

Course Syllabus

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ANT 3026 • 3 credit hours

Dept of Anthropology • College of Sciences • UCF

ANT3026 (BW60) • Dr. Sandra Wheeler • 3.0 Credit Hours
Fully Online for Summer B 2021!

Professor Contact

Professor: [Dr. Sandra Wheeler](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/) (<https://sciences.ucf.edu/anthropology/people/wheeler-sandra/>)

Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769

Office hours: Tuesdays 12-1:30pm in Chat for online office hours and by appointment for virtual meeting

Contact: Sandra.Wheeler@ucf.edu (<mailto:Sandra.Wheeler@ucf.edu>) or
Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Kat Lane

Office hours: Thursdays 10-11am in Chat for online office hours

Contact: Inbox or Discussions

For an electronic copy of the syllabus with full list of readings and due dates by module click [here](https://webcourses.ucf.edu/courses/1378814/files/87263404/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1378814/files/87263404/download?download_frd=1) OR click here for the [Course Schedule snapshot](#). For the most up-to-date information on due dates, check the **Course Summary** at the end.

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UCF Catalogue Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. Prerequisite(s): Sophomore standing.

Course Description

In this course, we will investigate the long history and complex relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and have consumed (no pun intended) much of our time in video games. How are they made, why do they eat brains? And more importantly, would *you* survive a zombie-pocalypse?

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that is not the case!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

Anthropology majors! This course counts as a restricted elective towards the major requirements.

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 Webcourses 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.

Learning Objectives

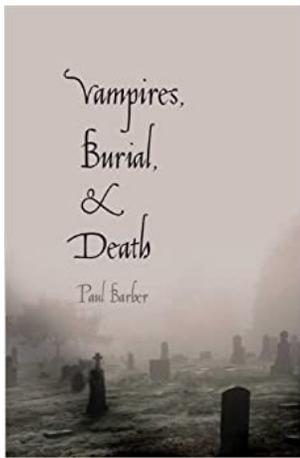
By the end of this course you will be able to:

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the [UCF Library](https://library.ucf.edu/) [\(https://library.ucf.edu/\)](https://library.ucf.edu/)!! You may view them online **OR** download the **FULL PDF** for reading offline!! NOTE: The covers look different on the e-books through the library.

If you are off campus, you will need to **log into** the [UCF Library](https://library.ucf.edu/) [\(https://library.ucf.edu/\)](https://library.ucf.edu/) website to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You are welcome!



Vampires, Burial, and Death

Author: Paul Barber

Edition: 2nd

Year: 2010

Publisher: Yale University Press

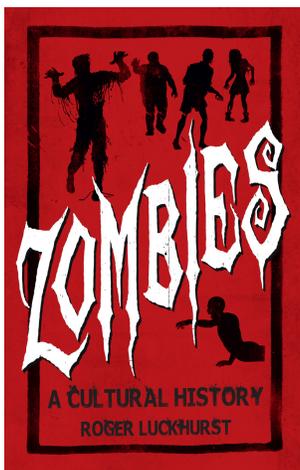
ISBN: 0300164815 (available in paperback)

OR FOR FREE through the UCF Library:

<https://ebookcentral.proquest.com/lib/ucf>

[/detail.action?docID=3420957](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957) [_\(https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957)

[/lib/ucf/detail.action?docID=3420957\)](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957)



Zombies: A Cultural History

Author: Roger Luckhurst

Year: 2015

Publisher: Reaktion Books

ISBN: 1780236697 (available in paperback) and in Kindle

OR FOR FREE through the UCF Library:

<https://ebookcentral.proquest.com/lib/ucf>

[/detail.action?docID=4312149](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149) [_\(https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149)

[/lib/ucf/detail.action?docID=4312149\)](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149)

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%
		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	Percentage	Description
Supernatural Discussions (2)	20%	Written post and response on supernatural beliefs

Assignment	Percentage	Description
Written Assignments (2)	20%	Written assignments based on course materials, complete 2 of 3 assignments
Quizzes (11)	20%	13 module quizzes based on course materials, lowest 2 quiz scores dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials

Getting Started Activities: Make sure you complete both by Friday as per UCF's Financial Aid policy!

Supernatural Discussions: There are **2 required discussions** that relate to our belief in the supernatural world. **Everyone is required to complete both!** Details for each Discussion can be found on the assignment pages. Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete! Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 quizzes** in this course. Each module has a quiz at the end 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 2 quiz scores** are dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **3 required exams** in this course. Exams are **online** and 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 (this means a doctor's note etc.). Once you begin an exam, **you must finish 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:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, 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 is online, is NOT cumulative, and is scheduled during Final's Week.**

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 little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), 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** for additional support: <https://scs.sdes.ucf.edu/services/> [\(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/)

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 School and 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 are encouraged to review policies relating to securing a leave of absence from their university studies.

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

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the [UCF Knights Online](https://cdl.ucf.edu/support/student/knights-online/) [\(https://cdl.ucf.edu/support/student/knights-online/\)](https://cdl.ucf.edu/support/student/knights-online/) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester**. Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

What is the 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"> • Exams (3) close by 11:59pm • Quizzes (13) due by 11:59pm • Written assignments (3) due by 11:59pm 	<ul style="list-style-type: none"> • Start review of module pages • Make a plan to work through the Module Study Guides 	<ul style="list-style-type: none"> • Read text and additional readings 	<ul style="list-style-type: none"> • Watch any video or media in modules 	<ul style="list-style-type: none"> • Keep reading and reviewing 	<ul style="list-style-type: none"> • Supernatural Discussions (2) and responses due by 11:59pm • Exams (3) open 8am 	<ul style="list-style-type: none"> • Dance

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! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

Over the course of this semester, you will be expected to:

- Listen to all online lectures and complete module content
- Read and watch all posted content
- Complete the assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the

module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

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**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead** 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.

Getting Started Information: 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**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

Students should contact their instructor(s) as soon as possible if they miss class for any illness

reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

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!

Students should familiarize themselves with [UCF's 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 [The Center for Academic Integrity](https://academicintegrity.org/) [\(https://academicintegrity.org/\)](https://academicintegrity.org/).

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

Academic Integrity: 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). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](http://osc.sdes.ucf.edu/) [_\(http://osc.sdes.ucf.edu/\)_](http://osc.sdes.ucf.edu/) for further action. See the [UCF Golden Rule](http://www.goldenrule.sdes.ucf.edu/) [_\(http://www.goldenrule.sdes.ucf.edu/\)_](http://www.goldenrule.sdes.ucf.edu/). 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, that is plagiarism also and you will both be subject to a [Z grade](http://goldenrule.sdes.ucf.edu/zgrade/)** [_\(http://goldenrule.sdes.ucf.edu/zgrade/\)_](http://goldenrule.sdes.ucf.edu/zgrade/) or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. 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.

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.

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, zombies 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 online 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> [_\(https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- 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 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.”
- If you are not on campus, use your common sense and stay safe.

Student Accessibility Services (SAS)

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

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 for 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)>.

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 (i.e., zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

Course Summary:

Date	Details	Due
Fri Jul 2, 2021	 Discussion: Why Are You Taking This Class? (https://webcourses.ucf.edu/courses/1378814/assignments/7039626)	due by 11:59pm

Date	Details	Due
	 Getting Started Quiz https://webcourses.ucf.edu/courses/1378814/assignments/7039623	due by 11:59pm
	 Supernatural Perceptions Discussion https://webcourses.ucf.edu/courses/1378814/assignments/7039625	due by 11:59pm
	 QUIZ 1 Death and Decay https://webcourses.ucf.edu/courses/1378814/assignments/7039619	due by 11:59pm
	 QUIZ 2 Curses and Cures https://webcourses.ucf.edu/courses/1378814/assignments/7039620	due by 11:59pm
Tue Jul 6, 2021	 QUIZ 3 Living with the Dead https://webcourses.ucf.edu/courses/1378814/assignments/7039614	due by 11:59pm
	 Supernatural Perceptions Response Due! https://webcourses.ucf.edu/courses/1378814/assignments/7039629	due by 11:59pm
	 Exam 1 https://webcourses.ucf.edu/courses/1378814/assignments/7039621	due by 11:59pm
	 QUIZ 4 Mummy Mania https://webcourses.ucf.edu/courses/1378814/assignments/7039610	due by 11:59pm
Sun Jul 11, 2021	 QUIZ 5 Modern Mummies https://webcourses.ucf.edu/courses/1378814/assignments/7039613	due by 11:59pm
	 Pop Culture: Mummy Edition! https://webcourses.ucf.edu/courses/1378814/assignments/7039628	due by 11:59pm

Date	Details	Due
Sun Jul 18, 2021	 QUIZ 6 Vampire Origins https://webcourses.ucf.edu/courses/1378814/assignments/7039617	due by 11:59pm
	 QUIZ 7 Vampire Disposal https://webcourses.ucf.edu/courses/1378814/assignments/7039607	due by 11:59pm
Sun Jul 25, 2021	 Exam 2 https://webcourses.ucf.edu/courses/1378814/assignments/7039616	due by 11:59pm
	 QUIZ 8 Vampire Archaeology https://webcourses.ucf.edu/courses/1378814/assignments/7039611	due by 11:59pm
	 QUIZ 9 Coffins and Counts https://webcourses.ucf.edu/courses/1378814/assignments/7039612	due by 11:59pm
	 Pop Culture: Vampire Edition! https://webcourses.ucf.edu/courses/1378814/assignments/7039627	due by 11:59pm
Fri Jul 30, 2021	 Supernatural Reflections Discussion https://webcourses.ucf.edu/courses/1378814/assignments/7039624	due by 11:59pm
Sun Aug 1, 2021	 QUIZ 10 Zombie Origins https://webcourses.ucf.edu/courses/1378814/assignments/7039622	due by 11:59pm
	 QUIZ 11 Evil and Undead https://webcourses.ucf.edu/courses/1378814/assignments/7039615	due by 11:59pm
	 Pop Culture: Zombies R Us! https://webcourses.ucf.edu/courses/1378814/assignments/7039631	due by 11:59pm
	 Supernatural Reflections Response Due!	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1378814/assignments/7039630)	
Sun Aug 8, 2021	 Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1378814/assignments/7039608)	due by 11:59pm
Sun Aug 8, 2021	 QUIZ 12 Zombies in the Media (https://webcourses.ucf.edu/courses/1378814/assignments/7039609)	due by 11:59pm
Sun Aug 8, 2021	 QUIZ 13 Zombies Going Global (https://webcourses.ucf.edu/courses/1378814/assignments/7039618)	due by 11:59pm

Course Schedule Snapshot: Readings and Due Dates

ANT3026W Required Readings and Due Dates

Please check the assignment pages or [Syllabus \(https://webcourses.ucf.edu/courses/1378814/assignments/syllabus\)](https://webcourses.ucf.edu/courses/1378814/assignments/syllabus) for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module.

Module	Topic, Required Readings and Due Dates
Module 1	<p>Death and Decay</p> <p>Text</p> <ul style="list-style-type: none"> Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Readings</p> <ul style="list-style-type: none"> Roach M. How to Know if You're Dead (pages 167-195). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. Roach M. Life After Death (pages 61-84). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. <p>Assignments</p> <ul style="list-style-type: none"> Getting Started Activities: due JUL 2 Quiz 1: due JUL 4
Module 2	<p>Curses and Cures</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Cockburn A. Introduction (pages 1-11). In: <i>Mummies, Disease, and Ancient Cultures</i>. 2nd Ed. Cambridge University Press. Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: <i>Mummies of the World</i>. Prestel. Brier B. Tutankhamen, Superstar (pages 161-178). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>.

	<p>Palgrave Macmillan.</p> <p>Assignments</p> <ul style="list-style-type: none">• Quiz 2: due JUL 4
Module 3	<p>Living with the Dead</p> <p>Additional Readings</p> <ul style="list-style-type: none">• Daily Mail article, Indonesian Villagers Dig Dead Relatives <p>Assignments</p> <ul style="list-style-type: none">• Supernatural Perceptions Discussion: due JUL 2 with response by JUL 4• Quiz 3: due JUL 4
Module 4	<p>Mummy Mania</p> <p>Additional Readings</p> <ul style="list-style-type: none">• Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan.• Brier B. The Mummy Goes to the Movies (pages 179-192). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none">• Quiz 4: due JUL 11
Module 5	<p>20th and 21st Century Mummies</p> <p>Additional Readings</p> <ul style="list-style-type: none">• Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: <i>Mummies of the World</i>. Prestel.• Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: <i>Mummies of the World</i>. Prestel. <p>Assignments</p> <ul style="list-style-type: none">• Quiz 5: due JUL 11

Exam 1 (opens 8:00am on Friday, JUL 9 and closes 11:59pm on Sunday, JUL 11, 2021)

Module 6

Vampire Origins and Folklore

Text

- Barber P. 1988. Preface to Chapter VIII (pages v-65). In: *Vampires, Burial & Death*. Yale University Press.

