/29: The Apache

Reading: Thunder Rides A Black Horse

Week 13:4/5:

The Northwest: General Overview

Reading: Online material including excerpt from The Kwakiutl by Rohner-Bettauer – online

Spring Break 4/11 -4/18

Week 14: 4/19 The Kwakiutl

Reading: the Kwakiutl by Rohner-Bettauer (excerpt in online material)

Apache and Kwakiutl Assignment Due 4/26 11 55 pm

4/26 Last day of class – all assignments late or on time due at 11 55 pm 12/4

Exam 3: 4/24 8 am – 4/26 11:55 pm

Make Up Exam 4/28 8 am – 4/29 11 55pm



Primatology

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

ANT3550C (0M01) Primatology Syllabus

Dr. Sandra Wheeler • Spring 2021 • 3.0 Credit Hours

Lecture in Zoom • Online Modules • Online Labs

Lectures Tuesdays 9-10:20am in ZOOM; Labs Online due to UCF's COVID Policy

Professor Contact

Professor: Dr. Sandra Wheeler

Office: Howard Phillips Hall 309F (UCF Main Campus); 407-823-2227

Office Hours: Drop in online via Chat on Thursdays 1-2:30pm and by private appointment via Zoom

Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox; 24-48 hours response time on weekdays

Graduate Teaching Assistants (GTAs) Contact

GTA: Stephanie Fuehr and Katherine Lane

Office Hours: TBA in Chat

Contact: Discussion Board or Inbox

Please note: this course will be delivered BOTH synchronously AND asynchronously, meaning we will meet online in Zoom for weekly real-time lectures. You will also have posted audio lectures, module content, and assignments to work through on your own. All labs will be completed online due to COVID precautions. There are fixed due dates for all assignments, quizzes, and exams so please make note of these in your Calendar.

University Catalogue Description

Study of species from the Order Primates, including their morphology, ecology, behavior, and geographic distribution. Prerequisite(s): One of the following; ANT 2511, BSC 2010C, or C.I.

Course Description

This course examines the natural history and behavior of the nonhuman living primates from evolutionary, ecological, and social perspectives. Topics to be covered include taxonomic diversity, geographic distribution, diet and ecology, functional anatomy, conservation, and aspects of social behavior of living primates. Fossil representatives of the order will also be discussed, and both paleontological and molecular evidence will be used to reconstruct the evolutionary history of primates. Monkey and ape social groupings, male and female interactions, mating patterns and dominance will be discussed with reference to habitat, diet and predation. Additional topics to be explored are primate communication, problem solving and intelligence, hunting, and 'cultural' behavior.

We will explore these various topics through readings from your textbook and readings, as well as through lectures, modules, films, and hands-on lab activities. You will be assessed through labs, exams and final group presentations. The syllabus may be modified, as determined by the instructor. All changes will be announced in class or on Webcourses.

We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the **Getting Started Required Activity by the first FRIDAY**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Learning Objectives

By the end of this course you will:

- Gain a greater understanding of what makes a primate a primate and how primates are classified
- Understand how primatologists conduct fieldwork and research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different circumstances
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation

Course Requirements

Due to COVID this a **mixed mode course** will be held **online** and can be accessed through Webcourses@UCF or the [myUCF](#) portal. **We will meet in ZOOM on TUESDAYS; all other course content is posted online in the modules.** The modules may consist of supplemental lecture materials, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments, quizzes and exams. The ZOOM format will be lecture/discussion. You are responsible for **all** material presented in class and on Webcourses. This course format requires you to have reliable access to the Internet.

To do well in this course you will need to:

- Attend all Zoom sessions and take notes
- Review all module materials and assigned readings and take notes
- Complete all labs and the required assignments by their due dates
- Complete a primate infographic assignments by their due dates
- Complete three exams by their due dates

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see course schedule below). All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

Zoom Sessions

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/]. 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/webcourses/>] if you have any technical issues accessing Zoom.

Required Text (there isn't one!)

No book is required **for this course**. All readings are provided electronically (pdf's) in the INTRODUCTION pages of the course modules.

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Labs	35%	Online lab activities and short writing responses
Quizzes	10%	Module quizzes based on course materials, lowest quiz score dropped
Exams	40%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials
Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic

Attendance and participation: Log in! Trust me, you'll get more out of the course if you log in to ZOOM during the scheduled meeting times. I expect everyone to participate in class discussions and activities as much as possible.

Lab Assignments: Due to UCF's COVID policies all labs for this course will be completed and submitted online. There are **8 online labs** in this course. Labs will consist of online activities, short writing responses, and primate observations. Students will turn in their **own original work**. The lowest lab score is dropped. Lab assignments are worth 35% of your final grade.

Quizzes: There are **12 quizzes** in this course. Each module has an associated quiz based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest quiz score is dropped. Quizzes are worth 10% of your final grade.

Exams: There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.). Once you begin an exam, **you must finish it!** You do not need to take the exam at a testing center. **Take it at home, take it in the library, take it in a coffee shop, take it anywhere, just take it!** The **exams are timed** so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start

taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative.**

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product. You will upload **your final assignment and provide** comments/feedback on **at least two** other student's assignments to earn full credit. More details on this assignment can be found by accessing the Primate Infographic Module. This Primate Infographic is worth 15% of your final grade.

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> • Quizzes due by 11:59pm • Exams close by 11:59pm • Turn in lab assignments by 11:59pm 	<ul style="list-style-type: none"> • Start review of new material/module pages • Start on required readings 	<ul style="list-style-type: none"> • Attend ZOOM lectures 	<ul style="list-style-type: none"> • Watch any video or media in modules • Work on lab assignments 	<ul style="list-style-type: none"> • Read module materials 	<ul style="list-style-type: none"> • Exams open at 8am • Work on lab assignments • Review lectures 	<ul style="list-style-type: none"> • Dance

What About Make-Up Work?

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.

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an exceptional family emergency or other circumstance that affects your coursework and/or causes you to miss assignments or an exam, please let me know so I can help you. Also contact **Student Care Services** for additional support: <https://scs.sdes.ucf.edu/services/>

UCF created a guide to **Virtual Services**, it has information on all the support services, CAPS, Knights Pantry, SARC, Financial Aid and more: <https://www.ucf.edu/news/a-guide-to-virtual-services-at-ucf-during-covid-19/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This M- and C- Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the 'C' designation). Either way, primates are awesome and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is an online **mixed mode AND lab course**, so we will have **synchronous Zoom lectures, and asynchronous module content/audio lectures AND online labs** to complete.

The format of this course will consist of **online lab exercises** so you can learn the bones of the primate skeleton and understand standard primatological methods and **Tuesday ZOOM lectures**.

You are responsible for **all** material presented in class, labs and on Webcourses. Links to videos, articles and other websites may be provided on Webcourses to supplement the material presented.

The UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'M' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT3550 or Primates/Monkeys/Apes** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. **Do not copy and paste from the course modules or the Internet to answer questions posted in your assignments or exams.** I will know. It will be bad for you. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

GroupMe and other chat platforms: The mis-use of study groups such as GroupMe can be considered academic misconduct and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct.

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the lab or classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>

Campus Safety

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Required Statements 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.

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.

Religious Observances

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

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

Student Accessibility Services

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu before requesting accommodations from the professor.

Copyright

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

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse, Planet of the Apes becomes realized). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments and exams can be found in the table below. More details can be found in the Course Modules.

Module	Topic and Readings	Due Dates
Module 1	What is a Primate? Required Readings <ul style="list-style-type: none">• Strier KB. 2017. Introduction to Primate Studies (pages 1-35). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge.• Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press.	Quiz 1 due JAN 24 LAB 1 due JAN 24
Module 2	Primate Taxonomy Required Reading	Quiz 2 due JAN 24 LAB 2 due JAN 31

	<ul style="list-style-type: none"> • Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	
Module 3	<p>Primate Parts Required Readings</p> <ul style="list-style-type: none"> • Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children • A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process • Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 3 due JAN 31 LAB 3 due FEB 7</p>
Module 4	<p>Primate Evolution Required Reading</p> <ul style="list-style-type: none"> • Strier KB. 2017. Primates Past to Present (pages 73-100). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 4 due FEB 7 LAB 4 due FEB 14 Infographic TOPIC due FEB 21</p>
Module 5	<p>The Apes Required Readings</p> <ul style="list-style-type: none"> • Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective 2nd ed.</i> Oxford University Press. • Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. 	<p>Quiz 5 due FEB 14</p>
EXAM 1 ONLINE FRIDAY FEB 12 to SUNDAY FEB 14, 2021		
Module 6	<p>Primate Sociality and Ecology Required Readings</p> <ul style="list-style-type: none"> • Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. • Smuts B. 1998. What Are Friends For? (pages 36-43). In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 6 due FEB 28 LAB 5 due FEB 28 Infographic DRAFT due MAR 14</p>
Module 7	<p>Evolution and Sex Required Reading</p> <ul style="list-style-type: none"> • Campbell C. 2011. Primate Sexuality and Reproduction (pages 464-475). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. 	<p>Quiz 7 due MAR 7 LAB 6 due MAR 14</p>
Module 8	<p>Old World Monkeys and Tarsiers Required Readings</p> <ul style="list-style-type: none"> • Thierry PJ. The Macaques: A Double-Layered Social Organization (pages 229-241). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. 	<p>Quiz 8 due MAR 14</p>

	<ul style="list-style-type: none"> • Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall. • Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall. 	
Module 9	<p>Primate Communication and Cognition Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Communication and Cognition (pages 311-346). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. • Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. 	<p>Quiz 9 due MAR 21 LAB 7 due MAR 28</p>
EXAM 2 ONLINE FRIDAY MAR 19 to SUNDAY MAR 21, 2021		
Module 10	<p>New World Monkeys Required Readings</p> <ul style="list-style-type: none"> • Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. • Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall. • Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 10 due APR 9 Lab 8 due APR 4 Infographic FINAL due APR 9 with peer review by APR 23</p>
SPRING BREAK APR 12 to 16, 2021		
Module 11	<p>Strepsirhines Required Readings</p> <ul style="list-style-type: none"> • Nekaris KA, Bearder SK. 2011. The Lorisiform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. • Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology</i>. Prentice Hall. • Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 12 due APR 25 Infographic PEER REVIEW due APR 23</p>
Module 12	<p>Primate Conservation Required Readings</p> <ul style="list-style-type: none"> • Strier KB. 2017. Conservation (pages 373-398). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. • Campbell CJ et al. 2011. Where We Have Been, Where We Are, and Where We Are Going: The Future of Primatological Research (pages 687-691). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. 	<p>Quiz 12 due APR 25</p>
EXAM 3 (FINAL EXAM) ONLINE WEDNESDAY APR 28 to SUNDAY MAY 2, 2021		

ANT 3610: Language and Culture Spring 2021



Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 101

Fridays 11 AM-1 PM EST, or by
appointment

Office Hours

OH are via Webcourse Chat or
Scheduled Private Conference

Phone 407-823-2227

E-mail

- Chelsea.Daws@ucf.edu, or via
Webcourses Inbox

Graduate Teaching Assistant (GTA)

Send Tori a message via Webcourses Inbox Messages only

You should contact Tori to discuss and clarify course content, assignments, and requirements. You should not contact your GTA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610 0M01

Credit Hours 3

Semester/Year	Spring 2021
Location	VAB 0132 and Online
Prerequisites	Sophomore standing or higher

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Course information is published in UCF's **Undergraduate Catalog**. The Link: <https://catalog.ucf.edu/Links to an external site.>

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library. [You may read it online by following this link. Links to an external site.](#)*
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library.*

Supplemental Texts

Links to other required supplemental course materials (i.e., PDFs, web links, etc.) can be found in each module of this course.

Course Activities

- Read the assigned materials each week.
- Attend weekly lectures
- Participate in group discussions
- Complete all required assignments

- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

Activity Submissions

All course activities will take place on Webcourses@UCF. All quizzes, exams, discussions, and papers will be submitted via [Webcourses@UCF](#).

Required Tools

Since all course quizzes, exams, discussions, and papers will be submitted via [Webcourses@UCF](#), you will need access to a laptop or desk top computer, consistent broadband internet access (please report outages or technology errors), and a compatible web browser.

Course Schedule

The course schedule is [available here](#).

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments --graded discussions and papers-- have a **3**-day grace period. Assignments may be submitted up to three days past the due date. Late assignments are penalized **2** points per day.

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-

87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

Your grade will be based on the following assignments and assessments. Please see the [Assignment List](#) for more information.

Assignment Group Weight

Graded Discussions	40
Paper	25
Quizzes	15
Exams	20

Policy Statements

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities

conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>Links to an external site..

Course Accessibility Statement

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

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 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 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.htmlLinks to an external site.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, 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.eduLinks 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 \(Links to an external site.\)](#)



[site.](#))

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Course Summary:

Date	Details	due by 11:59pm
Fri Jan 15, 2021	Assignment Introduction Assignment	due by 11:59pm
	Assignment Orientation Quiz	due by 11:59pm
Sun Jan 31, 2021	Assignment Group Discussion 1	due by 11:59pm

Date	Details	
Mon Feb 1, 2021	Assignment Online Quiz 1	due by 11:59pm
Mon Feb 15, 2021	Assignment Online Quiz 2	due by 11:59pm
Sun Feb 28, 2021	Assignment Group Discussion 2	due by 11:59pm
Sun Mar 14, 2021	Assignment Group Discussion 3	due by 11:59pm
Mon Mar 15, 2021	Assignment Midterm Examination	due by 11:59pm
Mon Mar 29, 2021	Assignment Online Quiz 3	due by 11:59pm
Tue Mar 30, 2021	Assignment Group Discussion 4	due by 11:59pm
Sun Apr 11, 2021	Assignment Group Discussion 5	due by 11:59pm
Mon Apr 12, 2021	Assignment Online Quiz 4	due by 11:59pm
Fri Apr 23, 2021	Assignment TED talk paper (extra credit)	due by 11:59pm
	Assignment Endangered Language Profile	due by 11:59pm
Sat May 1, 2021	Assignment Final Examination	due by 11:59pm
	Assignment Multifunctionality Matching	

Date

Details

Assignment [Small Group Lounge](#)

ANT3930-21Spring 0W60

Disaster Anthropology – Spring 2021 Syllabus

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Phone: 407-823-6503

Office Location: Howard Phillips Hall, Room 311C

Virtual Office Hours: Tuesdays 10:00am-11:30am or by appointment.

I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Alexandria Brock

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Mail

Virtual Office Hours: TBD

Required Textbooks

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

Anthropological research into disaster reminds us that risk and vulnerability are not equally shared across society, and harm from disasters (natural or otherwise) disproportionately affects communities along lines of inequality. This course provides students with an introduction to the anthropological study of disaster. Anthropologists have become critical to international forensic investigations of disasters and training in disaster anthropology represents a unique opportunity for students to contribute to global security. This course will provide students with conceptual and methodological tools to address what scholars refer to as “the current research deficit” regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters, which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of catastrophe. The true scope of disasters stretches across years, and a single event affects communities for much longer. This course will prepare students to investigate four inter-related themes as outlined by Integrated Research on Disaster Risk (IDIR): investigate the causes and consequences of loss and identify conditions limiting loss; test hypotheses of damage causality (land use, lack of accountability, settlement patterns); identify key factors contributing to vulnerability and loss which have grown in recent decades; and utilize existing knowledge and approaches from risk assessment in the social sciences.

Course Objectives: Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the difference between anthropogenic vs. 'natural' disaster.

- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology plays in disaster planning, preparedness, and recovery.
- Understand how ethnography and archaeology participate in disaster planning, preparedness, and recovery.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your fellow students. However, it is also 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.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

- **Online lectures** (and PDF versions) will be posted by Friday the previous week.
- **Pay attention to due dates.**
- **There are no exams in this course.**
- Weekly lectures are posted as ungraded discussions, to facilitate conversation but not force it.

Grading

Grades will be determined from the following:

Online Activities:	15 possible points
Research Projects:	30 possible points
Semester Project:	55 possible points

Total Possible Points: 100

Breakdown of Grading

Online Activities: Students will complete short online activities to explore topics related to disaster anthropology. These are fun exercises that encourage individual exploration of relevant internet-based resources (or which there are MANY!).