Assignments

- **Quiz 6: due JUL 18**
- **Mummy assignment: due JUL 11**

Module 7

Search and Destroy

Text

- Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: *Vampires, Burial & Death*. Yale University Press.

Additional Reading

- Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. *PLoSOne* 9(11): e113564.
- Roach M. 2006. How to Weigh a Soul (pages 79-106). In: *Spook: How Science Tackles the Afterlife*. W.W. Norton & Co.

Assignments

- **Quiz 7: due JUL 18**

Module 8

Vampire Archaeology

Text

- Barber P. 1988. Chapter XII (pages 98-101). In: *Vampires, Burial & Death*. Yale University Press.

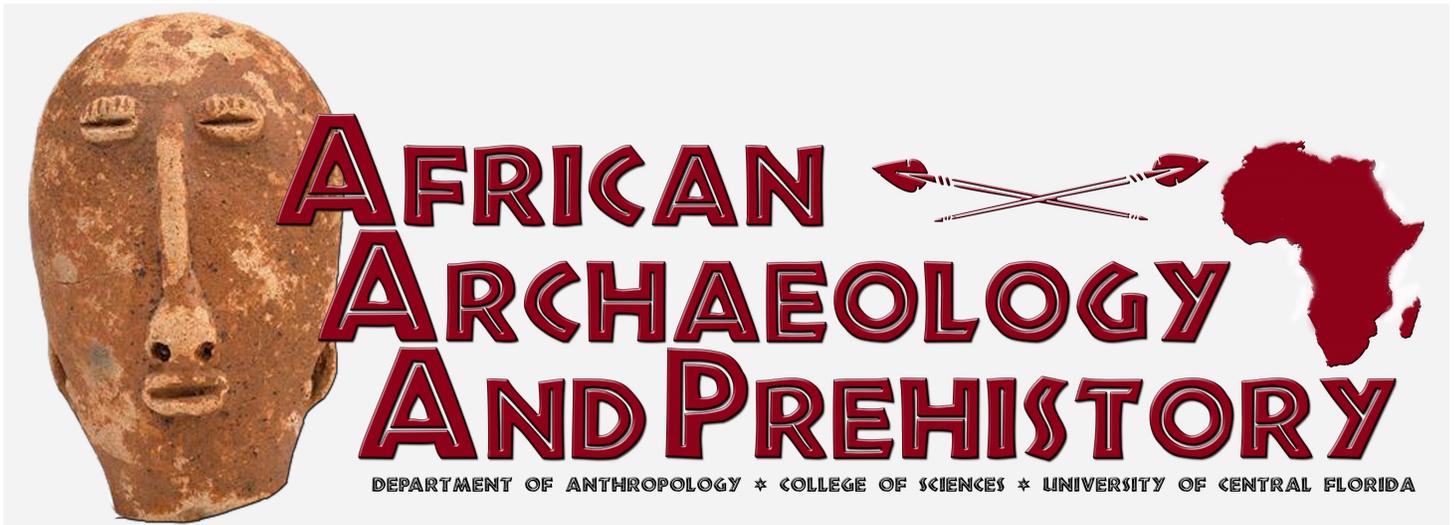
Additional Readings

- Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. *Cambridge Archaeological Journal* 24: 467-476.

	<p>Assignments</p> <ul style="list-style-type: none"> • Quiz 8: due JUL 28
Module 9	<p>Coffins and Counts – Vampire Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 9: due JUL 25
<p>Exam 2 (opens 8:00am on Friday, JUL 23 and closes 11:59pm on Sunday, JUL 25, 2021)</p>	
Module 10	<p>Zombie Origins</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 10: due AUG 1 • Vampire assignment: due JUL 25
Module 11	<p>Evil and Undead Zombies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Carroll N. 2010. The Fear of Fear Itself. In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court. • Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: <i>Zombies Are Us: Essays on the Humanity of the Walking Dead</i>. McFarland & Company, Inc. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 11: due AUG 1
Module 12	<p>Zombie in Film and Pop Culture</p>

	<p>Text</p> <ul style="list-style-type: none">• Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7 (pages 109-166). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Additional Reading</p> <ul style="list-style-type: none">• Vuckovic J. 2011. Chapters 3 (pages 60-79) and 5 (pages 108-129). In: <i>Zombies: An Illustrated History of the Undead</i>. St. Martin's Griffin. <p>Assignments</p> <ul style="list-style-type: none">• Quiz 12: due AUG 8• Supernatural Reflections Discussion: due JUL 30 with response by AUG 1
Module 13	<p>Zombie Globalization</p> <p>Text</p> <ul style="list-style-type: none">• Luckhurst R. 2015. Chapter 8 (pages 167-196). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none">• Quiz 13: due AUG 8
<p>Exam 3 (opens 8:00am on Thursday, AUG 5 and closes 11:59pm on Sunday, AUG 8, 2021)</p>	

Syllabus



ANT 3176 African Archaeology and Prehistory



Syllabus

ATTENTION: The SUMMER web version of the African Arch requires that you be on top of deadlines! This is a 16 week class jammed into a 6 week summer schedule. Be prepared to work hard and dedicate time! If you have a problem completing the class at a fast pace, you need to withdraw from this course and take the fall/spring full semester version in the future.

Instructor Contact

Instructor



	Dr. Amanda T. Groff
Office	HPH 309
Office Hours(Virtual)	<p>Various methods for contacting me during office hours:</p> <ol style="list-style-type: none"> 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <p>Office hours: Tuesdays and Wednesdays 10am-12pm</p> <p>For phone or virtual calls, please make an appointment first!!</p>
Phone	Dept Phone: 823-3757
E-mail/Response Time	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
GTA Office Hours	Gabriela Mansour TBA
GTA E-Mail	Gabriela.Mansour@ucf.edu

Course Information

Course Name	ANT 3176- African Archaeology and Prehistory
Credit Hours	3 hrs
Prerequisites	ENC 1102; sophomore standing; or CI
Corequisites	None
Semester/Year	Summer 2021
Location	100% Online

Course Description and Scope

This course offers an introduction to the archaeological heritage of Africa, beginning with the emergence of modern humans and ending with the arrival of the Europeans. Africa offers the world's longest record of human occupation and plays a central role in our understanding of human evolution, the prehistory of our species, and state formation. We will examine the roots of Africa's rich and varied cultures and address major questions about African identity in the archaeological record. We will also address lesser known archaeological sites around Africa to highlight some of the forgotten ancestry of this great continent.

After a brief review of human origins and Stone Age foragers, the course will feature the following themes: history of archaeological research in Africa, the emergence of agriculture and settled communities, ancient African metallurgy, urbanism, the development and archaeological evidence of complex societies (with particular emphasis on, for example, Sudan, Ethiopia, Chad, Niger, West and South Africa, and Zimbabwe), and the role and influence of ancient trade and contact across the continent.

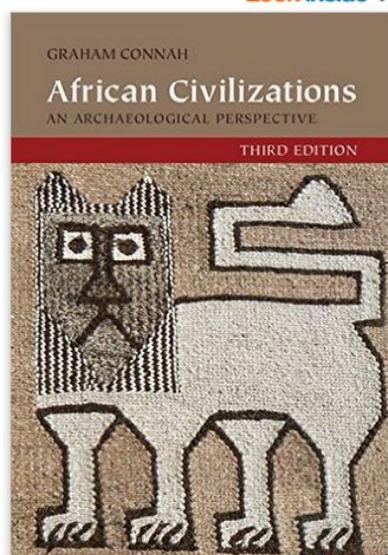
Course Catalog Description: Archaeological heritage of Africa, beginning with the emergence of modern humans and ending with the arrival of Europeans

Course Goals

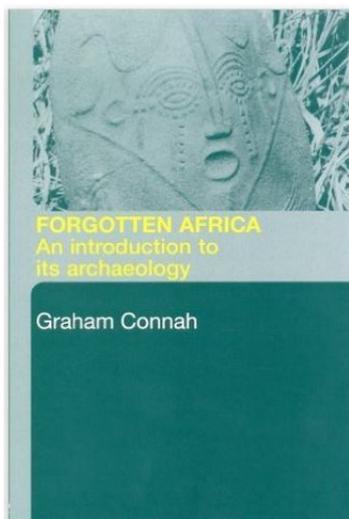
The specific objectives for this course are to:

- Become familiar with “forgotten” (and archaeologically rich) African societies, and their distinctive cultural traits, their foundation, growth, and collapse;
- Learn how geography, climate, vegetation, and resources have impacted the development of societies and cultures in Africa;
- Gain introductory knowledge of African studies and its importance to the overall understanding of human evolution and state formation;
- Develop sensitivity to African perceptions of their own past and recognize the limitations of Eurocentric models of interpreting African past;
- Gain appreciation for the study of African archaeology and of the techniques for its recovery and preservation.

Required Texts



- "African Civilizations: An Archaeological Perspective" by Connah
- 3rd edition
- Publisher: Cambridge University Press
- ISBN: 978-1107621275



- "Forgotten Africa: An Introduction to its Archaeology" by Connah
- Publisher: Routledge
- ISBN: 978-0415305914

Please read this! [Here's why we need more African archaeologists by Sada Mire](https://www.theguardian.com/commentisfree/2020/oct/31/african-archaeologists-archaeology-europe-local-cultures)
[_ \(https://www.theguardian.com/commentisfree/2020/oct/31/african-archaeologists-archaeology-europe-local-cultures\)_](https://www.theguardian.com/commentisfree/2020/oct/31/african-archaeologists-archaeology-europe-local-cultures)

Please contribute! [Sharing Sources from African Archaeologists](https://webcourses.ucf.edu/courses/1379892/discussion_topics/6447568)
[_ \(https://webcourses.ucf.edu/courses/1379892/discussion_topics/6447568\)_](https://webcourses.ucf.edu/courses/1379892/discussion_topics/6447568)

Required Tools

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

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

Course Requirements

This course begins on June 28th, 2021 and ends on August 7th, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule and Total Points

Module #	Chapter Reading	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	A.C. = African Civ F. A.= Forg. Africa **F.A. chapters are 5-7 pages; quick reads. Don't be intimidated!	10	--	July 2
0	See Module	--	--	
1	**A.C.: Ch 1 **F.A: Ch 1, 9 **Metallurgy pdf (these readings	5	15	July 2

	are provided for you)			
2	A.C.: Ch 2 F.A: Ch 10	5	10	July 9
3	A.C.: Ch 3 F.A: Ch 15, 16	5	10	July 9
Exam 1		100		July 11
4	A.C.: Ch 4 F.A: Ch 11	5	--	July 16
5	A.C.: Ch 5 F.A: Ch 12, 13	5	--	July 16
6	A.C.: Ch 6 F.A: Ch 6, 14, 17, 18	5	10	July 23
7	A.C.: Ch 7 F.A: Ch 19, 20, 21	5	10	July 23
Exam 2		100		July 25
8	A.C.: Ch 8 F.A: Ch 25	5	15	July 30
9	A.C.: Ch 9 F.A: Ch 26	5	10	July 30
10	A.C.: Ch 10 F.A: Ch 23, 24	5	10	August 6
11	A.C.: Ch 11 F.A: CH 5, 22, 27	5	--	August 6
Exam 3 (Final)		100		August 7 (August 8)**
TOTAL		365	90	Course Total Points=455

***The official end of the semester is August 7. However, I am leaving Exam 3 (Final) until Sunday, August 8th (since the other 2 exams closed on a Sunday and I don't want to mess with your work schedules). I encourage you to work ahead to finish by August 7, but know this is an option.

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

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

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

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

Written Assignments

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

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

Grading Scheme

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

grades

Letter Grade	Percentage
A	92.5-100%
A-	89.5-92%
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!

Important Dates and Information

Add class deadline Friday, July 2 ; Drop class deadline: Friday, July 2

Withdrawal deadline for this course: Friday, July 23

Final course closing date: Saturday, August 7

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 **July 2**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

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

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

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

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms.

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

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

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

Email Appropriateness

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

GroupMe

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

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

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

Online Technology

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

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

Decolonizing the Syllabus:

In Spring of 2021, we as the Anthropology Department at UCF, decided as a group to commit to decolonizing our syllabi. What does this mean? In a nutshell, we are seeking to create a curriculum that provides a wider variety of voices and perspectives, particularly those that have been historically

marginalized and silenced. We are making a concerted effort to include more local, indigenous, and POC scholars in the readings used in our courses. Anthropology has a lot to make up for with some of its history, and this is one way present anthropologists are trying to overcome the past and do our best to bolster these scholars and students.