[Possible Points: 15]

Research Assignments: Students will complete research projects that connect readings and their semester project. Each research project will be discussed in detail during online lectures. Associated assignments in WebCourses will be updated with detailed instructions as we near each assignment's date (along with the posting of online lecture the week before).
[Possible Points: 30]

Semester Project: Students will undertake an independent research project as part of this course. This project asks students to act as though they were anthropologists assigned to research and understand a specific event. Students will have some leeway in determining the exact event they research. Assignments related to your research project will take place throughout the semester. This includes a statement of intent, annotated bibliography, 8-page research paper, and video presentation. Detailed instructions for each assignment will be provided throughout the semester.
[Possible Points: 55]

Course Grading Scale

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

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

Assignments 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 a student fails to contact the instructor before a due date, they must provide appropriate documentation to be allowed to make up work. 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. Students have 1 week to make-up assignments. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

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, although I usually respond within a few hours or less. I may not respond on Friday evenings or weekends. If you send a message during this time and I do not respond by Wednesday of the following week, please re-send the message as it was likely buried by other messages. 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?

Semester Calendar

Week 1: Jan 11 - 15


Topic: Course Introduction


Readings: None

Assignments: Syllabus Quiz

Week 2: Jan 18 - 22

Topic: Introduction to the Anthropology of Disaster

Readings: Oliver-Smith, Anthony. 1999. "What Is A Disaster?": Anthropological Perspectives on a Persistent Questions . In *The Angry Earth...*


Oliver-Smith, Anthony and Susanna Hoffman. 2002. Introduction: Why Anthropologists Should Study Disasters . In *Catastrophe & Culture...*

Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of Anthropology (Links to an external site.). *Anthropology News*.

Assignment: Online Activity 1: UCF's Hurricane History

Week 3: Jan 25 - 29

Topic: Longitudinal Studies of Disaster



Readings: Oliver-Smith, Anthony. 1994. Peru's Five Hundred Year Earthquake. 

Garcia-Acosta, Virginia. 2002. Historical Disaster Research. In *Catastrophe & Culture...*

Assignment: Research Project 1: Collecting Historical Evidence

Week 4: Feb 1 - 5

Topic: Forensic Investigations of Disaster (FORIN)

Readings: Burton, Ian. 2010. Forensic Disaster Investigations in Depth 
FORIN Report 

Week 5: Feb 8 - 12


Topic: Why Disaster Response Fails


Readings: Hoffman, Susanna M. Defining Disaster upon Disaster... In *Disaster Upon Disaster*.
Barrios, Roberto E. Unwieldy Disasters. In *Disaster Upon Disaster*.

Assignment: Semester Project 1: Statement of Intent

Week 6: Feb 15 - 19

Topic: Interviewing Disaster Survivors, Part I


Readings: Slim, Hugo et al. 2006. Ways of Listening , in *The Oral History Reader*.


Anderson, Kathryn and Dana C. Jack. 2006. Learning to Listen: Interview
Techniques and Analysis , in *The Oral History Reader*.

Assignment: Online Activity 2: Remote Interviewing Resources

Week 7: Feb 22 - 26

Topic: Interviewing Disaster Survivors, Part II

Readings: Sanford, Victoria. 2006 "Introduction" and "Excavations of the Heart: ...  " In
Engaged Observer: Anthropology, Advocacy, and Activism.

Hammersley, Martyn and Paul Atkinson. 1995. Insider Accounts: Listening and
Asking Questions , in *Ethnography 2nd Edition*, pp. 124-156.

Assignment: Research Project 2: Oral History Interview (Recording)

Week 8: Mar 1 - 5

Topic: Plights, Problems, and Quandaries

Readings: Fiske, Shirley J. and Elizabeth Marino. Slow-Onset Disaster... In *Disaster Upon
Disaster*.

Oliver-Smith, Anthony. Resettlement for Disaster Risk Reduction... In *Disaster Upon
Disaster*.

Week 9: Mar 8 - 12

Topic: So-Called Natural Disasters, Part I

Readings: Moseley, Michael E. Modeling Protracted Drought... In *Catastrophe & Culture*.

McCabe, J. Terrance. Impact of and Response to Drought among Turkana
Pastoralists.... In *Catastrophe & Culture*.

Assignment: Research Project 2: Oral History Interview (Transcript)

Week 10: Mar 15 - 19

Topic: So-Called Natural Disasters, Part II

Readings: Button, Gregory V. and Erin R. Eldridge. A Poison Runs Through It... In
Contextualizing Disaster.

Bankoff, Greg and George Emmanuel Borrinaga. Whethering the Storm... In
Contextualizing Disaster.

Week 11: Mar 22 - 26

Topic: Archaeological Approaches to Sudden Environmental Change, Part I

Readings: Sheets, Payton and Jago Cooper. Introduction: Learning to Live with the Dangers of Sudden Environmental Change. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Cooper, Jago. Fail to Prepare, Then Prepare to Fail. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Assignment: Online Activity 3: Storm Surge Threats to Florida's Cultural Heritage

Week 12: Mar 29 - Apr 2

Topic: Archaeological Approaches to Sudden Environmental Change, Part II

Readings: Dugmore, Andrew and Orri Vesteinsson. Black Sun, High Flame, and Flood. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Nelson, Margaret C. et al. Long-Term Vulnerability and Resilience. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Week 13: Apr 5 - 9

Topic: The Future of the Archaeology of Sudden Environmental Change

Readings: Kohler, Timothy A. Social Evolution, Hazards, and Resilience. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Redman, Charles L. Global Environmental Change, Resilience, and Sustainable Outcomes. In *Surviving Sudden Environmental Change (Links to an external site.)*.

Assignment: Semester Project 2: Annotated Bibliography

Week 14: Apr 12 - 16 (No Class, Spring Break)

Topic: None

Week 15: Apr 19 - 23

Topic: Revamping Apparatus and Outcome

Readings: Hoffman, Susanna M. The Scope and Importance of Anthropology... In *Disaster Upon Disaster*.

Bergman, Ann. Future Matter Matters... In *Disaster Upon Disaster*.

Assignments: Semester Project 3: Presentation

Week 16: Apr 26

Topic: Semester Projects Due

Readings: None

Assignments: Semester Project 4: Final Paper

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 Services](#). 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 Services](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#), for more information about your access to non-academic services.

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- 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>. (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 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](#)

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>). 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.

Click on the Modules link on the left for Info and Assignments. The syllabus is below.



Cape Canaveral Archaeological Mitigation Project

Welcome! Spring 2021

ANT3940 Cape Canaveral Archaeological Mitigation Project

Contacts:

[Mr. Tom Penders \(mailto:pendarch@yahoo.com\)](mailto:pendarch@yahoo.com), CCAFS, Lead Archaeologist

[Dr. Stacy Barber \(mailto:sarahstacy.barber@ucf.edu\)](mailto:sarahstacy.barber@ucf.edu), UCF Anthropology, Instructor

[Dr. Amanda Groff \(mailto:amanda.groff@ucf.edu\)](mailto:amanda.groff@ucf.edu), UCF Anthropology, Instructor

[Dr. Sandra Wheeler \(mailto:sandra.wheeler@ucf.edu\)](mailto:sandra.wheeler@ucf.edu), UCF Anthropology, Instructor

[Dr. Neil Duncan \(mailto:neil.duncan@ucf.edu\)](mailto:neil.duncan@ucf.edu), UCF Anthropology, Instructor

[Aaron Ott \(mailto:aott@knights.ucf.edu\)](mailto:aott@knights.ucf.edu), UCF Anthropology, GTA

Course Information

Credit Hours: 3

- Semester/Year: Spring 2021
- Location: Cape Canaveral Air Force Station
- Prerequisite(s): ANT2140 or Sophomore Standing
- Meeting time: Mondays and Wednesdays

Introduction

This course is an internship in which students will apply classroom-based knowledge to a hands-on professional experience in the workplace. The Cape Canaveral Archaeological Mitigation Project (CCAMP) at Cape Canaveral Air Force Station is a multi-year collaboration between the US Air Force and UCF to conduct intensive archaeological research and documentation of sites threatened by sea level rise from climate change. Coursework includes Phase I archaeological survey as well as limited excavation at multi-component archaeological sites. Participants will most likely be the last archaeologists to work at these sites, making project results an important part of the permanent record of Florida archaeology.

The internship encompasses the entire semester: from the first week of classes until the last full week of class. The internship will meet at CCAFS in Brevard County every Tuesday and Thursday from 9am until 3pm. It is a 3-credit-hour course, graded on an A-F scale, that fulfills a restricted elective in an Anthropology major and in some Anthropology minors. You will therefore have academic responsibilities, including the presentation of a poster at the Showcase for Undergraduate Research (SURE) at UCF as part of a team. There are other written assignments, but there will be no exams.

This course will be run on the UCF side by Drs. Barber, Duncan, Wheeler, and Groff in the Anthropology Department and by Mr. Tom Penders on the CCAFS side. You can communicate with all UCF-affiliated members of the class inside Webcourses via the Mail feature and Announcement feature on the Course Tools menu. Mr. Penders can be reached through his professional email, which you should already have. Please use your Knightsmail account for all internship-related communication outside of Webcourses.

This syllabus outlines all requirements for the semester. The schedule is subject to change.

Objectives

By the end of the semester, you will:

- Gain basic proficiency in archaeological excavation and lab methods

- Apply research methodologies to field experiences
- Draw conclusions about the past based on archaeological data
- Present findings in a professional setting at [UCF's SURE showcase \(https://showcase.ucf.edu/\)](https://showcase.ucf.edu/)
- Articulate archaeological skills on professional documents like a resume

Required Readings

There are four required readings for this course:

1. Chapter 7 from Jerald Milanch's text on the archaeology of Florida.
2. A chapter on eastern Florida archaeology by Thomas Penders.
3. A report by the National Park Service on protecting coastal cultural resources.
4. Excerpts (Chapters 1 and 13) from Wallis and Randall's text on the archaeology of Florida.

All other readings are suggested, based on the subject matter of your semester-long research project. PDFs of many relevant readings, including the required readings, are available in the course modules.

Useful Web Sites

General Interest, Archaeology:

- Society for American Archaeology: [saa.org \(http://www.saa.org/\)](http://www.saa.org/)
- American Anthropological Association: [americananthro.org \(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org \(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org \(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>
[\(http://www.americanarchaeology.com/aawelcome.html\)](http://www.americanarchaeology.com/aawelcome.html)

CCAMP Evaluation

Your internship experience is going to be as successful as you make it. You can view it as a requirement that you have to fulfill or a stepping stone toward your future. You can choose to keep a job because you're comfortable in it or pursue an opportunity that will challenge you to grow. Your grade in this course will be based on:

Assignment	Description of Requirement	Points Toward Final Grade
Academic Engagement	Short quiz for academic activity requirement	10
Individual Attendance and Participation	Presence at the internship site and participation in workplace activities. You must be present in the field for a minimum of 75% of all scheduled work days to pass this course.	500
Fieldwork Journal	Notes on fieldwork completed each field day	100
Team SURE Title, Objective and Abstract	Title, objective and abstract submitted to SURE	60
Team SURE Final Poster	Final poster submitted to SURE	130
Individual Final Report	Report of your semester-long project	200
TOTAL POINTS		1000

Grading Scale

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade Points

A	935-1000
A-	895-934
B+	865-894
B	835-864
B-	795-834
C+	765-794
C	735-764
C-	695-734
D+	665-694
D	595-664
F	0-594

Policies and Rules for Working at CCAMP

This is an internship course. You are responsible for arriving at your work site on time, and for treating the activities you undertake there as professional activities. That means calling in if you cannot make it, following the regulations of the workplace, and behaving professionally at all times.

This course will require you to excavate at archaeological sites on Cape Canaveral Air Force Station. This entails considerable physical exertion, including digging, measuring, walking long distances, carrying heavy items, spending time in the hot sun without a source of shade, among other activities. If you do not feel comfortable with these kinds of activities, you should not take this course.

Absolutely no smoking or vaping is allowed on base, no exceptions. If you do not follow the rules as outlined above, you may be dismissed for the day. Dismissal for the day will result in a 10% (50pt) deduction from your Participation grade. Depending on the severity of the offence, you may be dismissed from the internship. Dismissal from the internship will result in a grade of F for the semester.

Safety: Each team member is responsible for their own safety with the understanding that Cape Canaveral Air Force Station safety protocols must be followed at all times. You must make class leadership aware of any health issues you have that might affect your ability to fulfill your course obligations. You are also responsible for providing any necessary medical supplies, such as allergy medications. Relevant safety protocols will be reviewed the first day of class.

Missing fieldwork: If you are unable to make it to work on a particular day, please advise class leadership as soon as possible, including Mr. Tom Penders and Drs. Barber and Duncan. If you know you are going to miss a day in advance, please let class leadership know with as much notice as possible. You can avoid a 10% deduction for missed course days by writing a 1-page reflection on your experience so far. You must arrange submission of written makeups with Tom Penders and Drs. Barber, Groff, Wheeler and Duncan.

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>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](https://goldenrule.sdes.ucf.edu/) (<https://goldenrule.sdes.ucf.edu/>) for student behavior expectations). Faculty have the right to

cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

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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/> >. 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/> [_\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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/>) & askanadvocate@ucf.edu (<mailto:askanadvocate@ucf.edu>)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>) & sas@ucf.edu (<mailto:sas@ucf.edu>)
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu (<http://www.diversity.ucf.edu>)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/> (<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) 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.

ANT 4013-0001
Anthropology of Fast Food
Spring 2021
Dr. Ty Matejowsky

Course Information

Tuesday/Thursdays 4:30pm-5:45pm
Visual Arts Building 0111
Office Hours: Tuesdays 2-4pm or by
appointment

Contacting the Professor

Office: Phillips Hall, room 309g
Phone: (407) 823-4611
E-mail: Ty.Matejowsky@ucf.edu

Course Description: Around the world, eating habits are changing because of the growing popularity of Western-style fast food. Many feel this increasingly ubiquitous style of cuisine plays a major role in changing traditional diets and lifeways of cultures worldwide.

This is an upper-division course designed to familiarize students with the increasingly global impact of corporate fast food on local lifeways. This class examines anthropological and sociocultural work on fast food in diverse societies.

Topics this course will touch upon include:

- Theoretical perspectives on consumption and globalization
- Rise of corporate fast food overseas
- Fast food localization and glocalization
- Ritual & symbolic aspects of fast food
- Children, nutrition, & fast food globalization
- Environmental impact of fast food industry
- Fast food outreach
- Food trucks & convenience stores
- Slow food

Required Texts (purchase in Bookstore)

1. Wilk, Richard (ed). 2006. *Fast Food/Slow Food: The Cultural Economy of the Global Food System*. Altamira Press.
2. Watson, James L. (ed). 2006. *Golden Arches East: McDonald's in East Asia* (Second Edition). Stanford University Press.
3. Matejowsky, Ty. 2017. *Fast Food Globalization in the Provincial Philippines*. Lexington Press.

Required Articles:

These will be made available through Webcourses. Please see below for specific article citations and their scheduled time during the semester.

Class Format:

Class meetings are conducted as hybrid seminars/lectures with considerable focusing on student discussion. Discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes. Students will be responsible for **all** material covered in lectures, readings, and films.

Tests: There will be four exams held on the dates scheduled below. The first three exams will be held at the beginning of class on the day scheduled and must be taken in class. The fourth exam will be taken online. The format of the exams will vary. Some will consist of short answer/essay questions and identification questions while others will entail standard multiple-choice and true/false questions (I will let you know the format of the exam ahead of time). Students will have the entire class period to complete the exam. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Research Paper: Students are required to write a paper that ethnographically analyzes the operations of a local fast food restaurant. This should be based on participant-observation. The paper should be at least 2,000 words – no more than 2,500. Papers are due at the beginning of class **April 22, 2021**. (For ‘Writing Parameters’ see below).

Short Reaction Papers: (starting from **January 18**, 2 lowest grades will be dropped) Each student is expected to read all assigned material for a given week in advance of the Tuesday class and write a short one page single-space reaction paper (at least 300 words) based on those readings. Students are expected to post their papers electronically on Webcourses and include an attachment of the paper in the appropriate discussion board by 8 pm the day before the class (i.e., Monday) so that others can read it (**I will not accept late papers**).

Students should read other students’ entries before coming to class the next day. These papers should not be summaries (everyone will have read the texts so summaries are not needed); they should be thoughtful reflections, comments, connections to other readings, and reactions to the ideas in the texts. Also, they should not be reiterations of reviews of these books or articles written by other scholars. To receive full credit, these papers must contain critical and thoughtful analysis of arguments in the texts. (For ‘Writing Parameters’ see below).

Writing Parameters: All writing assignments (except the Reaction Papers) should be double spaced, 1” margins on all sides, Times New Roman or Garamond font size 12. (Please do not use Arial font, given that it’s much larger.) Please use a cover sheet with your name, date, course number, and the title of your report or paper. The Short Reaction Papers must be single spaced with otherwise the same parameters.

Plagiarism: I adhere to academic honesty rules of this and other universities and expect you to do your own work. Plagiarism is unacceptable and will carry serious consequences as per UCF Academic Conduct policy. Claiming another person’s work as your own & using that work to satisfy course requirements is a form of plagiarism. Also, copying material verbatim or in a paraphrase from a reference source without acknowledging that source in your text constitutes

plagiarism. Similarly, it also entails purchasing written work from some other party or hiring another person to prepare written work on your behalf. Thus, it is the student's responsibility to ensure that all written work submitted for credit in this course is entirely his/her own. All instances of suspected plagiarism will be reported to the appropriate academic authority. All student papers are subject to analysis through turnitin.com.

Evaluation: Final grades will be determined by your performance on the exams, assignments and my assessment of class participation/preparedness.

Four Exams	60%
Reaction Papers	15%
Research Paper	20%
Attendance/Participation/Preparedness	5%
Total	100%

No requests for incompletes or grade changes will be considered except in the most extreme, compelling and well documented of circumstances. **There will be no “extra work/credit” to improve your grade.** If you think you are failing the course, please contact me right away.

I will only discuss matters related to grades during office hours or by appointment.

Grading System:

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

Changes in the Syllabus: Instructors reserve the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in their professional judgment, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

Attendance Policy: The structure and nature of this course demands that students be present in class. Besides lecture, much of the material presented in class will take the form of slides/videos. These visual presentations must be viewed in class and can not be loaned out. Moreover, the instructor will not provide students access to his lecture notes. If you are seeking notes from a missed lecture please get them from a classmate. Thus, you should make every effort to attend classes. If you are having difficulties that interfere with the class, I urge you to contact me.

Incompletes: A grade of “I” is only given in cases of extreme emergency or special & highly

documented circumstances late in the semester, provided that you have been making satisfactory progress.

Withdrawals: The drop date for spring 2021 is **March 26, 2021** which is the last date to withdraw or drop out without grade penalty.

Miscellaneous:

Students are expected to conduct themselves with appropriate classroom behavior during class meetings. Disruptive behavior such as talking, texting, passing notes, sleeping, working on homework from other classes, and the like may result in the student being asked to leave class.

All cell phones are to be turned off and put away during class.

If there is anything in the syllabus that is unclear, **it is the student's responsibility to contact the professor for clarification.**

Tentative Class Schedule

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Classes	Topics	Readings and Assignments
Week 1 January 12	Introduction and Course Overview	
January 14	Restaurants	
Week 2 January 19	McDonaldization	<ul style="list-style-type: none"> • George Ritzer <i>An Introduction to McDonaldization</i> (2001); • George Ritzer <i>McDonaldization and Its Precursors: From the Iron Cage to the Fast Food Factory</i> (2001)
January 21	McDonaldization	
Week 3 January 26	Fast Food Ethnography	<ul style="list-style-type: none"> • E. Christine Jackson <i>Ethnography of an Urban Burger King</i> (1979); • Derek Pardue <i>Familiarity, Ambience and Intentionality: An Investigation into Casual Dining Restaurants in Central Illinois</i> (2007); • Matejowsky – Preface; Introduction
January 28	Fast Food Ethnography	

Week 4 February 2	Anthropological Perspectives on the Rise of Fast Food Overseas	<ul style="list-style-type: none"> • Watson – Introduction; Chapter 5; <ul style="list-style-type: none"> • Matejowsky – Chapter 1; • Dionne Searcey & Matt Richtel <i>Obesity was Rising as Ghana Embraced Fast Food</i> (2017).
February 4	Anthropological Perspectives on the Rise of Fast Food Overseas	
Week 5 February 9	Street Food	<ul style="list-style-type: none"> • Ty Matejowsky <i>The Incredible, Edible Balut: Ethnographic Perspectives on the Philippines' Favorite Liminal Food</i> (2013)
February 11	Exam 1	
Week 6 February 16	Localization, Glocalization, & Glocommodification	<ul style="list-style-type: none"> • Ty Matejowsky <i>SPAM and Fast Food Glocalization in the Contemporary Philippines</i> (2006); • Uri Ram <i>Glocommodification: How The Global Consumes the Local in Israel</i> (2004) <ul style="list-style-type: none"> • Matejowsky – Chapters 2 & 3;
February 18	Localization, Glocalization, & Glocommodification	
Week 7 February 23	The Rituals and Symbols of Corporate Fast Food; Anthropological Perspectives on Children and Fast Food	<ul style="list-style-type: none"> • Joseph Bosco <i>An Anthropological View of the Hong Kong McDoanld's Snoopy Craze</i> (1999); <ul style="list-style-type: none"> • Watson – Chapter 2 • Matejowsky – Chapter 4
February 25	The Rituals and Symbols of Corporate Fast Food; Anthropological Perspectives on Children and Fast Food	
Week 8 March 2	Fast Food & Advertising	<ul style="list-style-type: none"> • C. Wesley Buerkle <i>Metrosexuality Can Stuff It: Beef Consumption as (Heteromasculine) Fortification</i> (2009); • Ty Matejowsky <i>Like a "Whopper Virgin": Anthropological Reflections on Burger King's Controversial Ad Campaign</i> (2010).
March 4	Fast Food & Advertising	
Week 9 March 9	Fast Food Nutrition	<ul style="list-style-type: none"> • Jeffery Sobal and Wm. Alex McIntosh <i>Globalization and Obesity</i> (2010); • Leslie Sue Lieberman <i>Evolutionary & Anthropological Perspectives on Optimal Foraging in Obesogenic Environments</i> (2006);

		<ul style="list-style-type: none"> • Matejowsky – Chapter 5
March 11	Exam 2	
Week 10 March 16	Fast Food as Political Symbols; Fast Food & Environment	<ul style="list-style-type: none"> • Ty Matejowsky - <i>Tex-Mex and Spandex: Understanding Cross-Border Politics and Red Meat Rhetoric in Fast Food Advertising</i> (2020) • Richard Robbins – <i>Environment & Consumption</i> Chapter 7 • Mark Bittman – <i>True Cost of a Burger</i> (2014); <ul style="list-style-type: none"> • Watson – Chapter 4.
March 18	Fast Food as Political Symbols	<ul style="list-style-type: none"> • Ty Matejowsky - <i>Tex-Mex and Spandex: Understanding Cross-Border Politics and Red Meat Rhetoric in Fast Food Advertising</i> (2020)
Week 11 March 23	Fast Food Outreach/ Food Trucks	<ul style="list-style-type: none"> • Ty Matejowsky <i>I Never Promised You a Learning Garden: Critical Reflections on the Ill-Timed Launch and Uncertain Future of a Fast Food Outreach Project in Orlando, Florida</i> (2014); • Allison Caldwell <i>Will Tweet for Food: Microblogging Mobile Food Trucks – Online, Offline, and In Line</i> (2012)
March 25	Fast Food Outreach/ Food Trucks	
Week 12 March 30	Convenience Stores	<ul style="list-style-type: none"> • Ty Matejowsky <i>Convenience Store Pinoy: Sari-Sari, 7-Eleven, and Retail Localization in the Contemporary Philippines</i> (2008); <ul style="list-style-type: none"> • Wilk – Chapter 9
April 1	Exam 3	
Week 13 April 6	Slow Food	Wilk – Chapters 5& 14
April 8	Slow Food	
April 13-15	SPRING BREAK	
Week 14 April 20	Fast Food Futures (meet remotely)	<ul style="list-style-type: none"> • Ty Matejowsky – <i>What’s All the Buzz About? Jollibee, Diaspora Marketing, and Next-Stage Fast Food Globalization</i> (2020); • Ty Matejowsky – Conclusion;

		<ul style="list-style-type: none"> • Watson – Afterword
April 22	Fast Food Futures (meet remotely)	Research Paper due
Week 15 April 27	No class – Study Day	
April 29	Exam 4 (non-cumulative final) 4:00pm – 6:50pm	Taken online (no face-to-face meeting)

Policies

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	<p>Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.</p> <p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.</p>
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide official written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.

Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.</p> <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf</p>
Course Accessibility	<p>We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (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.</p>
Emergency Procedures	<p>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.</p> <p style="padding-left: 40px;">In case of an emergency, dial 911 for assistance.</p> <p>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>.</p> <p>Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</p> <p>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).</p> <p>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</p>

	<p>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.”</p> <p>Students with special needs related to emergency situations should speak with their instructors outside of class.</p> <p>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).</p>
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

2021 Coronavirus Policies

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is

sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

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

In Case of Faculty Illness

Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course in case of faculty illness. Because this course is co-taught, the chances of disruptions are highly unlikely.

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

Resources:

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

Syllabus Spring 2021

Ant 4034 History and Theory of Anthropology Spring 2021

Monday, Wednesday, 2:30 - 3: 20 NSC 101 and online (this is an M class)

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311C

Office Hours online in class chat: 10 am - 12 Friday

Phone: 407-823-3779

E mail: vance.geiger@ucf.edu

TA ;

Credit Hours: 3

Prerequisite(s): [ANT 2410Links to an external site.](#) or C.I. Corequisite(s): None.

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

Catalogue description: The exploration of the intellectual foundations of modern anthropology.

Course Description: This course will trace the rise of anthropology and its various major theoretical schools. Anthropology is the discipline that attempts to take a natural historical approach to the study of human beings and consequently, addresses the issue of

what are the similarities and differences (in biology and behavior) among members of the species Homo sapiens. The history of anthropology is largely the history of different approaches to this question. The theoretical schools that have arisen represent these different approaches. Theories, and theoretical approaches are important because they guide the formation of hypotheses, the focus on certain kinds of data to the exclusion of other data, and hence methods for doing research. The approach this class will take is to focus on four basic theoretical issues that have arisen and still persist to this day in anthropology. These four basic issues are:

1. nature versus nurture
2. individual versus groups
3. ideational versus materialistic
4. deterministic versus contingent theories

We will see throughout the course how various anthropologists have been led to choose which of side of the dichotomies they consider best explains the big question that anthropology addresses.

Text

Anthropological Theory: An Introductory History by McGee and Warms - available online (week 1 as a pdf)
Laughter Out Of Place by Goldsmith
The Immortal Life of Henrietta Lacks by Skloot

Grading

There will be two exams each worth 100 points = 200 points
There will be 10 assignments worth 10 points each = 100 points
There will be one 5 page papers each worth 50 points = 50 points

Total 400 points

Grading Scale: 90 - 100 = A, 80-90 = B, 70-80 = C, 60-70 = D, Below 60 = F

Office Hours - Face to Face and Online

Your instructor holds both face to face office hours in the office and online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Academic Honesty

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

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must

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

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

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

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



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

shooter situation on campus or elsewhere.

) about how to manage an active

Deployed Active Duty Military Students

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

Schedule

Week 1: Jan 11: Introduction and The Purpose of Theory

Assignment 1 due 1/19 11 59 pm

Week 2: Jan 19: Setting the Stage: Early attempts to explain the differences with biology.

Readings: Haller and Gould

Assignment 2 due 1/25 11 59 pm

Week 3: Jan 25: Nineteenth Century Evolutionism

Reading: Intro, spencer, typor, morgan, marx engels.

Assignment 3 due 2/1 11 59 pm

Week 4: 2/1: Foundations of Sociological Thought

Reading: Intro, durkheim 1 and 2, weber

Week 5: Feb 8 Historical Particularism
Reading: Intro, boas, kroeber

Assignment 4 due 1/15 11 59 pm

Week 6: Feb 15: Functionalism
Reading: Intro, malinowski, redcliffe-brown, gluckman

Paper 1 Due:

Week 7: Feb 22: Culture and Personality
Reading: benedict, mead

Week 8: 3/1: Return of Evolutionary Theories
Reading: white, steward

Assignment 5 due Mar 8 11 59 pm

Exam 1 3/6 8 am - 3/8 11 59 pm

Week 9: Mar 8: Neomaterialism: ecological, functionalist, marxist
Reading: fried, Harris, Rappaport, Wolf, Fried

Assignment 6 due 3/15 11 59 pm

Week 10: Mar 15: Structuralism
Reading: Intro, Strauss, Tyler, Dubisch, Ortner

Week 11: Cognitive Anthropology
Reading online
Assignment 7 due 3/29 11 59 pm

Week 12: Mar 29:
Gender and Anthropology,
Reading: Slocum, Leacock, Turner, Geertz

Assignment 8 and 9 due 4/19 11 59 pm

Week 13: April 5: Symbolic Anthropology
Reading: Turner, Geertz

Assignment 8 and 9 due 4/19 11 59 pm
Spring Break 4/11 - 4/18

Week 14: April 19: Postmodernism, Globalization
Reading: D'Andrade, Ong, Appadurai

Assignment 10 due 4/26 11 59 pm

Week 15: Apr 26 (Last Day of Class) Summing Up: Paper 2 Due

Exam 2 - 4/24 8 am - 4/26 11 59 pm
Make up exam 4/28 8 am - 4/29 11 55 pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)



ANT4115C: Archaeological Method and

Spring 2021

Harris Engineering Corporation Center, I

Fridays: 11:30 - 2:20pm

Online: 24-7

Professor: Stacy Barber

Office: Zoom

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 3:00 - 4:30pm Thursday, or by appointment

Course TA: Karla Cardona

Course-Related Email: Webcourses Email Client

Secondary Email: Karla.Cardona@ucf.edu

Office Hours: 3:00 - 4:30 pm Friday (Zoom) or by email

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and laboratory techniques, including the interpretation of written archaeological reports. Prerequisite: ANT2140.

Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Course Materials

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Resources

- Society for American Archaeology: [saa.org](http://www.saa.org/) [\(http://www.saa.org/\)](http://www.saa.org/)
- Register of Professional Archaeologists: rpanet.org [\(https://rpanet.org/\)](https://rpanet.org/)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/) [\(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) [\(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) [\(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites):
<http://www.americanarchaeology.com/aawelcome.html> [_ \(http://www.americanarchaeology.com/aawelcome.html\)](http://www.americanarchaeology.com/aawelcome.html)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) [_ \(http://www.shovelbums.org/\)](http://www.shovelbums.org/)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module 100% score required to open Module 1 Due January 15, at 11:59pm	1	10
Midterm	Based on first 1/2 of class February 19, online	12	120

Final Exam	Cumulative Friday, April 30 from 10am to 12:50pm.	20	200
Attendance	Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. Virtual attendance via Zoom is possible for some lab days, please check with Dr. Barber to confirm. The pertinent days are indicated on the course schedule and in Assignments .	9	90
Weekly Assignments	8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule .	38	380
Research Project Analysis	5-7 page written critique of an archaeological research project. Details will be provided in-class. Most associated assignments will be due on Sundays at 11:59pm. Final draft due April 19 at 11:59pm	20	200
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word “sneaky” in the subject line by 11:59pm on Sunday, January 17, you’ll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83

C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Covid Policies for 2020-2021 School Year

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>[Links to an external site.](#) <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](#)[Links to an external site.](#) <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

Please be aware that this course is a mixed-mode class with a face-to-face component. I will do my best to make access to in-person content available to students but I make no promises that you can completely attend this class virtually. 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.)
(<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.