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

Academic 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 [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc/\)](http://osc.sdes.ucf.edu/process/roc/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

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>).

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (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 **at the start of the semester** to discuss your circumstances.

Copyright

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

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

Third-Party Software and FERPA

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

My expectations of you for taking African Archaeology

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

What You Can Expect From Me

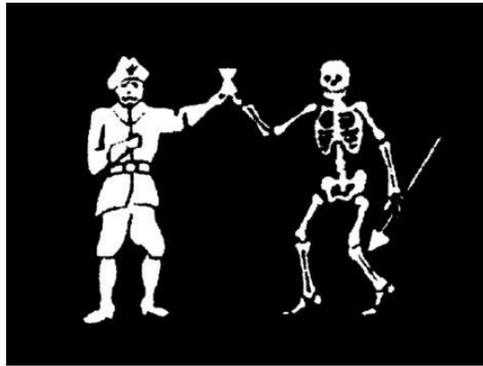
You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

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

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

Syllabus Part 1: Course Objectives, Assessment, and Policies



ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2021 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: May 17 - June 27, 2021

Final Exam Time: Due Sunday 6/27 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

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

2a. Contacting the professor:

Virtual office hours will 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).

<mailto:Peter.sinelli@ucf.edu>

- Thursdays 10am to 12pm.

<mailto:Peter.sinelli@ucf.edu>

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.

<mailto:Peter.sinelli@ucf.edu>

Methods for contacting me during office hours:

<mailto:Peter.sinelli@ucf.edu>

- Send me an email at peter.sinelli@ucf.edu (<mailto:peter.sinelli@ucf.edu>) or message me through Webcourses (either way, 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).

<mailto:Peter.sinelli@ucf.edu>

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

<mailto:Peter.sinelli@ucf.edu>

- Via Webcourses message or the UCF email above.

- During **business hours** via the cell phone numbers above (I won't be in the office regularly since this is a fully W online course)
- For emergencies impacting assignment due dates during **non-business hours** via text to the cell phone number above.

2b. GTAs: Katherine Lane

Office Hours: Contact via Webcourses message

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

4. Learning Outcomes:

Outcome 1: Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Discuss evidence related to the origins of New World piracy and its evolution into an established profession.

Outcome 3: Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.

Outcome 4: Contrast the reality of "the pirate life" with the romanticized pop culture and Hollywood versions.

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

6. Course Evaluation:

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

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

This quiz will be administered in Week 1 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

Two exams – 200 points (100 each) to assess Learning Outcomes 2, 3 and 4.

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

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

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

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

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

and discuss them in a coherent manner. Rubrics with further details are published on the main course homepage.

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

Refer to the POW directions and the course schedule for details. These are posted to Webcourses in their own section.

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by May 21, 2020 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

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

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

7. Course Materials: Both books are available on Amazon

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about \$12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). ISBN: 978-0813061580. Amazon price is about \$25. OR if you don't want a hard copy, you can access the book for FREE through the UCF library at this link:

[____\(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flogin.ezproxy.net.ucf.edu%2Flogin%3Fauth%3Dshibb%26url%3Dhttp%3A%2F%2Fdx.doi.org%2F10.5744%2Fflorida%2F9780813061580.001.0001&data=02%7C01%7CPeter.Sinelli%40ucf.edu%7Cd6a2996b32c94764c4ea08d7f8527f13%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637250905519768260&data=%2FdLAfrwfW9Z7JhKgAB26z5MGHtTad16HH0UH3eXPS6I%3D&reserved=0\)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flogin.ezproxy.net.ucf.edu%2Flogin%3Fauth%3Dshibb%26url%3Dhttp%3A%2F%2Fdx.doi.org%2F10.5744%2Fflorida%2F9780813061580.001.0001&data=02%7C01%7CPeter.Sinelli%40ucf.edu%7Cd6a2996b32c94764c4ea08d7f8527f13%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637250905519768260&data=%2FdLAfrwfW9Z7JhKgAB26z5MGHtTad16HH0UH3eXPS6I%3D&reserved=0)
[https://login.ezproxy.library.ucf.edu/login?](https://login.ezproxy.library.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001)
[auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001](https://login.ezproxy.library.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001)
[https://login.ezproxy.library.ucf.edu/login?](https://login.ezproxy.library.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001)
[auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001](https://login.ezproxy.library.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001))

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

Syllabus Part 2: University Policies and Protocols

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2021 (3 credits)

8. University Core Policies

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

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

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

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

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example,

student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at [http://policies.ucf.edu/documents/4-](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf)

[401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf](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> (<http://registrar.ucf.edu/ferpa>).

9. Protocols

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

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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.

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

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

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

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

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

Syllabus Part 3: Course Schedule

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.	Textbook Chapters POE = <u>Pieces of Eight</u> UTBF = <u>Under the Black Flag</u>
MODULE 1			
Week 1 May 17-23	Course Overview and Orientation	Monday May 17: Assign Syllabus and Course Policies Quiz. Due Friday 5/21 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	Monday May 17: Assign Caribbean Geography Quiz. Due Sunday 5/23 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
	Underwater Archaeology Lecture		POE Ch. 2
	Excavation and Ethics Lecture		POE Ch. 5

MODULE 2			
Week 2 May 24-30	Colonies and Rivalries Lecture	Monday May 24: Assign POWS 1-3 (Complete two of your choice). Due Friday May 28 at 11:59pm.	POE Ch. 6 UTBF Ch. 2
	Pirate Origins Lecture		
MODULE 3			
Week 3 May 31- June 6	The Buccaneers Lecture	Monday May 31: Assign POWS 4-6 (Complete two of your choice). Due Friday June 4 at 11:59pm.	UTBF Ch. 3
	Pirate Ships Lecture	Monday May 31: Exam 1 opens at 7am. It covers everything in Modules 1-3 and is due Sunday, June 6 at 11:59pm.	
MODULE 4 (BEGIN EXAM 2 MATERIAL)			
Week 3	Pirate Weapons Lecture		POE Ch. 12

May 31- June 6			
	Pirate Stuff Lecture		Soulat and DeBry 2019 (PDF in Module 4)
MODULE 5			
Week 4 June 7-13	Pirate Health Lecture	Monday June 7: Assign POWS 7-9 (Complete two of your choice). Due Friday June 11 at 11:59pm.	UTBF Ch. 4-5
	Pirate Politics Lecture	Monday June 7: Assign Pirate Crew and ARRticles Case Study. Due Sunday June 13 at 11:59pm	UTBF Ch. 7
	Pirate Tactics Lecture		UTBF Ch. 6 POE Ch. 9
MODULE 6			
Week 5 June 14-20	Pirate Lairs Lecture	Monday June 14 Assign POWS 10-12 (Complete two of your choice). Due Friday June 18 at 11:59pm.	POE Ch. 11 UTBF Ch. 8

	Pirate Fighters Lecture	Monday June 14: Assign Pirate Hunter Case Study. Due Sunday June 20 at 11:59pm	UTBF Ch. 11-12 QAR Website POE Ch. 4
MODULE 7			
Week 6 June 21- 27	"Fight Like A Pirate" Home Movie!	Monday June 21: BAPOW! Showdown opens at 7am. NOTE! Nomination paragraphs and comments close on Friday, June 25 at 11:59 pm.	
	Pirate Wrecks Movie	Monday June 21: Exam 2 opens at 7am. It covers everything in Modules 4-7 and is due Sunday, June 27 at 11:59pm.	POE Ch. 3
Drop/Add Period: May 17-21 Withdrawal Deadline: Thursday June 10			

Course Syllabus

Edit



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ANT 3212 - Peoples of the World

Instructor Contact

Instructor: Rachael Root

Office: Main campus, Howard Phillips Hall, 309

Office Hours: Monday 1 - 2:30, and in Zoom by appointment

E-mail: Inbox or rachael.root@ucf.edu (<mailto:rachael.root@ucf.edu>)

Course Information

Course Name: Peoples of the World

Course ID: ANT 3212-BW60

Credit Hours: 3.0 hours

Semester/Year: Summer/2021

Location: Online through UCF Webcourses (Canvas)

A comparative study of religion, family, politics,

Catalog philosophy, and other elements of socio-cultural

Description: organization of preliterate societies.

Fall, Spring, Summer

Course Description

Culture surrounds us. It seems 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, religions, and differing views about what gives life meaning. 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. Any and 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

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

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

Career & Self Development Competency

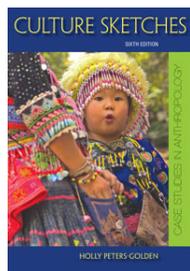
What it is: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

This course will help you develop the Career & Self-Development Competency starting in Module 1, where you are encouraged to explore anthropology careers, consider the value of anthropology in our personal and professional lives, and examine how anthropology provides tools and skills for daily life. Then, you will practice using these tools in the modules that examine different culture groups from around the world. Learning about these groups will also enable you to expand your awareness of difference, which will facilitate your ability to form relationships with future colleagues from diverse ethnicities, geographies, languages, and cultures.

Course Format

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

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
Getting Started Quiz	10	Quiz on Syllabus and Getting Started module; counts as Academic Activity to document student presence in course for Financial Aid
Discussion postings	90	Discussion posts relating to the various cultures and topics presented
Exams	150	True/false, multiple choice, short answer, fill in the blank questions
Total Possible Points	250	To determine your grade, add up all your points. Divide by total possible points. Convert the decimal to a percentage.

Getting Started Quiz: A short quiz based on the Syllabus, Course Schedule, and Getting Started module content to familiarize students with course protocols. Multiple attempts are permitted.

Discussion postings: Students will complete the first discussion, "Anthropology," and an additional **8 out of the 12** culture group discussion posts (in other words, the lowest four discussion grades are dropped). There will be **no make-ups** for missed discussion postings. I will provide questions to guide your Discussion posts and responses. Your

responses should be several paragraphs (i.e., enough depth to let me know you've done the readings and 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 in order 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 11:59:00 PM, even if you are still taking it, so make sure you give yourself enough time to complete them. The exams are **NOT** timed but must be completed once begun.

Extra Credit: I typically provide opportunities to earn extra credit throughout the semester. This semester I am partnering with UCF Career Services to incorporate the NACE Career Competency Framework, which provides students the option to earn 5 points of extra credit for completing both the pre- and post-class survey.

Be sure to check the "Announcements" section of this Webcourse for details.

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

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. Second, if you email me using your Knights account, include **ANT 3212** in the subject heading and don't forget to include your full name so I know who you are. Otherwise, use the Inbox function in Webcourses to contact me.

Important Dates:

Classes start: **June 28**

Drop, Swap, Add deadline: **July 2**

Independence Day (no in-person classes): **July 5**

Withdrawal deadline: **July 23**

Classes end: **August 7**

Check out [UCF's Academic Calendar \(http://calendar.ucf.edu/2014/fall\)](http://calendar.ucf.edu/2014/fall) 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 July 2. Failure to do so will result in a delay in the disbursement of your financial aid.**

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.

Although this is an online class, you may have reason to come to campus. Please remember to [complete the COVID-19 Self-Check \(https://www.ucf.edu/announcements/complete-your-covid-self-checker/\)](https://www.ucf.edu/announcements/complete-your-covid-self-checker/) before arriving on campus.

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

mail in Webcourses for any alterations to this course. Additionally, if 1 of 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>. (<https://nam02.safelinks.protection.outlook.com/?uri=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637139336167004984&sdata=3E>)

Students must notify their instructor in advance if they intend to miss class 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>. (<https://nam02.safelinks.protection.outlook.com/?uri=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINALJan19.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637139336167004984&sdata=3E>)

For Other Late Submissions:

All assignments are due by the date displayed in Webcourses. Because this semester is only six weeks, **NO LATE SUBMISSIONS WILL BE ACCEPTED without my explicit permission**. I will only accept late assignments due to extenuating circumstances, which I will determine on a case-by-case basis.

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.

UCF Writing Center

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

Withdrawal Policy

Per UCF policy, a student who withdraws from class before the **withdrawal deadline** 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

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 actually 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 \(http://osc.sdes.ucf.edu/\)](http://osc.sdes.ucf.edu/) for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) 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 in its own right.

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

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

Some tips for avoiding plagiarism include:

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

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**

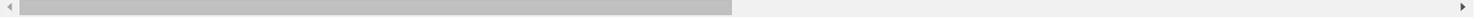
this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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 Course Schedule on the [Home](#) page.



syllabus

Syllabus

ANT3241 - Magic, Ritual, and Belief

Summer A 2021

[Ty Matejowsky](#)

Contacting the Professor

Office Hours: 11:30AM-1:30PM Wednesdays, or by appointment

Office: UCF Howard Phillips Hall 309G

Phone: (407) 823-4611

E-mail: Ty.Matejowsky@ucf.edu

Class Graduate Teaching Assistant: Rachael Root

Email: rachael.root@ucf.edu

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

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

UCF Undergraduate Course Catalog Description: Patterns in religious behavior in various societies, with primary emphasis on myth, rite, taboo, and festival social phenomena

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.

Student Learning Outcomes (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)

Moro, Pamela A. 2012. *Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural*. 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.

Tools and Items Needed: None

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 at the very least assigned a **zero** for that exam and may be subject to more strict penalties. Students will have one week from the posting of test grades to review their exams. I will not review exam questions with students after this one week period. Exam deadlines are at **11pm on the Fridays** listed on the course schedule. Deadlines are a matter of record since the beginning of class. Students are responsible for knowing and following exam deadlines. If personal/work schedules conflict with exam deadlines, it is the responsibility of students to plan accordingly. I will not honor requests to take missed exams considering students have more than a week to complete them.

Discussion Rubric

5 points (A)	<p>Excellence in posting timely,</p> <ul style="list-style-type: none"> • Follows assignment instructions • postsings of at least two classmates • Participates in discussion • submitted on separate content • Does not repeat (i.e., does not repeat classmates and addressing the same question) • Applies course information to the discussion (i.e., applies to the discussion and weekly modules). • Critical thinking (i.e., does not simply recite information from the text)
4 points (B)	Above Average in criteria listed for 5 points, but not consistent with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for 5 points, but not consistent with, materials and analysis. Includes some relevant content.
3 points (D)	<p>Serious insufficiency in criteria listed for 5 points, but not consistent with, of discussion topic. Also includes some relevant content from classmates.</p> <p>Students will automatically respond to the postings of at least one discussion question(s).</p>
0 points (F)	Failing is earned when student does not post.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 25% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = 75% total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. 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).

Students will have one week from the posting of discussion grades to review their exams. I will not review discussion questions with students after this one week period. Discussion assignment deadlines are at 11pm on the Fridays listed on the course schedule. Deadlines are a matter of record since the beginning of class. Students are responsible for knowing and following discussion assignment deadlines. If personal/work schedules conflict with discussion assignment deadlines, it is the responsibility of students to plan accordingly. I will not honor requests to redo missed discussion assignments considering students have more than a week to complete them.

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. **If there is anything that appears unclear to students**

regarding course grading policies, assignment/exam deadlines, or other matters related to class, it is the responsibility of students to contact the professor for clarification. **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.**

This page was last updated on June 17, 2009 11:38 AM

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[Syllabus](#)

Schedule

ANT3241 - Magic, Ritual, and Belief

[Ty Matejowsky](#)

Summer 2021– AW60

Class Schedule

Week of	Topic	Readings & Assignments	Assignments Due
5/17/21	<p>Introduction to the course</p> <p>Module 1: Anthropology of Religion</p>	<p>Read course syllabus, course protocols, course home, <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).</p>	<p>None</p>
5/24/21	<p>Module 2: Religious Specialists</p> <p>Module 3:</p>	<p>Read <i>Shamans, Priests, and Prophets</i> (pp. 140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150); <i>Ritual</i> (pp. 86-89); <i>Betwixt and Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100).</p>	<p>Both on-line assignment for Module 2 and Exam One are due Friday May 28 at 11pm Eastern Time.</p>

	Rituals and Symbols	Complete on-line assignment for Module 2. Take on-line exam covering Modules 1-3.	
5/31/21	Module 4: Witchcraft & Sorcery Module 5: Magic & Divination	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); <i>Witchcraft, Sorcery, Divination, and Magic</i> (pp. 284-287); <i>Baseball Magic</i> by George Gmelch (323-329). Complete on-line assignment for Module 5.	On-line assignment for Module 5 due Friday June 4 at 11pm Eastern Time.
6/7/21	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). Complete on-line assignment for Module 6. Take on-line exam covering Modules 4-6.	On-line assignment for Module 6 and Exam Two are due Friday June 11 at 11pm Eastern Time.
6/14/21	Module 7: Ethnomedicine Module 8: Death: Ghosts, Souls & Ancestors	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); <i>Death, Ancestors, Ghosts, and Souls</i> (pp. 330-332); <i>Death Be Not Strange</i> by Peter Metcalf (pp. 340-343); <i>Day of the Dead in Oaxaca</i> by Kristin Norget (pp. 353-361); <i>The Real Vampire</i> by Paul Barber (uploaded document).	On-line assignment for Module 8 due Friday June 18 at 11pm Eastern Time.

		Complete on-line assignment for Module 8.	
6/21/21	Module 9: Revitalization Movements	<p>Read Revitalization Movements by Anthony F.C. Wallace (uploaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (uploaded document); <i>Cargo Cults</i> by Peter M. Worsley (uploaded document).</p> <p>Complete on-line assignment for Module 9.</p> <p>Take on-line exam 3 (non-cumulative final) covering Modules 7-9.</p>	On-line assignment for Module 9 and Exam Three (non-cumulative final) is due Friday June 25 at 11pm Eastern Time.

Protocols

ANT3241 - Magic, Ritual, and Belief
[Ty Matejowsky](#)

Protocols

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in WebCourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exam submissions will only be accepted through the Quiz function of WebCourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

Email Protocols

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

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.

11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#) [\(Links to an external site.\)](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

course will be preceded by the letter Z. For more information about the Z Designation, click [hereLinks to an external site.](#).

Course Accessibility

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

Campus Safety

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.eduLinks to an external site.](#) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Makeup Assignments for Authorized University Events and Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](#)

Deployed Active Duty Military Students

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

semester begins and/or after they receive notification of deployment to make related arrangements.

Course Syllabus

[Edit](#)

Professor Contact

Professor: [Zachary Hawk](#)
Office: Virtual
Office Hours: Virtual by appointment
Contact: Messaging in Webcourses

Course Information

Course Name: Sex, Gender and Culture
Course ID: ANT 3302 (AW60)
Credit Hours: 3.0 hours
Semester/Year: Summer/2021
Location: Fully online in Webcourses

University Catalogue Description

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

Course Description

Sexuality and gender have powerful effects on the daily lives and experiences of people around the world, but these effects are often overlooked, underestimated, and misunderstood. A primary problem is the widely held belief that there are only two sexes (female and male), only two genders (women and men), that individuals should act accordingly during social interactions, and that one gender holds more power in society than another. In reality, lived experiences of sex and gender are much more diverse and complex and vary greatly across and within cultures and belief systems.

This course seeks to examine how people experience gender - what it means to be masculine or feminine - and sexuality in a variety of historical and cultural contexts. We will explore human sexuality and desire from an evolutionary perspective, how sexuality and gender are learned and experienced, and how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, and spiritual and religious beliefs, etc.

Topics to be covered will include:

- The biological basis of sex and the difference between sex and gender
- The various ways that sexuality is researched

- How sexuality is experienced throughout the life cycle from a cross-cultural perspective
- How different cultures moderate, mediate, and moralize sex and sexual practices
- Gender variance and gender nonconformity
- Gender, power and inequality cross-culturally
- Prostitution, sex work, human trafficking, and pornography

Course Learning Outcomes

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

- Understand the evolutionary aspects of human sexuality and gender
- Identify and appreciate the diversity of human sexual practices and beliefs in the United States and around the world
- Assess the social, historical and cultural processes that support and restrict constructions of sexuality and gender around the world
- Learn how to critically assess media and other popular representations of gender roles and gender stereotypes
- Learn what anthropology can contribute to debates on contemporary issues concerning sexuality and gender

Course Format and Requirements

This is a fully online course! Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. So remember, **module content, assignments, and exams will be paced like a regular face-to-face course with fixed due dates throughout the semester.**

All course content is posted online in the [modules](#). The modules may consist of audio lectures, module pages, links to websites, podcasts, and/or videos. The modules contain materials to help you study the readings as well as information to help you complete your assignments. You are responsible for **all** material presented in Webcourses.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Listen to all audio lectures and take notes
- Complete all readings, assignments, discussions, and exams by their due dates
- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

Required Texts

There is one required textbook for this course. You will need this book to successfully complete this course. The textbooks is available for purchase in the UCF Bookstore and through various online vendors. I will also provide you with additional electronic readings (pdf's) in the course modules.

Gender Diversity: Crosscultural Variations, 2nd Edition

Author: Serena Nanda
Year: 2014
Publisher: Waveland Press
ISBN: 978-1-4786-1126-4

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	59%>
B-	80-83%		

Student Evaluation

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

Assignment	Percent	Description
Read and Respond (3)	30%	Complete 3 of 7 writing responses to posted articles.

Point of View (3)	30%	Complete 3 of 6 discussion-based assignments on posted videos, podcasts or other media.
Exams (3)	40%	Multiple choice, true/false, fill-in-the-blank, and short answer questions.

Read and Respond Assignments: There are 7 Read and Respond (RR) assignments posted throughout the modules that correspond with the topics covered in that module and the assigned readings. These assignments contain either readings or videos that you are required to read/watch and then answer the posted questions. You are required to complete at least 1 of these per Unit for a total of 3 for the entire semester. You must turn in each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count. All writing responses will be checked for plagiarism, so make sure you turn in your own work *in your own words*.

Point of View Assignments: There are 6 Point of View (POV) assignments posted throughout the modules. These assignments will involve watching/listening to various media and participating in group discussions based on the materials presented. You will complete an initial post and are required to respond to *at least one* other student to receive full credit for each assignment. You are required to complete at least 1 of these per Unit for a total of 3 for the entire semester. You must complete each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count.

Exams: There are **3 exams** in this course. Exams will be taken **online** and 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 (this means a doctor's note etc.). Once you begin an exam, **you must finish 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. **The final exam is scheduled during the semester's final week and is not cumulative.**

Weekly Schedule

Taking online courses 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 the course materials. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive than many people think.

Here are some tips for taking an online course.

Tips for Doing Well in an Online Course

(courtesy of Jason Miller of USF)

Decide if an online course is right for you. Remember that being in an online course is not for everyone. Some people learn better inside the classroom than online. Online

courses work best for students who are independent learners and don't need the structure of a classroom each week. If you are the kind of student who needs more structure, who is not very adept at using their computer or who doesn't have reliable internet access, you might think of taking the in person version of this course.

Make sure you have the time to take the course. Be sure you set aside time each week to complete the course material. Just because there are no face-to-face class meetings, doesn't mean that there is less time or energy involved in taking this course. In fact, many students comment that online courses take more time than face-to-face courses at the end of the semester.

Keep in touch. Be sure you keep in touch with your instructor. If you have a question, do not hesitate to post to the discussion board or ask for help. Also, be sure to speak up if you are having trouble. Since I cannot see you, I cannot tell if you are having trouble unless you tell me.

Set a schedule. Student in online courses sometimes put off completing work until the last minute and then run out of time or forget. Be sure to put readings and other due dates on your calendar so you do not forget.

Take notes. Just because you are in an online course, doesn't mean you shouldn't be taking notes. Be sure to take notes as you read the text, look at the powerpoint lectures, and watch any videos assigned.

Submit early. Don't wait until the last minute to post to a discussion board or to take a quiz. Posting and submitting assignments early means that you don't miss a due date due to a computer glitch.

Check Canvas regularly. Be sure to check Canvas regularly for announcements and other important messages.

COURSE PACE

This is a very self-guided and quick paced course. We are essentially squeezing a 16-week course into only 6 weeks. You will notice when looking over the course outline that you have exams, assignments, and discussion posts due by certain key days. It is your responsibility to complete these in a timely manner. Procrastination will deeply affect your grade. Please pace yourself according to your own schedule, but also make sure to complete the assignments, peer responses, and exams for each Unit before it closes.

COURSE OUTLINE

Changes to the schedule may occur suddenly and without warning.

[Click Here For the Course Outline](#) [download](#)
[Minimize File Preview](#)

What About Make-Up Work?

Make-up assignments or exams will be given **ONLY** in extreme circumstances like a zombie apocalypse, hurricanes, pan-Internet virus, birth/arrival of a new baby, family emergencies, etc. These circumstances include exceptional EMERGENCIES (that require that you show me some kind of official documentation), and the make-up assignment/exam/quiz may be different than the original assignment/exam/quiz. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages and other similar circumstances **do not** qualify as extreme.

I understand that we are all currently going through a national emergency with the spread of COVID-19. If this has any impact on your work at all, please let me know what effect it is having as soon as possible so we may figure out a solution.

In exceptional circumstances, an incomplete grade may be given per School and 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 are encouraged to review policies relating to securing a leave of absence from their university studies.

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.** If you would like me to use specific personal gender pronouns (PGPs) when communicating with you, just let me know.