Policies

Contacting Dr. Barber	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
Webcourses@UCF	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Monday's class, this means you are expected to look at the module before you come to class. Note in the schedule where in-class activities are planned. These may take place outside the Business Administration 1 Building or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p>

Content	Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!
Quizzes and Examinations	Because this school year is a dumpster fire wrapped up in an asteroid strike, all exams and quizzes are online. You cannot collaborate on quizzes or exams, but you can use your notes. I will compensate for this by making the questions really hard and perhaps limiting your time on questions.
Grading and evaluation	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>
Attendance	There is an attendance requirement for this course, so your grade will suffer if you do not come to class. Because your classmates and I don't want to get covid, don't come to class if you have so much as a sniffle. I will make Zoom attendance possible for days when we are not outside. If you have to miss an outside day, contact me right away and we will work something out. Attendance will be counted on days when we have specific, graded in-class activities. See the course schedule.
Participation, Diversity, and Inclusion	Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (as UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

experiences, cognitive style, and communication style.

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

Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at

www.shield.ucf.edu (<http://www.shield.ucf.edu/>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>)

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

Deadlines and Make-ups

If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation **in advance** to arrange a make-up. No penalty will be applied.

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

That said, I am not completely evil. If you have an issue, email me **before** the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF

Academic integrity	<p>prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc <_ (http://osc.sdes.ucf.edu/process/roc)>. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> < http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)>.</p> <p>When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/ (http://z.ucf.edu/).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.</p>
Accessibility	<p>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/ <_ (http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu), phone 407-823-2371). For students connected w 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.</p>
Campus Safety Statement	<p>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.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students

should make a note of the guide's physical location and review the online version at

<http://emergency.ucf.edu/emergency_guide.html [_ \(http://emergency.ucf.edu/emergency_guide.html\)](http://emergency.ucf.edu/emergency_guide.html)>

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



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

>).

Active Duty Military Personnel

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

Schedule of Topics and Readings

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



Class Date:	Topic:	Learning Module:	Assignments Due at 11:59 pm on:
<u>Do this first</u>	Getting Started Module	Getting Started	Jan 15 100% score on quiz required to open Module 1
Jan 15	Course Introduction	Module 1: History of Americanist Archaeology	None
Jan 22	Archaeological interpretation. Group assignment. Attendance taken. This is a Zoom-friendly day.	Module 2: Archaeological interpretation	
Jan 29	What is archaeological theory, and why do we care?	Module 3: Developing a research question	Jan 29: Archaeological interpretation assignment due Jan 31: Research report










			choice due
Feb 5	<p>Reading, using, and making maps. Class will meet in the courtyard outside HEC.</p> <p>Attendance taken</p>	<p>Module 4:</p> <p>From idea to project: Background</p>	<p>February 5:</p> <p>Research question assignment due</p>
Feb 12	<p>Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p>	<p>Module 5:</p> <p>Survey</p>	<p>Feb 10: Mapping Segments 1 and 2 due</p> <p>Feb 12: Mapping Segment 3 due</p>
Feb 19	<p>Review. Class will meet in HEC 125.</p>	<p>Review</p>	<p>Feb 17: Mapping Segment 4 due</p>
Feb 26	<p>Online midterm, February 26</p>	<p>Exam</p>	
March 5	<p>Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p>	<p>Module 6: Excavation</p>	<p>March 5:</p> <p>Survey assignment due</p>










March 12	Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 7: Site Formation Processes and Preservation	March 7: Plagiarism/Citation Module Quizzes due
March 19	Stratigraphy and scale drawing. Attendance taken.	Module 8: Stratigraphy	March 14: Final project abstract due
March 26	Dating techniques. Attendance taken. This day is Zoom friendly.	Module 9: Dating techniques	March 26: Stratigraphy and scale drawing assignment due
April 2	Ceramic Analysis. Attendance taken.	Module 10: In the lab	April 2: Dating techniques assignment due
April 9	Ethics In-class assignment. Attendance taken. This day is Zoom friendly.	Module 11: Curation, Public Education, Ethics	April 9: Ceramic analysis assignment due
April 16			










	Spring Break. Randomly right before finals.	Nada, zilch, zip	
April 23	Course summary and review		April 19: Research Project Analysis due
April ??	Final Exam date and time TBD	Exam	Exam










Course Summary:










Date	Details
Thu Jan 14, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220599&include_contexts=course_1370231
	3pm to 4:30pm
Fri Jan 15, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222596&include_contexts=course_1370231
	11:30am to 2:30pm










Date	Details	
Sun Jan 17, 2021	 Getting Started Quiz https://webcourses.ucf.edu/courses/1370231/assignments/6952547	due by 11:59pm
Sun Jan 17, 2021	 Syllabus EC https://webcourses.ucf.edu/courses/1370231/assignments/6952584	due by 11:59pm
Thu Jan 21, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220600&include_contexts=course_1370231	3pm to 4:30pm
Fri Jan 22, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222597&include_contexts=course_1370231	11:30am to 2:30pm
Fri Jan 22, 2021	 Attendance January 22 https://webcourses.ucf.edu/courses/1370231/assignments/6952561	due by 2:30pm
Thu Jan 28, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223636&include_contexts=course_1370231	3pm to 4:30pm
Thu Jan 28, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220601&include_contexts=course_1370231	3pm to 4:30pm
Fri Jan 29, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222598&include_contexts=course_1370231	11:30am to 2:30pm
Fri Jan 29, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223637&include_contexts=course_1370231	3pm to 4:30pm










Date	Details	
Sun Jan 31, 2021	 Archaeological Interpretation Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952557	due by 11:59pm
Sun Jan 31, 2021	 Research Report Choice https://webcourses.ucf.edu/courses/1370231/assignments/6952580	due by 11:59pm
Thu Feb 4, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220602&include_contexts=course_1370231	3pm to 4:30pm
Thu Feb 4, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222599&include_contexts=course_1370231	11:30am to 2:30pm
Fri Feb 5, 2021	 Attendance February 5 https://webcourses.ucf.edu/courses/1370231/assignments/6952562	due by 2:30pm
Fri Feb 5, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223638&include_contexts=course_1370231	3pm to 4:30pm
Fri Feb 5, 2021	 Research Questions Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952578	due by 11:59pm
Wed Feb 10, 2021	 Mapping Assignment-Segment 2:Map Upload/Download https://webcourses.ucf.edu/courses/1370231/assignments/6952553	due by 11:59pm
Wed Feb 10, 2021	 Mapping Assignment-Segment 1 https://webcourses.ucf.edu/courses/1370231/assignments/6952575	due by 11:59pm










Date	Details	
Thu Feb 11, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2220603&include_contexts=course_1370231)	3pm to 4:30pm
	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222600&include_contexts=course_1370231)	11:30am to 2:30pm
Fri Feb 12, 2021	 Attendance February 12 (https://webcourses.ucf.edu/courses/1370231/assignments/6952560)	due by 2:30pm
	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2223639&include_contexts=course_1370231)	3pm to 4:30pm
	 Mapping Assignment-Segment 3:Comments (https://webcourses.ucf.edu/courses/1370231/assignments/6952552)	due by 11:59pm
Mon Feb 15, 2021	 Ethics Debate (https://webcourses.ucf.edu/courses/1370231/assignments/6952551)	due by 11:59pm
Wed Feb 17, 2021	 Mapping Assignment-Segment 4 (https://webcourses.ucf.edu/courses/1370231/assignments/6952576)	due by 11:59pm
Thu Feb 18, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2220604&include_contexts=course_1370231)	3pm to 4:30pm
	 Ceramics Assignment Online (https://webcourses.ucf.edu/courses/1370231/assignments/6952570)	due by 11:59pm








Date	Details	
Fri Feb 19, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222601&include_contexts=course_1370231	11:30am to 2:30pm
	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223640&include_contexts=course_1370231	3pm to 4:30pm
Wed Feb 24, 2021	 Final Exam https://webcourses.ucf.edu/courses/1370231/assignments/6952573	due by 1pm
Thu Feb 25, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220605&include_contexts=course_1370231	3pm to 4:30pm
	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222602&include_contexts=course_1370231	11:30am to 2:30pm
Fri Feb 26, 2021	 Midterm https://webcourses.ucf.edu/courses/1370231/assignments/6952577	due by 2:30pm
	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223641&include_contexts=course_1370231	3pm to 4:30pm
	 Online Midterm https://webcourses.ucf.edu/courses/1370231/assignments/6952548	due by 11:59pm
Thu Mar 4, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220606&include_contexts=course_1370231	3pm to 4:30pm

Date	Details	
Fri Mar 5, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222603&include_contexts=course_1370231)	11:30am to 2:30pm
	 Attendance March 5 (https://webcourses.ucf.edu/courses/1370231/assignments/6952559)	due by 2:30pm
	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2223642&include_contexts=course_1370231)	3pm to 4:30pm
	 Survey Assignment (https://webcourses.ucf.edu/courses/1370231/assignments/6952583)	due by 11:59pm
Sun Mar 7, 2021	 APA Citation Style (https://webcourses.ucf.edu/courses/1370231/assignments/6952556)	due by 11:59pm
	 Avoiding Plagiarism (https://webcourses.ucf.edu/courses/1370231/assignments/6952567)	due by 11:59pm
Thu Mar 11, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2220607&include_contexts=course_1370231)	3pm to 4:30pm
Fri Mar 12, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222604&include_contexts=course_1370231)	11:30am to 2:30pm
	 Attendance March 12 (https://webcourses.ucf.edu/courses/1370231/assignments/6952566)	due by 2:30pm

Date	Details	
	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2223643&include_contexts=course_1370231)	3pm to 4:30pm
Sun Mar 14, 2021	 Research Report Abstract and Bibliography (https://webcourses.ucf.edu/courses/1370231/assignments/6952579)	due by 11:59pm
Thu Mar 18, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2220608&include_contexts=course_1370231)	3pm to 4:30pm
	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222605&include_contexts=course_1370231)	11:30am to 2:30pm
Fri Mar 19, 2021	 Attendance March 19 (https://webcourses.ucf.edu/courses/1370231/assignments/6952563)	due by 2:30pm
	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2223644&include_contexts=course_1370231)	3pm to 4:30pm
Thu Mar 25, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2220609&include_contexts=course_1370231)	3pm to 4:30pm
Fri Mar 26, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222606&include_contexts=course_1370231)	11:30am to 2:30pm
	 Attendance March 26 (https://webcourses.ucf.edu/courses/1370231/assignments/6952565)	due by 1:30pm

Date	Details	
	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223645&include_contexts=course_1370231	3pm to 4:30pm
	 Stratigraphy Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952581	due by 11:59pm
Thu Apr 1, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220610&include_contexts=course_1370231	3pm to 4:30pm
	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222607&include_contexts=course_1370231	11:30am to 2:30pm
Fri Apr 2, 2021	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223646&include_contexts=course_1370231	3pm to 4:30pm
	 Attendance April 2 https://webcourses.ucf.edu/courses/1370231/assignments/6952558	due by 11:59pm
	 Dating Techniques Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952571	due by 11:59pm
Thu Apr 8, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220611&include_contexts=course_1370231	3pm to 4:30pm
Fri Apr 9, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222608&include_contexts=course_1370231	11:30am to 2:30pm

Date	Details	
	 Ceramics Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952569	due by 11:59am
	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223647&include_contexts=course_1370231	3pm to 4:30pm
	 Attendance April 9 https://webcourses.ucf.edu/courses/1370231/assignments/6952564	due by 11:59pm
	 Ethics In-Class Assignment https://webcourses.ucf.edu/courses/1370231/assignments/6952572	due by 11:59pm
Thu Apr 15, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220612&include_contexts=course_1370231	3pm to 4:30pm
Fri Apr 16, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2222609&include_contexts=course_1370231	11:30am to 2:30pm
	 TA Office hours https://webcourses.ucf.edu/calendar?event_id=2223648&include_contexts=course_1370231	3pm to 4:30pm
Mon Apr 19, 2021	 Final Project https://webcourses.ucf.edu/courses/1370231/assignments/6952574	due by 11:59pm
Thu Apr 22, 2021	 ANT4115C-21Spring 0M01 https://webcourses.ucf.edu/calendar?event_id=2220613&include_contexts=course_1370231	3pm to 4:30pm

Date	Details	
Fri Apr 23, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222610&include_contexts=course_1370231)	11:30am to 2:30pm
	 TA Office hours (https://webcourses.ucf.edu/calendar?event_id=2223649&include_contexts=course_1370231)	3pm to 4:30pm
Fri Apr 30, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222611&include_contexts=course_1370231)	11:30am to 2:30pm
	 Final Exam (https://webcourses.ucf.edu/courses/1370231/assignments/6952549)	due by 3:50pm
Fri May 7, 2021	 ANT4115C-21Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=2222612&include_contexts=course_1370231)	11:30am to 2:30pm
	 Backfill Extra Credit (https://webcourses.ucf.edu/courses/1370231/assignments/6952568)	
	 Stratigraphy Assignment Online (https://webcourses.ucf.edu/courses/1370231/assignments/6952582)	

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 4123 Archaeology of Coastal Societies

Section 0M01

Spring 2021 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 11-May 4, 2021

Class Location: CB2 0106

Class Times: Tuesdays from 3:00-4:15 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:

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).

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

In this upper level, seminar-format course, students will explore patterns of human adaptation to coastal environments across time and around the world. The course begins by examining the types of coastal ecologies that people exploit and how human adaptive strategies are influenced by the discrete biogeographic and cultural variables present in these different environments. Specific attention will be given to how these adaptive strategies create an “island worldview” in which water is more culturally significant. Thereafter the course transitions to a series of case studies of archaeologically contextualized coastal societies from around the world. The course will conclude with a discussion of the impact climate change and sea level rise could have on coastal archaeology in the future.

4. Learning Outcomes:

- Introduce students to the many kinds of coastal ecologies and how people have adapted to exploit these over time.
- Provide a cross-cultural analysis of the relationship between environment and adaptive strategy and how these influence human behavior.
- Encourage critical thinking about the potential impacts of climate change and sea level rise on coastal societies in the future.

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:

1. Three Exams – 300 points (100 each)

There will be three exams during the semester. Exams will consist of multiple choice/true-false, fill-in-the-blanks, and short answer questions.

2. Case Study (150 points)

Each student will be randomly assigned one of the following types of coastal ecologies, specifically:

Arctic

Subarctic

Riparian

Estuarine

Oceanic

Archipelago

Continental

Lacustrine

Each student will conduct research and identify two archaeologically documented societies that lived in their specific coastal ecology anywhere in the world. Students will prepare a six page summary paper and a 15-20 slide powerpoint presentation in which they summarize the results of a cross-cultural analysis of the relationships between the type of coastal ecology and the following:

Settlement patterns

Subsistence

Trade and exchange

Social organization

Maritime/aquatic technology

Mobility and demographics

A rubric for the project, including due dates for various deliverables, will be provided separately at the third class meeting on January 26.

3. In Class Activities/Grab Bags (50 points)

Because students drive much of the discussion in a seminar class, regular attendance and participation in classroom discussions / activities will be required to earn full credit.

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 3:00-4:15 so adjust your work schedule accordingly.

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:

There is no text for the course. Articles will be posted weekly to Webcourses by the instructor.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted as well.

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. I do not post notes or PowerPoint slides online or release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

8b. Photography and recording policy: Students **ARE NOT** permitted to photograph or record video of the professor's slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is **LAZY** and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam.** I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8d. Grab bags: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8e. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens

to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

Syllabus Part 2: University Policies and Protocols

ANT 3173 Archaeology of Sex

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

Any of the following are academic integrity violations:

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 Technology for Graded Work

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

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

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

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

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

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

Unauthorized distribution 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 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.

Enforcement: Quiz Audit Log

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

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/5.020ReligiousObservancesFINAJan19.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 Page](#)[Links to an external site.](#) will help find UCF resources

- [UCF Computer Service Desk](#)[Links to an external site.](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#)[Links 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.](#)
- [Hardware/Software Requirements](#)[Links 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.

Archaeology of Coastal Societies
Course Schedule

The course schedule is tentative and I reserve the right to make reasonable modifications if needed.

Week & Class Day	Topic	Module of Readings
Week 1 Jan 12	Course introduction 1. What is a coastal adaptation? 2. Coastal ecologies	-
Week 2 Jan 19	Under the Sea 1. Marine and aquatic biogeography and resources 2. Coastal societies and sustainability	Module 1
Week 3 Jan 26	The Human Predator 1. Catching prey: Fish, mollusks, and others 2. Cultural behavior as a limiting factor 3. The myth of indigenous sustainability	Module 2 Assign Project
Week 4 Feb 2	The Human Voyager 1. Island colonization in myth and practice 2. Island colonization method and theory 3. Island colonization and social development	Module 3
Week 5 Feb 9	Exam 1 in class	-
Week 6 Feb 16	Arctic and subarctic ecology and adaptations	Module 4
Week 7 Feb 23	Riparian and lacustrine ecology and adaptations	Module 5
Week 8 Mar 2	Estuarine and continental ecology and adaptations	Module 6
Week 9 Mar 9	Archipelagic island ecology and adaptations, aka, Archaeology of the Bahama Archipelago	-
Week 10 Mar 16	Oceanic island ecology and adaptations	Module 7
Week 11 Mar 23	Exam 2 (Take home exam, Due 3/30 in class) Deep time, climate change, and sea level change	Module 8
Week 12 Mar 30	Coastal Sites Then (but not now!) 1. The archaeology of submerged cultural resources	Module 9
Week 13 Apr 6	History and Heritage Under Threat Threats and opportunities for preservation	Module 10
Week 14 Apr 13	Spring Break	
Week 15 Apr 18	The Coastal Adaptation of the Future 1. The state of global fisheries 2. The future of global fisheries 3. Indigenous lifeways and climate change	Module 11

Week 16	Final Exam opens Wednesday 4/28 at 7 am and is due Tuesday 5/4 at 11:59 PM	
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IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 1/11 through 1/15
- Withdrawal deadline for this course: 3/26



Archaeological Sciences

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

ANT4183 (0001) Archaeological Sciences Syllabus

Dr. Sandra Wheeler • Spring 2021 • 3 credit hours

Fully Online due to UCF's COVID Policy

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall 309F (UCF Main Campus); 407-823-2227
Office Hours: Drop in online via Chat on Thursdays 10-11:30am and by private appointment via Zoom
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; 24-48 hours response time on weekdays

Graduate Teaching Assistants (GTAs) Contact

GTA: Stephanie Fuehr and Katherine Lane
Office Hours: TBA in Chat
Contact: Discussions or Inbox

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

University Course Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

Course Description

This is an interdisciplinary course that discusses a variety of topics relevant to law enforcement and Forensic Archaeology. This course will use examples from a number of disciplines such as Criminal Justice, Forensic Science, Forensic Anthropology, and Archaeology. Examples presented in this course will be of particular interest to students who, in the future, may work with materials recovered from forensic or field archaeology contexts. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Archaeologists extensively 'borrow' methods used in the natural sciences when working with material remains. Throughout the course we will evaluate the many ways that archaeological science contributes to our knowledge about forensic, historic, and ancient material remains. First, we will discuss the latest techniques and instrumentation used to locate sites, identify areas for excavation and methods of recovery. We will then look at the burial environment and the changes that take place in organic and

inorganic materials over time. The remainder of the course will emphasize the instrumentation and analytical techniques needed to extract information embedded in archaeological and forensic evidence.

We will explore these various topics through assigned readings as well as through lectures and films. You will be assessed through quizzes, Case Study responses, and exams. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the **Getting Started Required Activity by the first FRIDAY**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that. These quiz points will be added to your quiz points, so you might as well take the free points.

Learning Outcomes

By the end of this course you will:

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Understand the basic field methods for locating and identifying sites for excavation and recovery.
- Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Required Texts (there isn't one!)

There are **no required texts for this course**. I will provide you weekly readings electronically on Webcourses. All required readings are provided in the INTRODUCTION pages of each module. Woo!

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

This course is a requirement for Criminal Justice certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Case Study Responses	20%	Complete 10 of 12 responses to case studies in forensic anthropology, archaeology, and archaeological sciences
Module quizzes	20%	Complete 10 of 11 online quizzes made up of true/false, multiple choice, fill-in-the-blank questions
Exams	60%	Complete 3 online exams made up of true/false, multiple choice, fill-in-the-blank short answer questions

Attendance: This course has been modified to be a **fully online course** due to changes instated by UCF in response to COVID-19. As such you are expected to **log in a few times a week** to listen to the lectures and complete the assigned online activities.

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 12 posted Case Studies, you are only required to turn in **10** of these. You may choose any **10** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will receive a zero for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All reading responses will be run through TurnItIn.com, so make sure you turn in your own work **in your own words**. Case Study Responses are worth 20% of your final grade.

Quizzes: Each module contains a quiz made up of true/false, multiple choice, and fill-in-the-blank questions. There are 11 quizzes, your lowest quiz score will be dropped. Quizzes are 10 points each and are worth 20% of your final grade.

Exams: There are **3** online exams in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (see section on make-up work). Once you begin an exam, **you must finish it!** Exams are 100 points each and are worth 60% of your final grade! **The final exam (Exam 3) is not cumulative and is available during Finals Week.** If you prefer to take a paper exam, **please contact me at the beginning of the semester** to make the appropriate arrangements.

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Quizzes due by 11:59pm Exams close by 11:59pm Turn in assignments by 11:59pm 	<ul style="list-style-type: none"> Start review of new material/ module pages Start on required readings 	<ul style="list-style-type: none"> Take a day 	<ul style="list-style-type: none"> Watch any video or media in modules Work on assignments 	<ul style="list-style-type: none"> Read module materials 	<ul style="list-style-type: none"> Exams open at 8am Finalize assignments Review lectures 	<ul style="list-style-type: none"> Dance

What About Make-Up Work?

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.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care**

Services: <https://scs.sdes.ucf.edu/services/>

UCF created a guide to **Virtual Services**, it has information on all the support services, CAPS, Knights Pantry, SARC, Financial Aid and more: <https://www.ucf.edu/news/a-guide-to-virtual-services-at-ucf-during-covid-19/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Course Requirements

This course begins on **MONDAY JAN 11, 2021** and ends on **MONDAY APR 26, 2021**. The **Final Exam (Exam 3)** is available during Final's Week. Over the course of this semester, you will be expected to:

- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all quizzes, assignments and exams by their due dates
- Attend class regularly

Please note the due dates carefully. **I do not accept late assignments** unless there is a valid excuse (see section on make-up work). You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

Important Information

Important Things: First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4183** or **Arch Sciences** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to attend regularly, keep up with assigned readings, and make every effort to complete assignments on time and in a professional manner.

Academic integrity: Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the [UCF Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

GroupMe and other chat platforms: The mis-use of study groups such as GroupMe can be considered academic misconduct and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct.

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the lab or classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>

Campus Safety

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Required Statements 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.

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.

Religious Observances

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

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

Student Accessibility Services

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu before requesting accommodations from the professor.

Copyright

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

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally, readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates and required readings can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	Crime Scenes and Forensic Archaeology Read: <ul style="list-style-type: none">• An Introduction to Archaeology for Forensic Scientists. M. Connor• Introduction to Forensic Archaeology. Dupras et al.• Crime Scene Investigation, Archaeology and Taphonomy: Reconstructing Activities at Crime Scenes. Groen and Berger	Getting Started Quiz due JAN 15 Quiz 1 due JAN 24 Case Study 1 due JAN 24
Module 2	Understanding the Forensic Context and Applying Archaeological Methods	Quiz 2 due JAN 31 Case Study 2 due JAN 31

	<p>Read:</p> <ul style="list-style-type: none"> • Applying Archaeological Methods in a Forensic Context. Dupras et al. • The Expert Witness and the Court of Law. M. Henneberg • The Contributions of Archaeology and Physical Anthropology to the John McRae Case: a trial and a retrial. Saur et al. 	
Module 3	<p>Search Methods for Locating Human Remains</p> <p>Read:</p> <ul style="list-style-type: none"> • Locating Buried Remains. M Connor • Search Techniques for Locating Human Remains. Dupras et al. 	<p>Quiz 3 due FEB 7 Case Study 3 due FEB 7</p>
Module 4	<p>Methods of Geophysical Survey and Mapping</p> <p>Read:</p> <ul style="list-style-type: none"> • Methods of Geophysical Survey. Dupras et al. • Survey and Mapping Methods. Dupras et al. 	<p>Quiz 4 due FEB 14 Case Study 4 due FEB 14</p>
Exam 1 (Available Online from 8:00am on FRIDAY FEB 12 to 11:59pm EST on SUNDAY, FEB 14)		
Module 5	<p>Excavation and Recovery</p> <p>Read:</p> <ul style="list-style-type: none"> • Excavating Human Remains. M. Connor • How to Do Forensic Archaeology under the Auspices of the United Nations and Other Large Organizations. Wright and Hanson 	<p>Quiz 5 due FEB 28 Case Study 5 due FEB 21</p>
Module 6	<p>Forensic Entomology and Botany</p> <p>Read:</p> <ul style="list-style-type: none"> • Collecting Botanical and Entomological Evidence. Dupras et al. • Taphonomy and Time: Estimating the Postmortem Interval. Love and Marks 	<p>Quiz 6 due MAR 7 Case Study 6 due FEB 28</p>
Module 7	<p>Burial Environment and Taphonomy</p> <p>Read:</p> <ul style="list-style-type: none"> • Postmortem Changes to Bone. S. Byers • Taphonomic Changes to Blunt Force Trauma: A Preliminary Study. Clace et al. • History and Development of the First Anthropology Research Facility, Knoxville Tennessee. Vidoli et al. 	<p>Quiz 7 due MAR 21 Case Study 7 due MAR 7</p>
Exam 2 (Available Online from 8:00am on FRIDAY MAR 19 to 11:59pm EST on SUNDAY, MAR 21)		
Module 8	<p>Interpreting the Body Post-Recovery: Methods</p> <p>Read:</p> <ul style="list-style-type: none"> • Introducing Forensic Anthropology. D. Steadman • Multidisciplinary Approach to Human Identification in Homicide Investigation. Ubelaker et al. 	<p>Quiz 8 due MAR 28 Case Study 8 due MAR 14</p>
Module 9	<p>Mass Disaster and DMORT</p> <p>Read:</p>	<p>Quiz 9 due APR 4 Case Study 9 due MAR 28</p>

	<ul style="list-style-type: none"> • The Role of the Anthropologist in Disaster Victim Identification: The Bali Incidents of 2002 and 2004. Briggs and Buck • Disaster Anthropology: The 2004 Asian Tsunami. S. Black • Forensic Anthropology in Disaster Response. P. Sledzik 	
UCF SRING BREAK (APR 12 to APR 16, 2021)		
Module 10	Forensic Archaeology, Human Rights and Mass Graves Read: <ul style="list-style-type: none"> • Grave Challenges in Iraq. Congram and Sterenberg • Dealing with the Remains of Conflict: An International Response to Crimes Against Humanity, Forensic Recovery, Identification, and Repatriation in the Former Yugoslavia. Sterenberg • Blunt Force Cranial Trauma in the Cambodian Killing Fields. Ta'ala et al. • The Heroic and the Hidden Dead: Zimbabwe and Exhumations. Eppel. 	Quiz 10 due APR 25 Case Study 10 due APR 4
Module 11	Case Studies in Forensic Archaeology and Guest Lectures Read: <ul style="list-style-type: none"> • TBA 	Quiz 11 due APR 25 Case Study 11 due APR 18 Case Study 12 due APR 25
Exam 3 (Available Online during Finals Week from 8:00am on WEDNESDAY APR 28 to 11:59pm EST on SUNDAY, MAY 2)		

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.

CULTURE, DISEASE, AND HEALING



ANT 4408
Section 0M01

Spring 2021

Monday & Wednesday: 3:30pm – 4:20pm & Online

Video Streaming

3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963

Graduate Teaching Assistant: Rachael Root
Department of Anthropology
Howard Phillips Hall 309
rachael.root@ucf.edu
407-823-2227

Virtual Office Hours: Thursday, 11:30 - 1:00

Virtual Office Hours: Wednesday, 4:30 - 5:30

Course Description

This course explores the role of culture in shaping the experiences and perceptions of health, illness, and well-being in multiple contexts. Drawing on work from cultural and medical anthropology, we will examine how culture intersects with social, political, economic, and institutional forces to influence these experiences and perceptions. We will also look at different medical practices in order to understand the delivery of healthcare in various forms. Course material will cover an array of health-related topics, including biomedicine, ethnomedicine, race and ethnicity, epidemics, and social suffering, in multiple locales such as Mexico, Cambodia, South Africa, Haiti, and the United States. Ultimately, this course will draw attention to the various ways in which cultural anthropologists research and think critically about health, illness, disease, and different healing systems.

Public Course Description

The role of culture in shaping the experience and perceptions of health, sickness, and well-being in a variety of contexts.

Prerequisites

Sophomore standing *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways in which health, illness, and well-being are understood and experienced in various cultural contexts; 2) to expose you to key concepts and theoretical paradigms in medical anthropology; and 3) to instigate critical thinking about health-related issues in both the classroom and your everyday lives.

Class Structure

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

Office Hours

Office hours for both Dr. Harris and the GTA will be held via Zoom. The Zoom links are available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris or the GTA know in order to schedule an appointment.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

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

Midterm Exam (40 points)

There will be one midterm exam. The exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you read and understood the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be **no make-up** for missed quizzes because your two lowest scores will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three anthropology articles, one anthropology book, or three chapters from an edited anthropology volume. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to health and culture. For example, you can examine how ideas about health or the body manifest themselves in culturally-specific ways or you can select a specific disease as a lens through which to analyze cultural meanings of health and experiences of being sick. A list of topic ideas will be provided to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

Grading Structure

Midterm Exam	40 points
Final Exam	40 points
Quizzes (10 out of 12)	60 points
Research Paper	60 points

Total: 200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Respectful Behavior

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

Zoom Meeting Expectations

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

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

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris, the GTA, and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

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

Academic Integrity

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

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

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in your final course grade being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr.

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

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

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course

deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <https://osrr.sdes.ucf.edu/wp-content/uploads/sites/45/2018/11/Program-Verification-Form.pdf>

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Obtaining Notes for Missed Lectures

Dr. Harris will provide a recording of a lecture only if you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19. If you miss a lecture for any another reason, it is your responsibility to obtain notes from a classmate for that lecture.

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 and classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Dr. Harris will ask all students who choose not to wear facial coverings to leave the classroom. If you refuse to leave the classroom or put on a facial covering, you may be considered disruptive (please see the Golden Rule for student behavior expectations: <https://goldenrule.sdes.ucf.edu>). Dr. Harris has 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 Dr. Harris.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

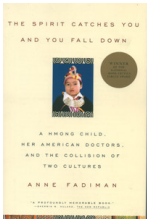
If Dr. Harris falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses or Knights email for any alterations to this course.

Academic Activity Record

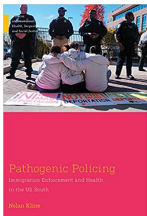
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, January 15**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The required books for this course are:



- Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.



- Kline, Nolan. 2019. *Pathogenic Policing: Immigration Enforcement and Health in the U.S. South*. New Brunswick: Rutgers University Press.

The required books are available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login on webcourses.ucf.edu website, go to Courses, and select ANT4481-21Spring 0M01. For technical support with Webcourses, call 407-823-0407.

Course Schedule

Week 1

Monday, January 11

- TOPIC: Syllabus and course overview

Wednesday, January 13

- TOPIC: Disease, Illness, and Narrative – Part 1
- READING: Kleinman, Arthur, and Don Seeman. 2000. “Personal Experience of Illness.” In *Handbook of Social Studies in Health and Medicine*, edited by Gary L. Albrecht, Ray Fitzpatrick, and Susan C. Scrimshaw, 230-242. London: Sage.

Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).
-

Week 2

Monday, January 18

- NO CLASS – MLK DAY

Wednesday, January 20

QUIZ #1

- TOPIC: Disease, Illness, and Narrative – Part 2
- READING: Loewe, Ron, and Joshua Freeman. 2000. “Interpreting Diabetes Mellitus: Differences Between Patient and Provider Models of Disease and Their Implications for Clinical Practice.” *Culture, Medicine and Psychiatry* 24(4): 379-401.