The very nature of this course requires us to delve into topics that may make some students uncomfortable. It may challenge what you believe to be 'natural' or 'normal.' That's okay, the classroom (even an online one) should be a safe place to discuss human diversity in all its rich colors. Some of you may even find a few of the materials, assigned readings, and classroom discussions offensive. There are graphic descriptions and imagery of sexual practices and gender-related interactions, and a variety of videos contain adult themes and language. **Please be assured that it is never my intent to sensationalize, shock or offend anyone.** The intention is to discuss the material in a contextual and anthropologically significant manner. If something does offend you, take a moment to explore why this is the case, and then rationally explain why so we can discuss the issue further.

While there are various opinions and feelings concerning some of the topics covered, **the purpose is to educate and understand, not judge.** It is important that everyone be given a chance to complete their thoughts without interruption, and it is expected that everyone show respect for one another and the diverse issues and topics that will be presented and discussed.

Consequently, any student who behaves inappropriately, makes crude, suggestive, dehumanizing, or otherwise offensive comments, or becomes disruptive will be blocked from participating in online discussions and in extreme cases, may be removed from the course. This will be bad for you. And really, no one likes a troll.

Some course materials presented show nudity or the human body displayed in various ways. If you feel uncomfortable with this, please let me know and we can make accommodations.

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! You should be logging into your 'W' 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.

This is an EXTREMELY fast paced course and many things are due within the six weeks we have together. It is your responsibility to keep up with the work and complete everything on time. **No late work will be accepted.**

Second, I prefer the inbox function in Webcourses for all course communication. if you email me using your Knights account, include **ANT 3302W** in the subject heading and don't forget to include your full name so I know who you are.

Lastly, again, read the syllabus, it really is like your best friend for this course.

Really Important Things: 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, MAY 21, 2021.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

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 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). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#)[Links to an external site.](#)[Links to an external site.](#) for further action. See the [UCF Golden Rule](#)[Links to an external site.](#)[Links to an external site.](#). 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, that is plagiarism also and you will both be subject to a Z grade**[Links to an external site.](#)[Links to an external site.](#). 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.

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.

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](#)[Links to an external site.](#)[Links to an external site.](#), Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu before requesting accommodations from the professor.

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 professor 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.

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.

Syllabus Summer A 2021

Syllabus: ANT 3362 Peoples of Southeast Asia.

Summer A 2021

Instructor: Vance Geiger, PhD

Office: 311C Howard Phillips Hall

On line office hours in class chat - Tuesday 7 - 9 pm in class chat

Phone: 407-823-5779

E Mail: vance.geiger@ucf.edu

TA:

Course description: A survey of the peoples of Vietnam, Cambodia, Laos and Thailand from the anthropological perspective.

Text: The Peoples of Southeast Asia Today by Winzeler (provided in online material)

The Art of Not Being Governed by Scott (pdf provided in online material)

There are also chapters from a text Understanding Vietnam by Jamieson supplied online in Week 4.

There will be **TWO** exams and **10** assignments. Each exam will be worth 100 points. Each written assignment will be worth 10 points.

If you miss one of the two required exams then there is a make-up exam opening the day after class ends. The make-up exam is to make-up a missed exam or to try to improve exam score

June 25 is the last day of class - all assignments, on time or late are due June 25 at 11 55 pm. No assignments will be accepted after that date.

Grading: 100 - 90% A, 80 - 89% B, 70 - 79% C, 60 - 69% D,

Weekly Modules

The class is organized by weeks). Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. 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.

There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

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 three hours to complete it. At the end of three hours it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when you instructor gives them in face-to-face classes), but you get three hours.

Important note: the make-up exam is ONLY to make up a missed exam.

On-Line Assignments: the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and 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 assignment.

Important note - assignments have due dates - BUT you can do the assignments before that date - you do not have to wait until the last minute to do the assignments - you can do them before that. Late assignments will earn a maximum of 1/2 credit (so if it would be 10 points on-time - late it is 5 points)

Warning: Do not copy someone else's 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: unless you are asked for a specific list or definition **do not** write one sentence responses to assignment questions. Most assignment questions require a paragraph per assignment question (some assignments have more than one question).

Important note: Do not use attachments to do the assignments.

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 a browser that works with Canvas 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 their UCF email, or the class inbox. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 3 hours. 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. You ask 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. 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 hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

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.)

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



[site.](#)) 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.

Week 1 5/17: Introduction to the course, anthropology and culture.

Reading Online material; Winzeler chapter 1

Assignment 1 and 2 Due 5/24 11 55 pm

Week 2 5/24 Analytical Anthropology and History

Reading Scott chapters 1-3, and 4-6; Winzeler Chapter 2

assignment 3, 4 and 5 due 5/31 11 55 pm

Week 3 5/31 Analytical Anthropology and History cont'd

Reading Scott chapters 7-9; Winzeler chapter 4

Exam 1 6/5 8 00 am – 6/7 11 55 pm

Week 4: 6/7 Vietnam

Reading: Online material – Jamieson chapters 1 – 3 (pdfs) also vnsubsistence, and the Vietnam power points and videos

Assignments 6,7 and 8 due 6/14 11 55 pm

Week 5 6/14: Indigenous Religions and Major Religions of Southeast Asia;

Reading: Winzeler chapter 8 - 10

Assignments 9 and 10 due 6/21 11 55 pm

Week 6 6/21: Contemporary Issues in Southeast Asia

Reading: Wenzeler chapters 11 and 12

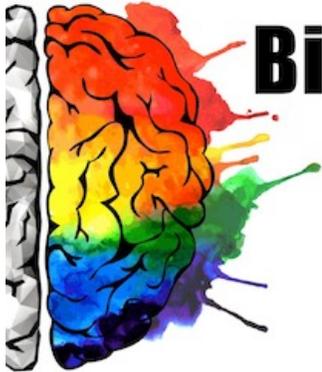
Exam 2 6/24 8 00 am – 6/25 11 55 pm

Make Up exam 6/26 8 00 am – 6/27 11 55 pm.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Biobehavioral Anthropology

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

ANT 3541 (BW60) ▪ Summer 2021

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (BW60) / Summer 2021
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

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

GTA Contact

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

Syllabus Quick Links

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

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

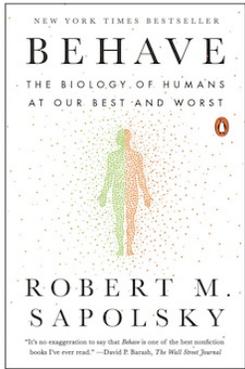
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion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

What textbook will I need?

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

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

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



Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky

Edition: Reprint or eBook

Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu (<http://my.ucf.edu>) 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 explores the social science of human behavior through evolution and genetics, hormones and neurons, culture and philosophy – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. 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 6 weeks of the Summer B 2021 term, you should expect to spend around **six hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four hours each week for assigned reading, reviewing notes and completing assignments**. 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 Tuesdays from 10:00-11:30 AM 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 Summer B 2021 semester begins on **JUN 28, 2021** and ends on **AUG 08, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- submit 2 Behavior Study responses (online participation in IRB-approved research and class discussion);
- submit 2 online written exams.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes

an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Neuromythology](#) in the COURSE INTRO module by **11:59 PM EST on JUL 02, 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) & Quizzes (13)	140	30%
Behavior Study responses (2)	50	30%
Exams (2)	200	40%
<i>Total Possible</i>	<i>390</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 13 of the 15 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 15 possible grades.**
- **Behavior Study responses:** These activity and discussion assignments are designed around your participation in ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in 2 Behavior Study response assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 2 exams** located in the modules.

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

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

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%

B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

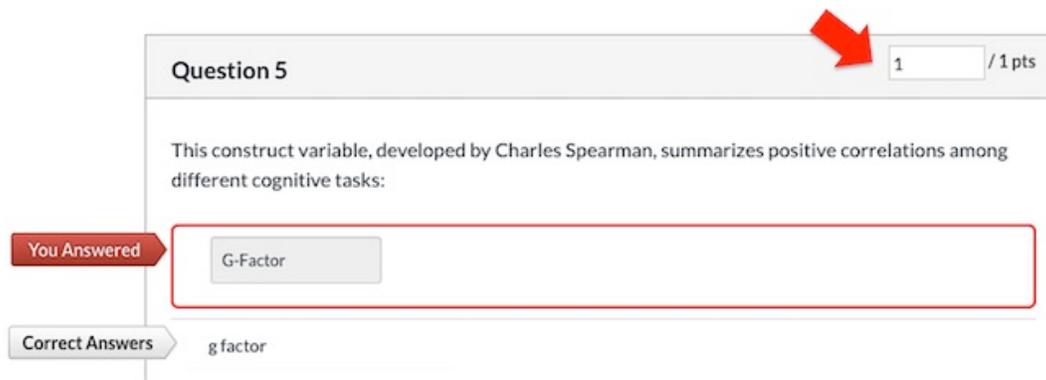
How do I view my grades?

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

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

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

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



Correct answers for each quiz, assignment and exam will be available for a **limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature 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/>) 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, essential workers, or authorized events?

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make reasonable arrangements for completion of work.
- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the **UCF policy** (<https://policies.ucf.edu/documents/4-401.pdf>).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the **UCF policy** (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

What resources are available to help me with life challenges?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit **UCFCares.com** (<http://ucfcares.com>) if you are seeking resources and support, or if you are worried about a friend or classmate.

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu (<mailto:ucfcares@ucf.edu>) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. **If you are in immediate distress, please call Counseling and Psychological Services** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

What academic resources are available to me?

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

- **Writing help** from the [University Writing Center](http://uwc.cah.ucf.edu/) [\(http://uwc.cah.ucf.edu/\)](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/) [\(http://sarconline.sdes.ucf.edu/\)](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/) [\(https://apps.ucf.edu/\)](https://apps.ucf.edu/), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com/cdlvideo/successful-you) [_\(https://vimeopro.com/cdlvideo/successful-you\)_](https://vimeopro.com/cdlvideo/successful-you), so you can avoid undesirable academic outcomes.

How is respect for diversity and inclusion maintained?

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

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

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

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) [_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)_](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) [_\(http://osc.sdes.ucf.edu/process/roc\)_](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) [. \(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)

- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) [\(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

Date	Details	Due
Fri Jul 2, 2021	 REQUIRED ACTIVITY: Neuromythology (https://webcourses.ucf.edu/courses/1379163/assignments/7141445)	due by 11:59pm
Sun Jul 4, 2021	 QUIZ 1: Brain Behavior (https://webcourses.ucf.edu/courses/1379163/assignments/7141434)	due by 11:59pm
	 QUIZ 2: Neurobiology (https://webcourses.ucf.edu/courses/1379163/assignments/7141441)	due by 11:59pm
Sun Jul 11, 2021	 BEHAVIOR STUDY 1: Activity Response (https://webcourses.ucf.edu/courses/1379163/assignments/7143746)	due by 11:59pm
	 QUIZ 3: Sensory Triggers (https://webcourses.ucf.edu/courses/1379163/assignments/7141432)	due by 11:59pm
	 QUIZ 4: Hormone Effects (https://webcourses.ucf.edu/courses/1379163/assignments/7141436)	due by 11:59pm
Wed Jul 14, 2021	 QUIZ 5: Memory and Plasticity (https://webcourses.ucf.edu/courses/1379163/assignments/7141429)	due by 11:59pm
	 BEHAVIOR STUDY 1: Group Response (https://webcourses.ucf.edu/courses/1379163/assignments/7143748)	due by 11:59pm
Fri Jul 16, 2021	 BEHAVIOR STUDY 1: Reflection Statement (https://webcourses.ucf.edu/courses/1379163/assignments/7144007)	due by 11:59pm
Sat Jul 17, 2021	 QUIZ 6: Growing Into Behaviors (https://webcourses.ucf.edu/courses/1379163)	due by 11:59pm

Date	Details	Due
	/assignments/7141431	
	 QUIZ 7: Roots of Behavior https://webcourses.ucf.edu/courses/1379163/assignments/7141430	due by 11:59pm
Sun Jul 18, 2021	 EXAM 1: Modules 1 through 7 https://webcourses.ucf.edu/courses/1379163/assignments/7141446	due by 11:59pm
	 BEHAVIOR STUDY 2: Activity Response (https://webcourses.ucf.edu/courses/1379163/assignments/7143747)	due by 11:59pm
	 QUIZ 10: Evolution Behavior https://webcourses.ucf.edu/courses/1379163/assignments/7141435	due by 11:59pm
Sun Jul 25, 2021	 QUIZ 8: Behavior Genetics https://webcourses.ucf.edu/courses/1379163/assignments/7141439	due by 11:59pm
	 QUIZ 9: Culture Matters https://webcourses.ucf.edu/courses/1379163/assignments/7141440	due by 11:59pm
Wed Jul 28, 2021	 BEHAVIOR STUDY 2: Group Response (https://webcourses.ucf.edu/courses/1379163/assignments/7144008)	due by 11:59pm
Fri Jul 30, 2021	 BEHAVIOR STUDY 2: Reflection Statement (https://webcourses.ucf.edu/courses/1379163/assignments/7144010)	due by 11:59pm
	 QUIZ 11: Hierarchy and Obedience https://webcourses.ucf.edu/courses/1379163/assignments/7141444	due by 11:59pm
Sun Aug 1, 2021	 QUIZ 12: Morality https://webcourses.ucf.edu/courses/1379163/assignments/7141428	due by 11:59pm
	 QUIZ 13: Empathy and Awfulness https://webcourses.ucf.edu/courses/1379163/assignments/7141433	due by 11:59pm
Sat Aug 7, 2021	 QUIZ 14: Crime and Free Will https://webcourses.ucf.edu/courses/1379163/assignments/7141442	due by 11:59pm
	 QUIZ 15: War and Peace https://webcourses.ucf.edu/courses/1379163/assignments/7141438	due by 11:59pm

Date	Details	Due
Sun Aug 8, 2021	 EXAM 2: Modules 8 through 15 (https://webcourses.ucf.edu/courses/1379163/assignments/7141437)	due by 11:59pm

Course Syllabus



ANT 3610: Language and Culture Summer B 2021

Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 101

Office Thursdays 2 PM-3 PM EST, or by
appointment

Hours OH are via Webcourse Chat or
Scheduled Private Conference

Phone 407-823-2227

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

Graduate Teaching Assistant (GTA)

Send our GTA Stephanie a message via Webcourses Inbox Messages only

You should contact the Stephanie 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 BW60

Credit Hours 3

Semester/Year	Summer B 2021
Location	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/>

Student Learning Outcomes

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

Required Texts

Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library (see link below).*

Ahearn's Living Language: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036#> (Links to an external site.)

Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library (see link below).*

Davis' Talking Indian: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=5261328> (Links to an external site.)

Supplemental Texts

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

Course Activities

- Read the assigned materials each week.
- View weekly lectures
- Participate in group discussions
- Complete all required assignments
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

Activity Submissions

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

Required Tools

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

Course Schedule

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

Missed Assignments/Make-Ups/Extra Credit

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

Late Work

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

Evaluation and Grading

Your grade will be based on the Following scale:

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

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

Assignment Group	Weight
Graded Discussions	40
Paper	25
Quizzes	15

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](#). 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](#).

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.

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.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.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Digging up Disney: An Archaeology of WDW, FL Summer 2021

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

Course Information

Course name: Digging Up Disney: An Archaeology of WDW, FL

Course ID: ANT 3930 (BW60)

Credit hours: 3.0 hours

Semester/year: Summer Session B 2021

Location/time: Online (ASC "Asynchronous")

Professor Contact

Instructor: Dr. Michael Callaghan

Main office: Howard Phillips Hall 409L

Phone: 407-823-4964

Office Hours: Online

E-mail: michael.callaghan@ucf.edu

University Catalog Description

This course critically examines the culture of Walt Disney World, FL utilizing methods and theory from the four sub-disciplines of anthropology: biological anthropology, archaeology, linguistics, and cultural anthropology.

What is this course about?

Disney's "Walt Disney World", FL with its four major theme parks, two water parks, and 26 branded hotels is more than a popular travel destination – it's a place of pilgrimage with its own unique culture. For its 58 million annual visitors, the journey from their front door to the resort is just the beginning of a protracted ritual experience into a world of bodily discipline, strict social proscriptions, discrete linguistic scripts, and perpetual ceremony mediated by material symbols. During the course of a single day's visit, guests will experience a range of emotions - ecstasy, anger, despair, and enlightenment – as they walk for miles, wait for hours, fill their bellies with festival fare, and subject themselves to the thrills and chills of Disney's carefully curated worlds. When guests return home, the difficult memories give way to the good, and these pilgrims are left with a feeling of enduring nostalgia that activates whenever they encounter Disney culture in their everyday lives. I should know. I'm an annual Passholder who visits the parks almost every weekend since 2016!

This course is a product of my own experience, fascination, and affection for Walt Disney World over the past 4-5 years. As an anthropological archaeologist, my trips to the parks each weekend are less recreational excursions than they are archaeological investigations of the meanings and messages promoted by Walt Disney World culture, my participation in that culture, and my changing memories of park experiences.

In this course we'll excavate the culture of Walt Disney World using method and theory from all four sub-disciplines of anthropology. Using the lens of biological anthropology we'll examine how the terrain of the parks, ride-restraints, and restrictions physically discipline and shape perceptions of our bodies. Through the eyes of an archaeologist we'll map the landscape of the parks (above and below ground), investigate their monumentality, and examine the materiality of merchandise and park objects. Using linguistic discourse analysis we'll excavate the scripts of Cast Members, signage, and guests to reveal how values related to gender, class, and power are embedded in language throughout the parks. And finally, using method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast members in relation to a host of topics including childhood socialization; rites of passage; the intersection of race, class, and gender; diet and nutrition; ideology; nationalism; pilgrimage; and power.

*****SPOILER ALERT!***** You will be learning about many aspects of WDW that you've never experienced before. If there were some rides you've yet to experience or urban legends about the parks you enjoy leaving unquestioned/unsolved, there's always the possibility we'll cover something and ruin the mystique. So, consider yourselves warned!

What will I take away from this course?

This class will teach you to:

- Identify the core elements of Walt Disney World culture (i.e., norms, values, cultural constructions,

- and worldview) and how they are materialized through bodies, objects, language, and behavior
- Apply anthropological method and theory to examine specific aspects of WDW culture
 - Evaluate the implications of exporting and perpetuating WDW culture outside the parks

What reading materials and supplies will I need?

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

How should I plan my time for this course?

In this course I'll ask you to learn about and apply concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology to the study of Walt Disney World, Florida. This is the first time I'm teaching this course (let alone in a condensed summer semester) so while I can provide general guidelines, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the quality of the time spent is even more important.

During the next 6 weeks of the Summer B 2021 term, you'll be expected to read the introductory page for each module, read between 3 and 5 scholarly articles, engage in a class discussion, and write a 250-500 word assignment. In Weeks 3-6, you'll also engage in creating a short research paper (5-6 pages) and begin submitting scaffolded assignments including a prospectus (topic), bibliography, outline, final paper, and a critique of another student's paper. All told I would plan on spending **5-6 hours per week** on this class. But please keep in mind, this is just an estimate, and that everyone read and writes at their own pace.

How do I get started in the course?

Read [Module 0 "Getting Started"](#) - it will tell you a little more about me and the course. Then complete the [brief graded discussion post](#). This is a simple "all or nothing" assignment. You'll receive full points if you simply post. This discussion will give me (and all of you) a chance to get to know each other as the class begins. It also fulfills UCF's academic activity requirement for the beginning of the session.

What are the course requirements?

Summary

This course begins on **June 28, 2021** and ends on **August 7, 2021**. Over this period, you will be expected to:

- complete the introductory discussion
- read weekly modules and associated web-based context
- read 3-4 scholarly articles per
- complete 5 weekly springboard discussions
- complete 5 weekly 25-500 word assignments
- complete a brief (5-6 page) scaffolded research paper

Modules

There are 7 (seven) modules in the course. [Module 0: Getting Started](#) is an introduction to the course and to me as your professor for the next 6 weeks. [The sixth module](#) contains the short research paper assignment. Modules 1-5 focus on a defining anthropological theme for the week. These themes include: Pilgrimage, Landscape, Discipline, Socialization, and Identity. In each learning module, you'll find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain any video mini-lectures that I might record. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are a critical component of this course. They are the primary means through which you'll learn the anthropological theory and method that you will need to complete the weekly assignments, and ultimately the brief research paper. I have carefully selected the readings, and other associated content, for each module. I have done my best not to overwhelm you with readings, and to provide you with articles/materials that use accessible language for this level of instruction. It is imperative that you read and engage with the assigned readings for the class.

Introductory Discussion

This is a [brief discussion](#) designed to acquaint us all with one another. It's available in [Module 0:](#)

[Getting Started](#), as well as other areas of our canvas course. **NOTE: Failure to complete this assessment will result in delay of financial aid disbursements.**

Weekly Springboard Discussions

Each week I'll ask you to engage in a discussion with your classmates about an aspect of Disney culture. The discussion prompts will ask you to reflect on your own experiences at WDW, FL in an effort to get you thinking about the larger theme for the week, and hopefully act as a springboard of ideas for your weekly assignment. **Discussions will be due Wednesday nights.** I'll begin the discussion by posting the prompt, but also answering it. This gives me a chance to engage with you all in an informal way, and for you to see where I'm coming from as well. You're required to engage in **5 discussions** and hoping they'll seem like more fun than work!

Weekly Assignments

Each week I'll ask you to write a brief (250-500 word) paper where you apply theory and method related to the week's defining theme, to an aspect of WDW culture of your choosing. Part your grade will depend on your engaging with, and specifically referencing, the readings for the week. You're required to complete **5 assignments** and **Assignments will be due Friday nights.**

Brief Research Paper

The brief research project for this class consists of 5 components: 1) a paper topic, 2) annotated bibliography, 3) outline, 4) final paper, and 5) a critique of another student's paper.

Paper Topic

The brief research paper is a chance for you to explore a topic of your choosing more in-depth than we've covered in the course. You're free to continue to explore one of the main themes in the class with different examples/variables, or to choose something entirely different (as long as the topic addresses some aspect of anthropology at WDW). For the prospectus, I'd like you to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis.

Annotated Bibliography

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 5

track throughout the research process, I will like you to submit an annotated bibliography of at least 5 sources prior to submitting the draft. Instructions for creating a bibliography will be appear in the assignment on webcourses.

Paper Outline

The paper must be a minimum of 5 pages in length, double-spaced, 12 pt. font, one-inch margins, with at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit an outline of your paper prior to the final due date. More details on the structure/content of the outline can be found in the assignment.

Final Paper

Noted above, the paper must be a minimum of 5 pages in length, double-spaced, 12 pt. font, one-inch margins, with at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions.

Paper Critique

You will be assigned one other student's paper draft to read and critique. You will be required to write a 1-2 page critique of your colleague's paper addressing the following topics: presence/strength of thesis, logic and argumentation, use of evidence to support assertions, structure, and style. I will provide you with further guidance as the due date approaches.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Introductory Discussion	5	1.75%
Springboard Discussion (5)	50	17.5%
Weekly Assignments (5)	50	17.5%
Paper Prospectus	20	7%
Paper Bibliography	20	7%
Paper Outline	20	7%

Final Paper	100	35%
Paper Critique	20	7%
Total	285	100%

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

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

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

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

What if I miss a due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed assignments will automatically be marked down 10% each day they are late.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please

provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

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

Is there Extra Credit?

There is no extra credit for this course.

I DO NOT offer extra credit for final grades. I also do not "round-up" scores that are on the edge of grades.

FINAL GRADES ARE FINAL.

Is the course accessible for students with disabilities?

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

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

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

... helping another violate academic behavior standards.

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

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

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

Why should I use WebCourses Inbox?

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

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

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

FM: partaymnstr18@gmail.com

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

Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website:

<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

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



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



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



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



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

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

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

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

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

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

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

What if there is an Emergency on campus?

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

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

<http://www.monster.com/education/ucf> <http://www.monster.com/education/ucf>, click on link from menu on left).

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

[You CAN Survive an Active Shooter](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)



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

What is the course module 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.

WEEK	TOPIC	READINGS	ASSIGNMENTS
Week	"I'm brushing up on looking down,	Knight 2014 (intro) ↓ (https://webcourses.ucf.edu/courses/1379191/files/86982862/download?download_fid=4) : Collection and Williams 2020 (ch 4)	Intro

0	"I'm working on my roar!"	download_frd=1 ; Callaghan and Williams 2020 (ch 1) ↓ (https://webcourses.ucf.edu/courses/1379191/files/86901278/download?download_frd=1)	Discu
Week 1	"Are you ready? Transformation central. Reformation central. Transmogrification central!": WDW as a Pilgrimage Center and Liminal Space	Moore 1980 ↓ (https://webcourses.ucf.edu/courses/1379191/files/86974899/download?download_frd=1) ; Knight 2014 (ch. 2) ↓ (https://webcourses.ucf.edu/courses/1379191/files/86974903/download?download_frd=1) ; Barros 2016 ↓ (https://webcourses.ucf.edu/courses/1379191/files/86974917/download?download_frd=1)	Discu Assig
Week 2	"I can show you the world, shining, shimmering, splendid": Landscape and Hyperreality	Baudrillard 1981 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87056299/download?download_frd=1) ; Eco 1986 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87061570/download?download_frd=1) ; Cypher and Higgs 1997 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87056304/download?download_frd=1) ; Tesler-Mabe 2017 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87056311/download?download_frd=1)	Discu Assig
Week 3	"Poor unfortunate souls, in pain, in need": Discipline and Social Control	Shearing and Stenning 1997 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87123755/download?download_frd=1) ; Huddleston et al. 2016 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87123758/download?download_frd=1) ; Wright 2006 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87123759/download?download_frd=1)	Discu Assig Prosj
Week 4	"This tradition is our mission": Socialization, Nationalism, and Nostalgia	King 1981 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87224394/download?download_frd=1) ; Francaviglia 1981 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87224393/download?download_frd=1) ; Fjellman 1992 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87224388/download?download_frd=1) ; Farrell 2017 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87224387/download?download_frd=1) ; Bemis 2020 ↓ (https://webcourses.ucf.edu/courses/1379191/files/87223950/download?download_frd=1)	Discu Assig Bibli

		https://webcourses.ucf.edu/courses/1379191/files/87273662/download?download_frd=1	
Week 5	"Don't let them in, don't let them see, be the good girl you always have to be": Individuals and Identities	Klugman et al. 1995 ↓ https://webcourses.ucf.edu/courses/1379191/files/87273662/download?download_frd=1 ; Reyers and Matusitz 2012 ; ↓ https://webcourses.ucf.edu/courses/1379191/files/87268782/download?download_frd=1 Enchanted Archives (Jungle Cruise) https://enchantedarchives.com/junglecruise); Enchanted Archives (Splash Mountain) https://enchantedarchives.com/brercritters); Sperb 2005 ↓ https://webcourses.ucf.edu/courses/1379191/files/87268914/download?download_frd=1	Discu Assig Outli
Week 6	Research Project		Final Critic

Course Summary:

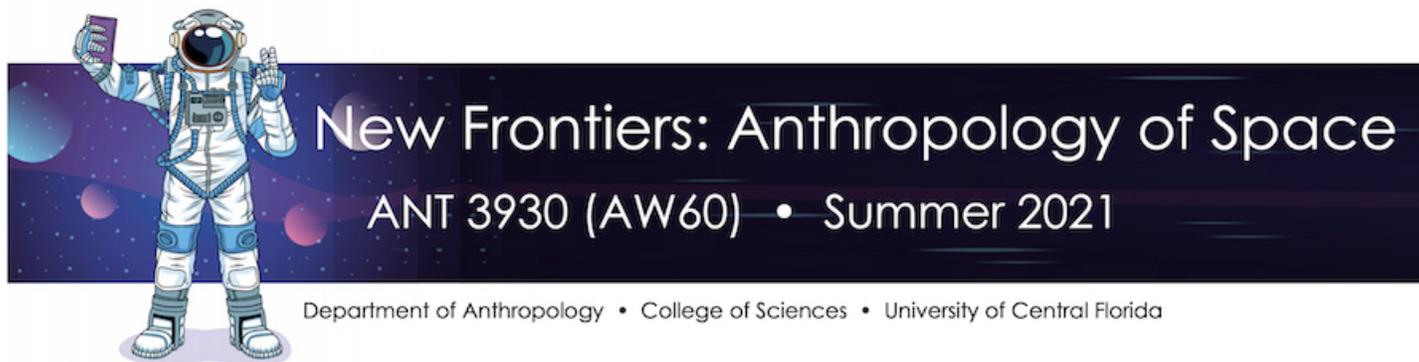
Date	Details	Due
Wed Jun 30, 2021	 DISCUSSION 0: Introduction https://webcourses.ucf.edu/courses/1379191/assignments/7121864	due by 11:59pm
	 DISCUSSION 1: The Merchandise of Pilgrimage https://webcourses.ucf.edu/courses/1379191/assignments/7125114	due by 11:59pm
Fri Jul 2, 2021	 ASSIGNMENT 1: WDW, FL as Pilgrimage Center https://webcourses.ucf.edu/courses/1379191/assignments/7125121	due by 11:59pm
Wed Jul 7, 2021	 DISCUSSION 2: Favorite Space at WDW https://webcourses.ucf.edu/courses/1379191/assignments/7129524	due by 11:59pm
Fri Jul 9, 2021	 ASSIGNMENT 2: Landscape and Hyperreality https://webcourses.ucf.edu/courses/1379191/assignments/7129525	due by 11:59pm

Date	Details	Due
Wed Jul 14, 2021	 DISCUSSION 3: Discipline at WDW (https://webcourses.ucf.edu/courses/1379191/assignments/7133033)	due by 11:59pm
Fri Jul 16, 2021	 ASSIGNMENT 3: Discipline and the Panopticon (https://webcourses.ucf.edu/courses/1379191/assignments/7133034)	due by 11:59pm
Fri Jul 16, 2021	 ASSIGNMENT: Paper Prospectus (https://webcourses.ucf.edu/courses/1379191/assignments/7140443)	due by 11:59pm
Wed Jul 21, 2021	 DISCUSSION 4: Dark Rides at WDW (https://webcourses.ucf.edu/courses/1379191/assignments/7138443)	due by 11:59pm
Fri Jul 23, 2021	 ASSIGNMENT 4: Socialization and Nationalism (https://webcourses.ucf.edu/courses/1379191/assignments/7138444)	due by 11:59pm
Fri Jul 23, 2021	 ASSIGNMENT: Annotated Bibliography (https://webcourses.ucf.edu/courses/1379191/assignments/7140440)	due by 11:59pm
Wed Jul 28, 2021	 DISCUSSION 5: Cast Member for a Day (https://webcourses.ucf.edu/courses/1379191/assignments/7147940)	due by 11:59pm
Fri Jul 30, 2021	 ASSIGNMENT 5: Individuals and Identities (https://webcourses.ucf.edu/courses/1379191/assignments/7147938)	due by 11:59pm
Fri Jul 30, 2021	 ASSIGNMENT: Paper Outline (https://webcourses.ucf.edu/courses/1379191/assignments/7140442)	due by 11:59pm
Wed Aug 4, 2021	 ASSIGNMENT: Final Paper (https://webcourses.ucf.edu/courses/1379191/assignments/7140486)	due by 11:59pm
Fri Aug 6, 2021	 ASSIGNMENT: Paper Critique (https://webcourses.ucf.edu/courses/1379191/assignments/7140441)	due by 11:59pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Course Information

Course Name: New Frontiers: Anthropology of Space
Course ID: ANT 3930 (AW60) / Summer 2021
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

Professor: **Dr. Lana Williams**
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Monday 1:00-2:30 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: **Alexandria Brock**
Main office: UCF Main Campus - Phillips Hall 309
Online Office: Thursday 9:00-10:00 AM EST via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [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

Examine the basic physiological, social and cultural challenges facing human space travel and settlement.

Prerequisite: ANT 2000 or equivalent (Please consult your academic advisor to determine how this course applies to your degree requirements)

What is this course about?

What do you see when you look up at the night sky? Generations of writers have explored the frontier of space with galaxy-spanning adventures of discovery and adventure, from generations ships to warp drives, and exploring new worlds to first contacts. Today, we are living in a reality of cutting-edge science, technological sophistication, and fact-based speculation for building self-contained environments in space, colonizing Mars, and much more.

In this course we will examine the possibilities of this new frontier and the consequences we may face through the process of settling, living, working and even touring around in space. To tackle this adventuresome endeavor (boldly going where few have gone before), we will use concepts in anthropology and aligned disciplines to examine how humanity may develop a sustainable civilization in outer space and the physical, social and cultural effects that may accompany exploration, exploitation, industrialization, entrepreneurship, tourism, and immigration.

What skills will I develop in this course?

You will be developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human space travel and settlement put forward in modern society. After successfully completing this course, you should be able to:

- Describe human understanding of the universe as a physical and imagined space changing through time and from person to person.
- Explain the basic categories anthropologists use to think about the world.
- Connect anthropological concepts and critical analysis to the study of scientific and technical concepts.
- Critically analyze scientific writing, news stories, fiction, and other media to evaluate how physical adaptations and social concepts might shape a future of living and working in space.

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

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

What textbooks will I need?

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

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through [my.ucf.edu \(http://my.ucf.edu\)](http://my.ucf.edu) and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online

learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online \(https://cdl.ucf.edu/support/student/knights-online/\)](https://cdl.ucf.edu/support/student/knights-online/) has excellent resources to assist you in being successful when working in a 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 space exploration and settlement through space technology, biological anthropology and human sociocultural interactions – 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 6 weeks of the Summer A 2021 term, you should expect to spend around **six hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four hours each week for 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 Mondays from 1:00-2:30pm EST**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Summer A 2021 semester begins on **MAY 17, 2021** and ends on **JUN 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 10 of 12 Quizzes (two lowest scores are dropped);
- submit 3 Reading Discussion assignments;
- submit a 5-minute “living in space” Newscast Presentation (relevant self-selected topic);
- submit 2 online 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 online students on how to be successful in in this class.

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: Countdown to Ignition Quiz](#) the COURSE INTRO: Things You Should Know by **11:59pm EST on MAY 20, 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
Req Activity (1) & Reading Discussions (3)	40	25%
Quizzes (10)	100	25%
Newscast Presentation Project (1)	60	20%
Exams (2)	200	30%
<i>Total Possible</i>	<i>400</i>	<i>100%</i>

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

- **Required Activity:** You will need to participate in an introductory quiz as a university-required academic activity. In the activity, you will answer questions concerning some commonly referenced facts and fables about human space exploration. **No prior knowledge is expected** and you will receive full credit for completing the activity. **This score cannot be dropped**

from your quizzes grade.

- **Graded Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice, true-false and fill-in questions. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 12 possible quiz grades when calculating your final grade.
- **Reading Response Discussions:** These short online discussion activities are designed to help you think critically and formulate an informed opinion and reflect on possible impacts of living, working and settling in a space environment. **You are required to participate in and submit all 3 Reading Response discussion assignments** located in the learning modules.
- **Newscast Presentation Project:** This oral and media report provides you with an opportunity to present a short (5-7 minutes) “newscast” report on an approved self-selected topic relevant to the course. **You are required to submit a topic approval statement, topic outline, a final presentation, and two short reviews of peer presentations** in completing this assignment.
- **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 are non-cumulative and will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit 2 online exams** located in the learning modules.

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

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

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?

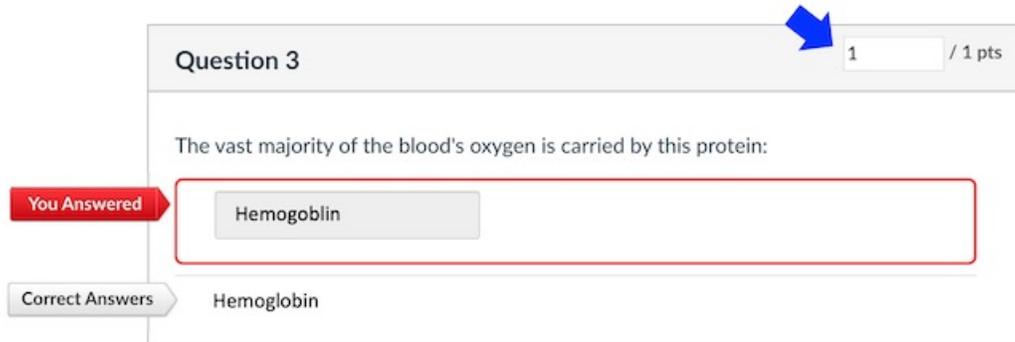
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances,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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, 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 four days 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 \(https://scs.sdes.ucf.edu/services/\)](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).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf).

What are the COVID-related requirements at UCF?

Notice of Changes to Course Modality

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

Illness Notifications

Students who believe they may have a COVID diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students **should not come to campus** if they:

- are ill and/or experiencing any symptoms of COVID.
- have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID symptoms.

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

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

Accessibility COVID Supplement

Accommodations may need to be added or adjusted should this course shift in format or scheduling due to COVID pandemic conditions. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses if this occurs.

Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, **I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed.** I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, **this does not mean that I will not hold you accountable**, especially in terms of class attendance, participation, and contributions. Therefore, I ask that you **inform me in writing** (via email or WebCourses Inbox message) of any class absences and/or missed or late assignments impacted by the challenges faced in this pandemic.

What academic support resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support](#)

[Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled.

These include:

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

What non-academic support resources are available to me?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com \(http://ucfcares.com\)](http://ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate.

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu \(mailto:ucfcares@ucf.edu\)](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 08:00am EST and 05:00pm EST. by calling 407-823-5607. **If you are in immediate distress**, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

How is respect for diversity and inclusion maintained?

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

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

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

How is academic integrity maintained?