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
-

Week 3

Monday, January 25

QUIZ #2

- TOPIC: Disease, Illness, and Narrative – Part 3
- READING: Lang, Gretchen Chesley. 1989. “‘Making Sense’ About Diabetes: Dakota Narratives of Illness.” *Medical Anthropology* 11: 305-327.

Wednesday, January 27

- GUEST SPEAKER: Missy Murphey - UCF Library

- NO READING

Online

- Assignment #3: Begin searching for articles/book/book chapters (instructions on Webcourses).
-

Week 4

Monday, February 1

- TOPIC: Biomedicine as a Cultural System – Part 1
- READING: Rhodes, Lorna. 1996. “Studying Biomedicine as a Cultural System.” In *Medical Anthropology: Contemporary Theory and Method*, edited by Carolyn Sargent and Thomas M. Johnson, 19-56. Westport: Praeger.

Wednesday, February 3

QUIZ #3

- TOPIC: Biomedicine as a Cultural System – Part 2
- READING: Good, Byron, and Mary Jo DelVecchio Good. 1993. “Learning Medicine?: The Constructing of Medical Knowledge at Harvard Medical School.” In *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, edited by Shirley Lindenbaum and Margaret Lock, 81-107. Berkeley: University of California Press.

Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
-

Week 5

Monday, February 8

QUIZ #4

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 1
- READING: Finkler, Kaja. 1994. “Sacred Healing and Biomedicine Compared.” *Medical Anthropology Quarterly* 8: 178-197.

Wednesday, February 10

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 2

- **READING:** Baer, Roberta D. and Marta Bustillo. 1993. “*Susto* and *Mal de Ojo* among Florida Farmworkers: Emic and Etic Perspectives.” *Medical Anthropology Quarterly* 7: 90-100.

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
-

Week 6

Monday, February 15

QUIZ #5

- **TOPIC:** Biomedicine and Ethnomedicine Compared – Part 3
- **READING:** Hinton, Devon E., Vuth Pich, Luana Marques, Angela Nickerson, and Mark Pollack. 2010. “*Khyâl* Attacks: A Key Idiom of Distress Among Traumatized Cambodia Refugees.” *Culture, Medicine and Psychiatry* 34: 244-278.

Wednesday, February 17

- **TOPIC:** Cultural Collisions in Healthcare – Part 1
- **READING:** Fadiman, pg. 3-37

Online

- Assignment #6: Read and annotate (instructions on Webcourses).
 - **FILM:** *Year Zero: The Silent Death of Cambodia*
-

Week 7

Monday, February 22

- **TOPIC:** Cultural Collisions in Healthcare – Part 2
- **READING:** Fadiman, pg. 38-77

Wednesday, February 24

QUIZ #6

- **TOPIC:** Cultural Collisions in Healthcare – Part 3

- READING: Fadiman, pg. 225-288

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
 - FILM: *Between Two Worlds: The Hmong Shaman in America*
-

Week 8

Monday, March 1

- TOPIC: Health, Inequality, and Social Suffering
- READING: Farmer, Paul. 1996. "On Social Suffering and Structural Violence: A View From Below." *Daedalus* 125: 261-283.

Wednesday, March 3

MIDTERM EXAM

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).
-

Week 9

Monday, March 8

- TOPIC: Immigration, Policy, and Healthcare – Part 1
- READING: Kline, pg. 14-36

Wednesday, March 10

QUIZ #7

- TOPIC: Immigration, Policy, and Healthcare – Part 2
- READING: Kline, pg. 62-85

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).

Week 10

QUIZ #8

Monday, March 15

- TOPIC: Immigration, Policy, and Healthcare – Part 3
- READING: Kline, pg. 86-114

Wednesday, March 17

- TOPIC: Immigration, Policy, and Healthcare – Part 4
- READING: Kline, pg. 115-158

Online

- Assignment #10: Proceed with writing research paper (instructions on Webcourses).
-

Week 11

Monday, March 22

- GUEST SPEAKER: Dr. Nolan Kline
- NO READING

Wednesday, March 24

- TOPIC: Race, Ethnicity, and Health – Part 1
- READING: Lee, Catherine. 2009. “‘Race’ and ‘Ethnicity’ in Biomedical Research: How Do Scientists Construct and Explain Differences in Health?” *Social Science & Medicine* 68: 1183-1190.

Online

- Assignment #11: Proceed with writing research paper (instructions on Webcourses).
-

Week 12

QUIZ #9

Monday, March 29

- TOPIC: Race, Ethnicity, and Health – Part 2

- **READING:** Hunt, Linda, Nicole D. Truesdell, and Meta J. Kreiner. 2013. "Genes, Race, and Culture in Clinical Care: Racial Profiling in the Management of Chronic Illness." *Medical Anthropology Quarterly* 27(2): 253-271.

Wednesday, March 31

- **TOPIC:** Race, Ethnicity, and Health – Part 3
- **READING:** Bourgois, Philippe, and Jeff Schonberg. 2007. "Intimate Apartheid: Ethnic Dimensions of Habitus among Homeless Heroin Injectors." *Ethnography* 8(1): 7- 31.

Online

- Assignment #12: Proceed with writing research paper (instructions on Webcourses).
-

Week 13

Monday, April 5

- **TOPIC:** Racism and Risk
- **READING:** Sangaramoorthy, Thurka. 2012. "Treating the Numbers: HIV/AIDS, Surveillance, Subjectivity, and Risk." *Medical Anthropology* 31(4): 292-309.

Wednesday, April 7

QUIZ #10

- **TOPIC:** Epidemics and Politics of Blame – Part 1
- **READING:** Butt, Leslie. 2005. "'Lipstick Girls' and 'Fallen Women': AIDS and Conspiratorial Thinking in Papua, Indonesia." *Cultural Anthropology* 20(3): 412-442.

Online

- Assignment #13: Proceed with writing research paper (instructions on Webcourses).
-

Week 14

Monday, April 12

- **NO CLASS – SPRING BREAK**

Wednesday, April 14

- NO CLASS – SPRING BREAK

Online

- NO ASSIGNMENT #14
-

Week 15

Monday, April 19

QUIZ #11

- TOPIC: Epidemics and Politics of Blame – Part 2
- READINGS: Batty, Fodei. 2014. “Reinventing ‘Others’ in a Time of Ebola.” Society for Cultural Anthropology Hot Spots Series: Ebola in Perspective, October 7. Online: <https://culanth.org/fieldsights/reinventing-others-in-a-time-of-ebola>

Kwamena Onoma, Ato. 2020. “Epidemics, Xenophobia, and Narratives of Propitiousness.” *Medical Anthropology* 39(5): 382-397.

Wednesday, April 21

- TOPIC: Syndemics – Part 1
- READING: Mendenhall, Emily. 2015. “Syndemic Suffering in Soweto: Violence and Inequality at the Nexus of Health Transition in South Africa.” *Annals of Anthropological Practice* 38(2): 300-316.

Online

- Assignment #15: Proceed with writing and final editing (instructions on Webcourses).
-

Week 16

Monday, April 26

QUIZ #12

- TOPIC: Syndemics – Part 2
- READINGS: Singer, Merrill, and Barbara Rylko-Bauer. 2021. “The Syndemics and Structural Violence of the COVID Pandemic: Anthropological Insights on a Crisis.” *Open Anthropological Research* 1: 7-32.

Singer, Merrill. 2020. "Deadly Companions: COVID-19 and Diabetes in Mexico." *Medical Anthropology* 39(8): 660-665.

Finals Week

Wednesday, April 28 – 1:00pm - 2:30pm

FINAL EXAM

Sunday, May 2

Research Paper due by
11:59pm



Human Biological Diversity

ANT 4516 (0W60) ■ Spring 2021

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

Course Information

Course Name: Human Biological Diversity
Course ID: ANT 4516 (0W60) / Spring 2021
Credit Hours: 3.0 hours
Location/time: Online via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Wednesday 1:00-2:30 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

GTAs: Rachel Lotze
Main office: UCF Main Campus - Phillips Hall 309
Online Office: Monday 2:00-3:00 PM EST via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

University Catalog Description

Human biological variation and adaptation.

Prerequisite: ANT 2511 or BSC 2010C, or CI.

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

What is this course about?

Ever wonder exactly how genetically similar you are to someone else? A simplistic answer is only about 1.6% of you is unique! It doesn't sound like much, but, when you critically examine how different we appear to be, that small percentage can become very important to scientific understanding of the extraordinary range of human diversity from evolutionary and biocultural

perspectives. Evolutionary perspectives stress the functional and adaptive nature of human biological variations and the influence of environment on that biology, while biocultural perspectives focus on social, behavioral and biological integration in human adaptability in contemporary and past populations.

Human Biological Diversity includes everything you'll need to get acquainted with debates on human variation and adaptation and related scientific evidence of genetic variability and gene function. Together, we will be investigating topics that include human genomics, extent of human life span, the race concept and behavioral genetics, chronic and infectious disease risk, population demography, and our adaptations to current and future environments. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of our biological similarities and differences.

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 variation and the adaptive significance of biological diversity in human populations.

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

- Explain methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits
- Analyze data sets on physiological responses, genetic variability and shifting patterns of variability in populations.
- Discuss implications of genetic testing, racial identification, and patterns of infectious disease response.
- Develop and defend informed opinions on human biological diversity taking into account shifting social and ecological influences.

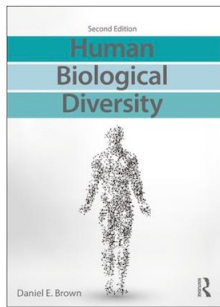
While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- 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?

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The following **current textbooks are required** for successful completion of this course. The current editions are available for rent or purchase in varied formats at the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbooks for study throughout the term. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.

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



Human Biological Diversity

Author: Daniel Brown

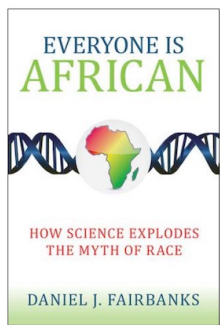
Edition: **2nd Edition**

Year: 2019

Publisher: Routledge

ISBN: 9781138037533

Available in paperback and eBook formats



Everyone Is African:

How Science Explodes the Myth of Race

Author: Daniel Fairbanks

Edition: 1st edition

Year: 2015 (may differ depending on format)

Publisher: Prometheus Books

ISBN: 9781633880184

Available in paperback and eBook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

links provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

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

During the next 14 weeks of the Spring 2021 term, you should expect to spend around **three hours of class time each week with online lectures and other assigned media.** You should also plan on setting aside at least **three hours each week for your assigned reading, reviewing notes and completing 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 4000-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 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 Wednesdays 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](#)** (Ferrell Commons, 7F, Room 185, 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 10 of 12 Activity assignments (two lowest scores are dropped);
- participate in 3 Point-of-View online discussions;
- 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 reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **[COURSE INTRO: Things You Should Know](#)**, which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **[REQUIRED ACTIVITY: Are You a Roller?](#)** discussion in the COURSE INTRO: Things You Should Know 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 access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & POV Discussions (3)	40	15%
Quizzes (12)	120	15%
Activity Assignments (10)	200	25%
Exams (3)	300	45%
<i>Total Possible</i>	660	100%

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

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity and share your results with other students in the class. No prior knowledge is expected. **You are required to participate in and submit this discussion assignment** to access course materials.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **Activity Assignments:** 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 technique used is assessing and understanding human variability and adaptability. **You are required to submit at least 10 of the 12 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 12 possible activity assignment grades when calculating your final grade.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, problem application, 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 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 activity assignments 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.

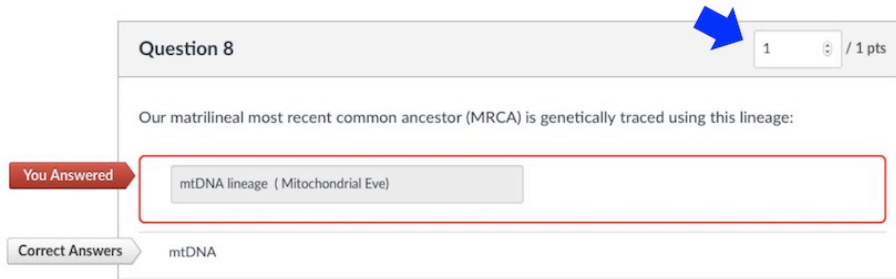
How do I view my grades?

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 and discussion grades will be available within three-to-five days after the final due date. For most activity assignments and exams, grades will be available within seven-to-ten days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment grading comments, rubric criteria comments or correct answers supplied for comparison with your work. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs 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 posted**.

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 GTAs 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 correct.**

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



Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to 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](#) 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 active 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 after 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 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](#).
- 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](#).

What are the COVID-related requirements at UCF?

University-Wide Face-Covering Policy

To protect members of our community, **everyone is required 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](#) 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 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](#), 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](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), 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](#), 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 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 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**. 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](#) 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** 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](#) 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](#).
- Reliable broadband internet access
- A [compatible web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365](#)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](#) for technical support assistance with the 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](#)
- 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](#).
- 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](#).

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.

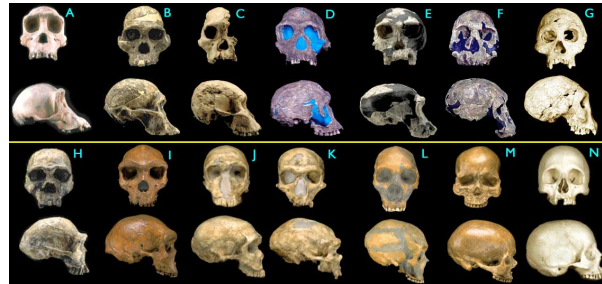
- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Date	Details
Fri Jan 15, 2021	 POV1 DISCUSSION: Who Should Get the Credit?
	 REQUIRED ACTIVITY: Are You a Roller?
Mon Jan 18, 2021	 QUIZ 1: Evolutionary Ideas
	 POV1 DISCUSSION: Group Response
Mon Jan 25, 2021	 REQUIRED ACTIVITY: Discussion Response
	 QUIZ 2: Genes and Microevolution
Tue Jan 26, 2021	 ACTIVITY 1: Mapping Genes to Traits
Mon Feb 1, 2021	 QUIZ 3: Molecular Genetics
Tue Feb 2, 2021	 ACTIVITY 2: DNA Profiling
Sun Feb 7, 2021	 EXAM 1: Modules 1 through 4
Mon Feb 8, 2021	 QUIZ 4: Macroevolution and Taxonomy
Tue Feb 9, 2021	 ACTIVITY 3: DNA Phylogeny
Tue Feb 9, 2021	 ACTIVITY 3: DNA Phylogeny
Mon Feb 15, 2021	 QUIZ 5: Race and Variation
Tue Feb 16, 2021	 ACTIVITY 4: Skin Color Variability
Fri Feb 19, 2021	 POV2 DISCUSSION: Is Your IQ Biased?
Mon Feb 22, 2021	 POV2 DISCUSSION: Group Response
	 QUIZ 6: Traits and Behavior
Tue Feb 23, 2021	 ACTIVITY 5: Sickle Cell and Malaria
Mon Mar 1, 2021	 QUIZ 7: Affinities and Migration

Tue Mar 2, 2021	 ACTIVITY 6: Got Lactase?
Mon Mar 8, 2021	 QUIZ 8: Population Demography
Tue Mar 9, 2021	 ACTIVITY 7: Population Dynamics
Sun Mar 14, 2021	 EXAM 2: Modules 5 through 9
Mon Mar 15, 2021	 QUIZ 9: Growth and Development
Tue Mar 16, 2021	 ACTIVITY 8: Growth Indicators
Mon Mar 22, 2021	 QUIZ 10: Aging and Senescence
Tue Mar 23, 2021	 ACTIVITY 9: Alzheimer's Disease
Mon Mar 29, 2021	 QUIZ 11: Our Physical Limits
Tue Mar 30, 2021	 ACTIVITY 10: Are You Hot or Cold?
Mon Apr 5, 2021	 QUIZ 12: Adapt to Malnutrition
Tue Apr 6, 2021	 ACTIVITY 11: Starch Consumption
Mon Apr 19, 2021	 QUIZ 13: Adapt to Infectious Disease
Tue Apr 20, 2021	 ACTIVITY 12: Virus Hunters
Fri Apr 23, 2021	 POV3: Where's My e-Waste?
	 EXTRA CREDIT: Feeling Stressed?
Mon Apr 26, 2021	 POV3 DISCUSSION: Group Response
	 QUIZ 14: Modern and Future Worlds
Fri Apr 30, 2021	 EXAM 3: Modules 10 through 14

Human Origins ANT4586C-0M01 SPRING 2021

ANTHROPOLOGY College of Science, University of Central Florida
COURSE SYLLABUS



Instructor Contact

Instructor Dr. J. Marla Toyne
 Office H. Phillips Hall 409R
 Office Hours Monday 4:00-6:00 pm
 Lab Hours Weds 1:00-3:00 or by appt.
 Phone 407 823 1927
 E-mail j.marla.toyne@ucf.edu
 GTA Megann Phillips, use
 Webcourses to email

Course Information

Course Name Human Origins
 Lecture & Lab
 Course ID & Section ANT 4586C
 Credit Hours 3 Credit Hours
 Delivery Mixed Mode
 Semester/Year Spring 2021
LEC – PSY -105
Monday 10:30-11:20
 Location LABS – MSB 149
 Wednesday 9:30 or
 11:00pm

I. Welcome!

This undergraduate level course explores human biocultural evolution.

II. University Course Catalog Description

The fossil evidence for human evolution from Miocene hominoids through the australopithecines and the earliest members of the genus *Homo*.

III. Course Overview

This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to the theory of evolution, its historical background and its modern articulation. We will explore the anatomical and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence of the modern human suite of anatomical and cultural characteristics.

Lecture, online, and lab are required components.

IV. Learning Objectives

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

- Understand what paleoanthropology is and what makes it unique as a discipline.
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the key events in human evolution and the biological and cultural significance of each.
- Understand the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

V. Course Prerequisites

ANT2511 or sophomore standing. Or permission of instructor.

VI. Course Credits

3 credit hours.

VII. Course Requirements

This course will include **face-to-face and online lectures, face-to-face labs**, online pages, and readings that explore diverse aspects of human evolution using a biocultural approach. The course will include weekly online assignments, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success.

In the case of an emergency ONLY we may have to shift this course to a remote instruction mode due to the COVID-19 pandemic. IF NECESSARY, we will use **Zoom for synchronous** (“real time”) **class lectures**. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

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

Things to Know About Zoom:

- You must **sign in** to my Zoom session using your **UCF NID and password**.
- For your laptop/desktop computer, you will **need a webcam and voice audio** set up, and sufficient bandwidth to display live streaming. If you do not have these materials, please contact the professor.
- The Zoom sessions are **recorded**. If you miss a meeting, recordings will be made available upon request.
- Students are **expected to participate regularly** in Zoom class discussions, including asking questions, responding to prompts, polls, and discussions. Students will use the **raise the**

hand feature, and questions included in the chat may be addressed at the end of class if there is time.

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

VIII. Student Success

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

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

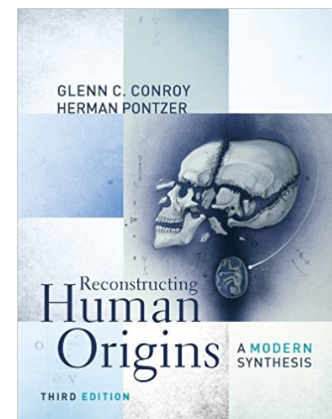
Recommendations for Success:

- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
- 2) You must use your [knights.ucf.edu](mailto:knight@knights.ucf.edu) email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.
- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.
- 6) Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

IX. REQUIRED TEXTS

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3rd edition). New York: W.W. Norton & Company. ISBN: 978-0393912890.

3rd edition required. Older versions are very outdated.



Required Additional Readings:

Students will also be required to read a selection of assigned articles that will be posted electronically on the Webcourses. Additional important websites or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Suggested/Recommended Readings:

Johanson, D., Edgar, B., & Brill, D. (2006) *From Lucy to Language: Revised, Updated and Expanded*. New York: Simon and Schuster.

X. Evaluation

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

Quizzes:	15% (ONLINE)
Discussions:	15% (ONLINE)
Lab Assignments (X 10)	30% (see <u>schedule</u>)
Two midterms	20% (ONLINE)
Final Exam:	10% (FINAL Exam Period)
Attendance:	10%
<hr/>	
Total	100%

Grading Scale (%)

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

Grade Dissemination

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

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

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

XI. LEARNING ASSESSMENT

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

XII. Class Assignments

MiniQUIZZES online are assigned, dated, and timed. **SUNDAY NIGHT** before MONDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings.

Weekly group DISCUSSIONS will be assigned online (and a clear outline provided on Webcourses) and are to be submitted **online according to POST/REPLY due dates/times** through Webcourses; see *Schedule* for exact due dates. A topic, resource, or questions will be used to guide your group communication or an additional article or website provided to guide your interactions within your group. IF you do not POST (Wednesday), you cannot REPLY (Friday). No Late Posts or Replies will be accepted. Citations must follow the *AJPA reference formatting style*, which is detailed on Webcourses (*Assignments Folder*). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and grammar errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released at least ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See *Course Protocols* for further formatting and *Discussion Protocols*.

These must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may 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. 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>.

CLASS EXAMS: There will be three non-cumulative exams. The two midterms will be in ONLINE, with a limited time period to complete. The final exam will be 100 points (Exam PERIOD). The exams will include multiple choice questions, True/False statements, fill in the blank, short answer, and short essay with questions coming from lectures, all readings, labs, and films. If you do not take the exam during the required time period, there are no make-ups. Know when your exams and plan accordingly.

LAB WORK: There are no make-up labs. Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed in at the END of the following week's meeting (**DUE WEDNESDAY IN LAB or very latest during MY office hours WEDNESDAY**). You must be on time AND PREPARED by READING THE HANDOUT before lab, as you will only have 70 minutes to complete the lab work. Even though there are two lab sections, you must attend your assigned section. Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations. Late lab assignments will be penalized 1 point from lab grade per day (after Wednesday), but not accepted after 5 days late (excluding weekends).

XIII. Required Statement Regarding COVID-19

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

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

(<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.

For the lab sections, instructor/GTA will wipe down all surfaces and materials BEFORE class begins. AFTER lab, students will be asked to wipe down their workstations and materials before putting materials away. Cleaning supplies will be available as well as disposable gloves for students. Face shields are not required, but may be useful to help prevent fogging of eyeglasses.

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.

XIV. Course Procedures and Policies

Contacting the professor

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

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2

contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your **knights.ucf.edu** account. If you send an email, **include ANT 4586** in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

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

Webcourses@UCF

This is a **MIXED MODE (F2F) course**. ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF.

Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

Accessing On-line Course Content

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

Grading and evaluation

All efforts will be made to return graded materials to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus.

You can access your scores at any time using the Grades section of Webcourses@UCF.

Attendance and Participation

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

Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and online pages) allows you to do this effectively.

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

Course Etiquette

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. This includes APPLE/smart watches and other electronic devices with internet or cloud connectivity.
- While computers/laptops may be used in class, **they are for taking notes**. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.

- **Be polite, please.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions,** make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that **we will not tolerate language and behavior** in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Deadlines and Make-ups

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

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

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

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

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'

Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

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

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

Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or

adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Academic Integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>. The UCF Rules of Conduct apply to all UCF students - <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

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

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

Academic Conduct

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

receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>. I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Campus Safety Statement

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

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

Deployed Active Duty Military Students Statement

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

Discrimination

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

University Writing Center

This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Copyright

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

Third-Party Software and FERPA

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

XV. Important Dates to Remember

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

Drop/Swap Deadline: January 15th

Withdrawal Deadline: March 26th

Spring Break online afterwards: November 25th

XVI. Course schedule and assignments

Disclaimer

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

Human Origins ANT4586C-0M01 SPRING 2021

COURSE SCHEDULE AND ASSIGNMENTS over 15 modules *Subject to change with notice.

Module	In-Class Dates	Topic	Assignment (due dates in webcourses)	Required Readings
0	Jan 11 Jan 13	Introduction to course Introduction to lab	Q0; D0	
1	Jan 18 Jan 20	Humans as Primates (ONLINE lecture) Skeletal Biology/Morphology	Q1 D1; LAB 1	Chap 1
2	Jan 25 Jan 27	Plio-Pleistocene World Archaeology and Fossil Chronology	Q2 D2; LAB 2	Chap 2/ Chap 3
3	Feb 1 Feb 3	Species Concepts/Forces of Evolution	Q3 D3; LAB 3	Chap 4
4	Feb 8 Feb 10 Feb 11	Miocene Apes MIDTERM EXAM- ONLINE	Q4 LAB 4	Chap 5
5	Feb 15 Feb 17	Basal Hominids	Q5 D4; LAB practical	Chap 6 & 7
6	Feb 22 Feb 24	Ardi and Australopithecines	D5; LAB 5	Chap 6 & 7
7	Mar 1 Mar 3	Australopithecine Complexity	Q6 D6; LAB 6	Chap 8
8	Mar 8 Mar 10	Early Homo genus	Q7 D7; LAB 7	Chap 9
9	Mar 15 Mar 17 Mar 18	Early Homo Culture Intro to Archaics in Lab Lecture MIDTERM EXAM - ONLINE	Q8	Chap 10
10	Mar 22 Mar 24	Archaic Homo species	D8; LAB 8	Chap 11
11	Mar 29 Mar 31	Neandertals	Q9 D9; LAB 9	Chap 13
12	Apr 5 Apr 7	Anatomically Modern Origins	Q10 D10; LAB 10	Chap 12
13	Apr 12 Apr 14	Spring Break		
14	Apr 19 Apr 21	Current Theories Modern/Neandertals	Q11 D11	Chap 13
15	Apr 26	Modern Evolutionary Times		
16		FINAL EXAM- Monday May 3rd, 2021 – 10am		

ANT 4802:
Ethnographic Field Methods
Monday and Wednesday 12:30-1:45

Instructor: Russell Manzano

Email: Russell.manzano@ucf.edu

Office Hours: Monday and Wednesday 10:00 am- 12:00pm

All office hours and meetings will be virtual through Canvas. Please email me if you plan to attend office hours. You can also schedule an appointment outside of office hours if you are unavailable during these times.

Course Description

This class will explore the procedures and principles of ethnographic research methods and writing. The course will engage students with primary methods in anthropology, including participant observation and interviews, to understand how anthropologists conduct research. Course material will include a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

Prerequisites:

ANT 2000, ANT 2410, SYG 2000, PSY 2012

Learning Outcomes:

1. Students will understand how to conduct ethnographic research and analyze data by engaging with course materials and completing research assignments.
2. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

Required Course Materials

Books:

Crang, Mike and Ian Cook. 2007. Doing Ethnographies. Sage

Cassaniti, Julia. 2015. Living Buddhism: Mind, Self, and Emotion in a Thai Community. Cornell University Press.

Articles:

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website.

Films:

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

Grading System

The final grade will be weighted using the following calculation:

Participation	10%
Reflection Papers	20%
Book review	20%
Semester Project	40%
Final Presentation	10%

Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

95-100 A	85-89 B	75-79 C+	65-69 D	+ <60 F
90-94 A-	80-84 B-	70-75 C	60-65 D-	

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course, and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

Participation 10%

Students are expected to attend class (remote instruction) and participate in group discussion.

Reflection Papers 20%

Students will be responsible for completing assigned reflection papers that relate to the course content and semester project. These assignments will vary based on the topic for the week and should be submitted through Canvas.

Book Review 20%

Students will write a book review based on the ethnography assigned for the class. The prompt for the book review will be provided on Canvas.

Semester Project 40%

Students will complete a semester ethnographic project that utilizes ethnographic methods. This project will be divided into different parts, and you will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

Final Presentation

Students will give a 5 minute final presentation of their topic at the end of the semester. Further instructions will be provided on Canvas.

A WRITING TIP: In this class you'll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

Writing Parameters: All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12.

Extra Credit

You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

Course Policies:

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/>

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>> 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>. For more information about UCF's Rules of Conduct, see <https://scai.sdes.ucf.edu/>.

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](#) (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.
- 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the 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 (<https://youtu.be/NIKYajEx4pk>) 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.

Virtual Learning

This is a remote, video-delivered course. No in-person classroom attendance is required, but students are expected to attend virtually at designated days and times as specified in the class meeting pattern. Instruction may be supplemented by additional online activity, projects, or exams. Internet access, browser, and e-mail required. Webcams and microphones will be required for class meetings and may be required for exams. Moved to distance learning due to COVID-19.

Date	Topic	Reading	Assignment
Jan 11	Syllabus	Syllabus	First day attendance
Jan 13	Ontology	Scnegg 2015	
Jan 18	Martin Luther King Jr Day	No reading	
Jan 20	Theoretical Framework	Ortner 2016	Reflection paper 1
Jan 25	Research Design	Crang and Cook 1-15	
Jan 27	Research Design	Cassaniti 2015 p 1-5	Semester Project #1- paper topic and abstract
Feb 1	Ethics	Fluehr-Lobban 2015	Reflection paper 2
Feb 3	Ethics	No reading	Semester project # 2 CITI Training
Feb 8	Preparing for Fieldwork	Crang and Cook 16-33	
Feb 10	Preparing for fieldwork	Cassaniti 2015: 6-32	Semester project #3- literature review
Feb 15	Participant Observation	Crang and Cook 35-59	

Feb 17	Participant Observation	Cassaniti 36-59	Reflection paper 3
Feb 22	Interviews	Crang and Cook 60-89	
Feb 24	Interviews	Cassaniti 60-86	Semester project #4- participant observation
March 1	Focus groups	Crang and Cook 90-103	
March 3	Focus groups	Kratz 2010	
March 8	Participatory action research	Crang and Cook 104-128	
March 10	Participatory action research	Gomez and Castañeda 2019	Semester project #5- interviews
March 15	Analysis	Crang and Cook 131-149	
March 17	Analysis	Cassaniti 87-118	Reflection paper 4
March 22	Writing	Crang and Cook 150-206	
March 24	Writing	Cassaniti 118-148	Semester project #6 analysis
March 29	Representation	Said 2004	
March 31	Representation	Cassaniti 149-174	Reflection paper 5
April 5	Paper workshop	No readings: bring paper to class	
April 7	Reflexivity	Cassaniti 175-186	Reflection paper 6
April 12	Spring Break		
April 14	Spring Break		
April 19	Research Dissemination	No readings	Book Review due
April 21	Project presentations	No readings	Project presentations
April 26	Project presentations	No readings	Project presentations
April 28	Final Paper		Semester project- Final Paper Due



ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2021</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>12:00pm – 2:50pm April 29th 10:00am – 12:50</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>PSY 0107</i>
Office Hours:	<i>Dr. Branting M 1:00-1:45, Th 3:15-4:00 or by appointment</i>	TA:	<i>Rodrigo Guzman Piedrasanta</i>
(Online Only)	<i>Rodrigo T 10:00-12:00, F 10:00-12:00, or by appointment</i>	TA email:	<i>Melvin.GuzmanPiedrasanta@ucf.edu</i>

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research

- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

Course Prerequisites

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

Required Text and Articles

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

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	In class	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 8 th , 2021 at start of the class period (12:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 15 or 16	20%	20

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

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

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

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

Course Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Potential Changes to Course Modality

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

Notifications in Case of Changes to Course Modality

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

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

Electronic Device Policy

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

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

Campus Safety

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

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

Accommodations for Active Duty Military Students

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

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

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

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of “Incomplete”

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

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Jan. 14	Introduction to Class IN PERSON: Cohort 1 Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 15th, 3pm	
2	Th	Jan. 21	Monitoring Things from Space IN PERSON: Cohort 2 Classroom Discussion and Project Preparation Session	Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”
3	Th	Jan. 28	Tracking Movement IN PERSON: Cohort 1 Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”; Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”
4	Th	Feb. 4	More Statistical Analysis and Arguments IN PERSON: Cohort 2 Classroom Discussion and Project Preparation Session	Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”; Spielman (2006) “Appropriate use of the K Function in Urban Environments”; Austin et al. (2006) “Austin et al. Respond”

5	Th	Feb. 11	Telling a Story with Maps - Cartography IN PERSON: Cohort 1 Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know"; Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	Th	Feb. 18	Maps and Behavior IN PERSON: Cohort 2 Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	Th	Feb. 25	PPGIS, Crowdsourcing, Web IN PERSON: Cohort 1 Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	Th	Mar. 4	Simulations IN PERSON: Cohort 2 Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	Th	Mar. 11	Databases and Privacy IN PERSON: Cohort 1 Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	Th	Mar. 18	Proposal Preparation Session IN PERSON: Cohort 2	
11	Th	Mar. 25	Proposal Preparation Session IN PERSON: Cohort 1	
12	Th	Apr. 1	Proposal Preparation Session IN PERSON: Cohort 2	

13	Th	Apr. 8	ASSIGNMENT DUE AT START OF CLASS Thursday Apr 8 Final Project Report (no more than 10 pages) IN PERSON: Cohort 1 The Future of GIS Discussion	Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”
14	Th	Apr. 15	SPRING BREAK NO CLASS	
15	Th	Apr. 22	STUDENT PRESENTATIONS ONLINE	
Finals	Th	Apr. 29	*Note Different Time: 10:00am – 12:50pm ONLINE	

Article Bibliography

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

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 “Whose data is it anyway?” The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

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

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

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

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

Spielman, Seth

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

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

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

Sui, Daniel

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

ANT4932-21Spring 0M01

Archaeology of African American Life

Mondays 1:30pm - 3:20pm | CB2 101

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Phone: 407-823-6503

Office Location: Howard Phillips Hall, Room 311C

Virtual Office Hours: Tuesdays 11:30am-1:00pm or by appointment.

I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Required Textbooks

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

This course explores the rapidly growing subfield of historical archaeology which deals with the life and history of African Americans. The history and modern challenges facing this group is conditioned by the historical experience of individuals and communities of African descent within the US. Unlike many European groups, the historical evidence documenting the experience of African Americans through time is sparse and incomplete. Archaeological investigations offer a primary method for recovering the everyday life experiences of this group. In addition, African American archaeology provides an important intersection for engaging the deep connection between the past and the present in socially meaningful ways. The course will review important case studies, key figure, major issues, and the overall development of African American archaeology. This course is writing intensive and involves students working with the professor on a drafting process and the production of essays meeting the quality and standards of anthropological research.

Course Objectives

Upon successful completion of this course, each student will

- Develop a historical view on the development of African American life
- Identify the major themes and directions of African American archaeology
- Understand how historical archaeology produces unique information about the past
- Understand how space is designed and managed to reinforce racial difference
- Explore the ethical considerations of exploring another group's historical identity
- Learn to ask anthropologically-inspired questions of artifacts and documents

Grading

Class participation is a must and students missing large amounts of class without an appropriate excuse (doctor's appointment, family activity such as marriages or funerals, participation in other sanctioned school activity, etc.) will endanger their semester grade. A significant portion of your grade will come from an independent research project and the associated annotated bibliography. Students are encouraged to think about their semester projects sooner rather than later. The complete grading procedure is as follows:

- Attendance/Class Participation 10 points
- Weekly Responses 10 points
- Critical response papers (five total) 50 points
- Mid Term Exam 20 points
- Final Exam 20 points

Total Possible Points: 110

Breakdown of Grading

Attendance & Participation: Students are expected to arrive at class on time with readings completed beforehand. Portions of class each week will involve classroom discussion and small group conversations. Students will be asked to choose a week and serve as discussion leaders aiding the professor; a two-page essay will be due summarizing and synthesizing the readings discussed that day.

[Total Possible Points: 10]

All papers should follow SHA Style Guide available on WebCourses.

Weekly Responses: Short weekly responses will take place for weeks 2 and 3 to prepare students for longer critical response papers.

[Total Possible Points: 10]

Critical Response Papers: Students will write five critical response papers over the course of the semester. Each paper will address a specific topic related to a set of readings (refer to semester schedule below). Each paper will be exactly two pages in length. Essays will be graded for grammar, style, and content. Students will have the opportunity to rewrite two of the essays with the grade for that assignment being the grade for the reviewed paper. Please review the guidelines for writing assignments attached to this syllabus. The historiographical nature of this course will illuminate historical archaeology's compositional style (e.g., end/footnotes are not rarely utilized by archaeologists) and help students craft evidence-based arguments in accordance with the expectations of the discipline. Essays will be submitted online and examined for plagiarism by Turnitin.

[Total Possible Points: 50]

Paper 1 will explore asymmetries of power in the past. This paper corresponds to the readings for weeks 4-6. The paper will explore how space is utilized to control and disenfranchise members of the African Diaspora.

Paper 2 will explore how archaeology contributes to ongoing dialogues concerning race and racism. This paper corresponds to the readings for weeks 7 and 8. The paper will explore the cultural construction of race and how “consuming” race is an active practice by both social elites and minorities.

Paper 3 is an opinion piece asking students to confront their own situatedness within social hierarchies. This paper corresponds to the readings for weeks 9 and 10. The paper will ask students to describe how they might attempt to retain “outlawed” religious practices if they were traumatically forced to leave the US.

Paper 4 will explore how minorities are excluded from sites of power. This paper corresponds to the readings for weeks 11 - 13. The paper will explore how African Americans are erased from local historical landscapes (e.g., capital cities) and how archaeology is assisting these communities resurrect their “hidden histories.”

Paper 5 will explore new methods archaeologists employ to address diversity. This paper corresponds to the readings for weeks 15 and 16. The paper will challenge students to engage in a dialogue on redress regarding historical injustices in US history.

Mid Term and Final Exam: Students will complete one mid-term and final exam during the course of the semester. Both exams will consist of a mix of multiple choice, true/false, and short answer. Each exam is worth 20 points. The final exam is NOT cumulative.

[Total Possible Points: 40]

Course Grading Scale

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

GroupMe and Social Media Policy

GroupMe 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.

Make-Up Assignment Policy

Make-up assignments are only granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things.

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment. It is each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Semester Calendar

Week 01: Jan 11 - 15


Topic: **Course Introduction**


Readings: None


Assignment: Week 1 Quiz (Academic Engagement Activity)

Week 02: Jan 18 - 22

Topic: **Introduction to African American Archaeology**

Readings: Singleton, Theresa A. and Mark D. Bogard. 1995. The African Experience in America: A Brief Overview . In *The Archaeology of the African Diaspora in the Americas*.


Emerson, Matthew. 1999. African Inspirations in a New World Art and Artifact: Decorated Pipes from the Chesapeake . In *I, Too, Am America*.


Fairbanks, C. H. 1984. The plantation archaeology of the southeastern coast . *Historical Archaeology* 18(1): 1-14.


Assignment: Weekly Response (Week 2)

Week 03: Jan 25 - 29

Topic: **Pioneering Works**

Readings: Ascher, Robert and Charles Fairbanks. 1971. Excavation of a Slave Cabin: Georgia, U.S.A. . *Historical Archaeology* 5:3-17.

Wheaton and Garrow. 1985. Acculturation and the Archaeological Record in the Carolina Lowcountry . In *The Archaeology of Slavery and Plantation Life*, edited by Theresa Singleton, pp. 239-269. Academic Press, Orlando, FL.

Adams, William Hampton and Sarah Jane Boling. 1989. Status and Ceramics for Planters and Slaves on Three Georgia Coastal Plantations . *Historical Archaeology* 23(1):69-96.

Assignment: Weekly Response (Week 3)

Week 04: Feb 1 - 5

Topic: Landscapes of Difference & Power

Readings: Delle, James A. 1999. The Landscapes of Class Negotiation on Coffee Plantations in the Blue Mountains of Jamaica, 1797-1850. *Historical Archaeology* 33(1):136-158.

Wilkie, Laurie A. and Paul Farnsworth. 1999. Trade and the Construction of Bahamian Identity: A Multiscalar Exploration. *International Journal of Historical Archaeology* 3(4):283-320.

Armstrong, Doug V. and Kenneth G. Kelly. 2000. Settlement Patterns and the Origins of African Jamaican Society: Seville Plantation, St. Ann's Bay, Jamaica. *Ethnohistory* 7(2):369-397.

Singleton, Teresa A. 2001. Slavery and Spatial Dialectics on Cuban Coffee Plantations. *World Archaeology* 33(1):98-114.

Week 05: Feb 8 - 12

Topic: Critiques of Plantation Studies

Readings: Potter, Parker B. Jr. 1991. What is the Use of Plantation Archaeology? *Historical Archaeology* 25(3):94-107.

Howson, Jeane E. 1990. Social Relations and Material Culture: A Critique of the Archaeology of Plantation Slavery. *Historical Archaeology* 24(4):78-91.

Farnsworth, Paul. 2000. Brutality or Benevolence in Plantation Archaeology. *International Journal of Historical Archaeology* 4(2):145-158.

Week 06: Feb 15 - 19

Topic: Beyond the Plantation

Readings: Deagan and Landers, "Fort Mosé: Earliest Free African-American Town in the United States"

Thomas, Brian W. 1995. Source Criticism and the Interpretation of African-American Sites. *Southeastern Archaeology* 14(2):149-157.

Heath, Barbara J. and Amber Bennett. 2000. "The little Spots allow'd them": The Archaeological Study of African-American Yards. *Historical Archaeology* 34(2):38-55.

Assignment: Critical Response Paper 1

Week 07: Feb 22 - 26

Topic: Race, Culture, & Ethnicity, Part I

Readings: Babson, David W. 1990. The Archaeology of Racism and Ethnicity on Southern Plantations. *Historical Archaeology* 24(4):20-28.

Stine, Linda France. 1990. Social Inequality and Turn-of-the-Century Farmsteads: Issues of Class, Status, Ethnicity, and Race. *Historical Archaeology* 24(4):37-49.

Harrison, Faye V. 1999. Introduction: Expanding the Discourse on "Race." *American Anthropologist* 100(3):609-631.

Orser, Charles E. Jr. 1999. The Challenge of Race to American Historical Archaeology. *American Anthropologist* 100(3):661-668.

Week 08: Mar 1 - 5

Topic: Race, Culture, & Ethnicity, Part II

Readings: Epperson, Terrence W. 1999 The Contested Commons: Archaeologies of Race,

Repression, and Resistance in New York City. In *Historical Archaeologies of Capitalism*, edited by Mark P. Leone and Parker B. Potter, Jr., pp. 81-110. Plenum Press, New York.

Mullins, Paul. 1999. Race and the Genteel Consumer: Class and African-American Consumption, 1850-1930. *Historical Archaeology* 33(1):22-38.

Mullins, Paul. 2001. Racializing the Parlor: Race and Victorian Bric-Brac Consumption. In *Race and the Archaeology of Identity*, edited by Charles E. Orser, Jr., pp. 158-176. The University of Utah Press, Salt Lake City.

Assignment: Critical Response Paper 2

Week 09: Mar 8 - 12

Topic: **African Spirituality and African American Belief Systems, Part I**

Readings: Orser, Charles E. Jr. 1994. The Archaeology of African-American Slave Religion in the Antebellum South. *Cambridge Archaeological Journal* 4 (1):33-45.

Stine, Linda France, Melanie A. Cabak, and Mark D. Groover. 1996. Blue Beads as African-American Cultural Symbols. *Historical Archaeology* 30(3):49-75.

Leone, Mark P. and Gladys-Marie Fry. 2001. Spirit Management among Americans of African Descent. In *Race and the Archaeology of Identity*, edited by Charles E. Orser Jr., pp. 143-157. The University of Utah Press, Salt Lake City.

Assignment: Mid-Term Exam

Week 10: Mar 15 - 19

Topic: **African Spirituality and African American Belief Systems, Part II**

Readings: Young, Amy. 1997. Risk Management Strategies among African-American Slaves at Locust Grove Plantation. *International Journal of Historical Archaeology* 1(1):2-37.

Wilkie, Laurie A. 1995. Magic and Empowerment on the Plantation: An Archaeological Consideration of African-American World View. *Southeastern Archaeology*, 14(2): 136-157.

Fennell, Christopher C. 2003. Group Identity, Individual Creativity, and Symbolic Generation in a Bakongo Diaspora. *International Journal of Historical Archaeology* 7(1):1-31.

Davidson, James M. 2004. Rituals Captured in Context and Time: Charm Use in North Dallas Freedman's Town (1869-1907), Dallas, Texas. *Historical Archaeology* 38(2):22-54.

Assignment: Critical Response Paper 3

Week 11: Mar 22 - 26

Topic: **Politics of Representing the African American Past**

Readings: Franklin, Maria. 1997. "Power to the People": Sociopolitics and the Archaeology of Black Americans. *Historical Archaeology* 31(3):36-50.

McDavid, Carol. 1997. Descendants, Decisions, and Power: The Public Interpretation of the Archaeology of the Levi Jordan Plantation. *Historical Archaeology* 31(3):114-131.

La Roche, Cheryl and Michael L. Blakey. 1997. Seizing Intellectual Power: The Dialogue at the New York African Burial Ground. *Historical Archaeology* 31(3):84-106.

Joseph, J. W. 2004. Resistance and Compliance: CRM and the Archaeology of the African Diaspora. *Historical Archaeology* 38(1):18-31.

Week 12: Mar 29 - Apr 2

Topic: **African American Mortuary Studies**

Readings: Bolton, H. Carrington. 1891. Decoration of Graves of Negroes in South Carolina. *Journal of American FolkLore* 4 (12):214.

Ingersoll, Ernest. 1892. Decoration of Negro Graves. *Journal of American Folk-Lore* 5 (16):68-69.

Garmon, James C. 1994. Viewing the Color Line through the Material Culture of Death. *Historical Archaeology* 28(3):74-93.

Armstrong, Douglas V. and Mark L. Fleishman. 2003. House-Yard Burials of Enslaved Laborers in Eighteenth-Century Jamaica. *International Journal of Historical Archaeology* 7(1): 33-65.

Blakey, Michael L. 2001. Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope. *Annual Review of Anthropology* 30:387-422.

Week 13: Apr 5 - 9

Topic: **Current Research: New Philadelphia**

Readings: Anna S. Agbe-Davies. 2010. An Engaged Archaeology for Our Mutual Benefit: The Case of New Philadelphia. *Historical Archaeology* 44(1):xx-xx.

Shackel, Paul A. 2010. Identity and Collective Action in a Multi-Racial Community. *Historical Archaeology* 44(1):xx-xx.

Fennell, Christopher C. 2010. Damaging Detours: Routes, Racism, and New Philadelphia. *Historical Archaeology* 44(1):25-48. (PDF)

Assignment: Critical Response Paper 4

Week 14: Apr 12 - 16 (No Class, Spring Break)

Topic: None

Week 15: Apr 19 - 23

Topic: **Current Research: Rosewood, Florida**

Readings: Streich, Gregory W. 2002. Is There a Right to Forget? Historical Injustices, Race, Memory and Identity. *New Political Science* 24(4):525-542.

González-Tennant, Edward. 2010. Community Centered Praxis in Conflict Archaeology: Creating an Archaeology of Redress with the 1923 Race Riot in Rosewood, Florida. *SAA Archaeological Record* 10(4):46-49.

González-Tennant, Edward. 2018. *The Rosewood Massacre: An Archaeology and History of Intersectional Violence*. Gainesville: University Press of Florida. Select Chapters.

Week 16: Apr 26

Topic: **African American Archaeology in the Time of Black Lives Matter**

Readings: Franklin, Maria, Justin P. Dunnivant, Ayana Omilade Flewellen, and Alicia Odewale. 2020. The Future Is Now: Archaeology and the Eradication of Anti-Blackness. *International Journal of Historical Archaeology* 24(4): 753–766.

Ike, Nkem, Gabriell Miller, and Gabby Omoni Hartemann. 2020. Anti-Racist Archaeology: Your Time Is Now. *The SAA Archaeological Record* 20(4): 12–16.

Assignments: Critical Response Paper 5, Final Exam

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 Services](#). 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 Services](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Academic Integrity

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

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or

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

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

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](#). 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>.

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](#). (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.
- 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>. (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 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](#)

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>). 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.