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

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

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

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

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

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

Date	Details	Due
Thu May 20, 2021	 REQUIRED ACTIVITY: Countdown to Ignition Quiz (https://webcourses.ucf.edu/courses/1379164/assignments/7072252)	due by 11:58pm
	 QUIZ 1: Culture and Cosmology (https://webcourses.ucf.edu/courses/1379164/assignments/7072256)	due by 11:59pm
Fri May 21, 2021	 DISCUSSION 1: No More Frontiers? (https://webcourses.ucf.edu/courses/1379164/assignments/7072270)	due by 11:59pm
Sat May 22, 2021	 QUIZ 1: Culture and Cosmology (https://webcourses.ucf.edu/courses/1379164/assignments/7072256) (3 students)	due by 11:59pm
	 QUIZ 2: Space Place (https://webcourses.ucf.edu/courses/1379164/assignments/7072257)	due by 11:59pm
Thu May 27, 2021	 QUIZ 3: Seeing Earth (https://webcourses.ucf.edu/courses/1379164/assignments/7072258)	due by 11:59pm
Fri May 28, 2021	 DISCUSSION 2: (https://webcourses.ucf.edu/courses/1379164/assignments/7072271)	due by 11:59pm
Sat May 29, 2021	 QUIZ 4: Alien Other (https://webcourses.ucf.edu/courses/1379164/assignments/7072260)	due by 11:59pm
Sun May 30, 2021	 PROJECT 1: Newscast Topic (https://webcourses.ucf.edu/courses/1379164/assignments/7072273)	due by 11:59pm
Thu Jun 3, 2021	 QUIZ 5: Space Identity (https://webcourses.ucf.edu/courses/1379164/assignments/7072261)	due by 11:59pm

Date	Details	Due
Sat Jun 5, 2021	 QUIZ 6: Material Culture https://webcourses.ucf.edu/courses/1379164/assignments/7072262	due by 11:59pm
Sun Jun 6, 2021	 EXAM 1 (https://webcourses.ucf.edu/courses/1379164/assignments/7072277)	due by 11:59pm
Wed Jun 9, 2021	 PROJECT 2: Newscast Framework https://webcourses.ucf.edu/courses/1379164/assignments/7072274	due by 11:59pm
Thu Jun 10, 2021	 QUIZ 7: Hominins in Space https://webcourses.ucf.edu/courses/1379164/assignments/7072263	due by 11:59pm
Sat Jun 12, 2021	 QUIZ 8: Space Resources https://webcourses.ucf.edu/courses/1379164/assignments/7072265	due by 11:59pm
Mon Jun 14, 2021	 PROJECT 3: Newscast Presentation https://webcourses.ucf.edu/courses/1379164/assignments/7072275	due by 11:59pm
Wed Jun 16, 2021	 DISCUSSION 3 https://webcourses.ucf.edu/courses/1379164/assignments/7072272	due by 11:59pm
Thu Jun 17, 2021	 QUIZ 9: Future Artifacts https://webcourses.ucf.edu/courses/1379164/assignments/7072266	due by 11:59pm
Sat Jun 19, 2021	 QUIZ 10: Great Migration https://webcourses.ucf.edu/courses/1379164/assignments/7072267	due by 11:59pm
Wed Jun 23, 2021	 PROJECT 4: Newscast Reviews https://webcourses.ucf.edu/courses/1379164/assignments/7072276	due by 11:59pm
Thu Jun 24, 2021	 QUIZ 11: Permanent Settlement https://webcourses.ucf.edu/courses/1379164/assignments/7072268	due by 11:59pm
Sat Jun 26, 2021	 QUIZ 12: New Visions https://webcourses.ucf.edu/courses/1379164/assignments/7072292	due by 11:59pm
Sun Jun 27, 2021	 EXAM 2 (https://webcourses.ucf.edu/courses/1379164/assignments/7072293)	due by 11:59pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Forensic Anthropology

ANT 4521 • 3 credit hours

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

ANT4521 (AW60) • Dr. Sandra Wheeler • 3.0 Credit Hours
Fully Online for Summer A 2021!

Professor Contact

Professor: [Dr. Sandra Wheeler \(https://sciences.ucf.edu/anthropology/people/wheeler-sandra/\)](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)

Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769

Office hours: Tuesdays 12-1:30pm in Chat for online office hours and by private appointment via Zoom

Contact: [Sandra.Wheeler@ucf.edu \(mailto:Sandra.Wheeler@ucf.edu\)](mailto:Sandra.Wheeler@ucf.edu) or
Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Stephanie Fuehr

Office hours: TBA Online in Chat for online office hours

Contact: Inbox or Discussions

For an full list of readings and due dates by module [click here for the Course Schedule snapshot](#). For the most up-to-date information on due dates, check the Course Summary at the end.

Syllabus Quick Links

- [Course Description](#)
- [Learning Objectives](#)
- [Required Texts](#)
 - [Recommended Resources](#)
 - [Grading Scale](#)
 - [Student Evaluation](#)
- [Make-Up Work](#)
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 - [Religious Observances](#)
- [Copyright and FERPA](#)

University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

We will explore these various topics through audio lectures, assigned readings, written exercises, and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced on Webcourses.

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 Webcourses 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.

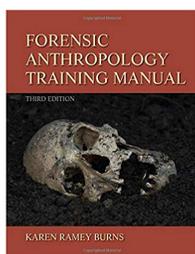
Learning Objectives

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

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Text (pssst... there isn't one!)

There are NO REQUIRED TEXTS for this course. I will provide you required readings electronically on Webcourses. Woo! However, if you are interested in this subject, I **recommend** the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.



Forensic Anthropology Training Manual

Author: Karen Ramey Burns

Edition: 3rd

Publisher: Routledge

Year: 2013

ISBN: 978- 0205022595

RECOMMENDED ONLY; NOT REQUIRED

Recommended Resources

Professional Organizations

American Association of Forensic Science: <https://www.aafs.org/> (<https://www.aafs.org/>)

American Board of Forensic Anthropology: <http://theabfa.org/> (<http://theabfa.org/>)

Defense POW/MIA Accounting Agency (DPAA): <https://www.dpaa.mil/> (<https://www.dpaa.mil/>)

Orange County Medical Examiner's Office: <https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0luHt7nUI>
<https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0luHt7nUI>

Indiana State Coroners Training Board: <https://www.in.gov/ctb/> (<https://www.in.gov/ctb/>)

FLorida UnIdentified Decedents DataBase (FLUIDDB): <http://fluiddb.com/> (<http://fluiddb.com/>)

Forensic Anthropology Research Facilities (in North America)

Applied Anatomical Research Center (AARC)-Sam Houston State University: <https://www.shsu.edu>

[/centers/aarc/ \(https://www.shsu.edu/centers/aarc/\)](https://www.shsu.edu/centers/aarc/)

Complex for Forensic Anthropology Research (CFAR)-Southern Illinois University, Carbondale:

[https://cola.siu.edu/anthro/cfar/ \(https://cola.siu.edu/anthro/cfar/\)](https://cola.siu.edu/anthro/cfar/)

Forensic Anthropology Center (FAC)-University of Tennessee: <https://fac.utk.edu/>

[\(https://fac.utk.edu/\)](https://fac.utk.edu/)

Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:

<https://www.txstate.edu/anthropology/facts/labs/farf.html> [\(https://www.txstate.edu/anthropology/facts/labs/farf.html\)](https://www.txstate.edu/anthropology/facts/labs/farf.html)

Forensic Investigation Research Station (FIRS)-Colorado Mesa University:

<https://www.coloradomesa.edu/forensic-investigation-research-station/index.html>

[\(https://www.coloradomesa.edu/forensic-investigation-research-station/index.html\)](https://www.coloradomesa.edu/forensic-investigation-research-station/index.html)

Forensic Osteology Research Center (FOREST)-Western Carolina University: <https://www.wcu.edu>

[/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx](https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx) [\(https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx\)](https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx)

Forensic Research Outdoor Station (FROST)-Northern Michigan University: <https://www.nmu.edu>

[/frost/home](https://www.nmu.edu/frost/home) [\(https://www.nmu.edu/frost/home\)](https://www.nmu.edu/frost/home)

The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:

<https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors> [\(https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors\)](https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors)

University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training):

<http://forensics.usf.edu/> [\(http://forensics.usf.edu/\)](http://forensics.usf.edu/)

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%				

Important Things About Your Grade!

This course is a requirement for some [Criminal Justice-oriented certificates \(http://catalog.ucf.edu/preview_program.php?catoid=14&poid=6389&returnto=1200\)](http://catalog.ucf.edu/preview_program.php?catoid=14&poid=6389&returnto=1200). 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	15%	Complete 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	15%	Complete 4 of 6 exercises applying various methods in forensic anthropology
Quizzes	10%	Complete 2 quizzes
Exams	60%	Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions

Attendance: This is a **fully online course!** As such you are expected to **log in every weekday** to complete the assigned online activities but I will not take attendance.

Case Study Responses: I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** 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 responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions; one is a human osteology quiz, the other is a skeletal trauma quiz. There are no make ups for these quizzes so make sure you take them during their assigned times (also see section on make-up work)!

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 and are based on all the material presented online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final exam period.**

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 little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), 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/> (<https://scs.sdes.ucf.edu/services/>)

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 Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the [UCF Knights Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester**. Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

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.

What is the 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"> • Exams (3) close by 11:59pm • Quizzes due by 11:59pm • Assignments due by 11:59pm 	<ul style="list-style-type: none"> • Start review of module pages 	<ul style="list-style-type: none"> • Read required readings 	<ul style="list-style-type: none"> • Watch any video or media in modules • Review notes and readings 	<ul style="list-style-type: none"> • Review posted lectures 	<ul style="list-style-type: none"> • Quizzes and exams open at 8am 	<ul style="list-style-type: none"> • Dance

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! You should be logging into your courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

Over the course of this semester, you will be expected to:

- Listen to all audio lectures and complete online content
- Read and watch all posted materials
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class!

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

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 and quizzes, so you have to stay on top of this. Second, if you email me or your GTA using your Knights account, include **ANT 4521 or Forensic Anthropology** 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.

Getting Started Information: 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](#)**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact

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

Academic Responsibility and Integrity

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!

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

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

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

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

Academic Integrity: 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). It may also be subject to appropriate referral to the UCF [Office of Student Conduct \(http://osc.sdes.ucf.edu/\)](http://osc.sdes.ucf.edu/) for further action. See [UCF Golden Rule \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) and the [UCF Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc)

for more 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. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a [Z grade](http://integrity.sdes.ucf.edu/zgrade/)** (<http://integrity.sdes.ucf.edu/zgrade/>). 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.

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. 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 in class, on the Discussion boards, assignments or other areas of the 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> (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>)

Campus Safety (if you are on campus)

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

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

finding safety in case of an emergency.

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

Student Accessibility Services

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.

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.

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

Copyright

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

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. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced in class or through Webcourses. Due dates for assignments can be found in the table below.

Course Summary:

Date	Details	Due
Fri May 21, 2021	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1378815/assignments/7039594)	due by 5pm

Date	Details	Due
Sun May 23, 2021	 Case Study 1: Osteology vs Autopsy Findings https://webcourses.ucf.edu/courses/1378815/assignments/7039595	due by 11:59pm
	 Investigate This 1! AAFS and Boards https://webcourses.ucf.edu/courses/1378815/assignments/7039601	due by 11:59pm
	 Quiz 1: Osteology https://webcourses.ucf.edu/courses/1378815/assignments/7039593	due by 11:59pm
Sun May 30, 2021	 Exam 1 https://webcourses.ucf.edu/courses/1378815/assignments/7039589	due by 11:59pm
	 Case Study 2: Hard and Soft Tissue Injury https://webcourses.ucf.edu/courses/1378815/assignments/7039596	due by 11:59pm
	 Investigate This 2! Anatomical Directions & Skeletal Inventory https://webcourses.ucf.edu/courses/1378815/assignments/7039602	due by 11:59pm
Sun Jun 6, 2021	 Case Study 3: Trophy Heads https://webcourses.ucf.edu/courses/1378815/assignments/7039597	due by 11:59pm
	 Investigate This 3! Dead Heads and Bones https://webcourses.ucf.edu/courses/1378815/assignments/7039603	due by 11:59pm
Sun Jun 13, 2021	 Exam 2 https://webcourses.ucf.edu/courses/1378815/assignments/7039591	due by 11:59pm
	 Case Study 4: Race, Sociocultural Context and	due by 11:59pm

Date	Details	Due
	Ancestry (https://webcourses.ucf.edu/courses/1378815/assignments/7039598)	
	 Investigate this 4! Determining Sex (https://webcourses.ucf.edu/courses/1378815/assignments/7039604)	due by 11:59pm
	 Case Study 5: Daubert (https://webcourses.ucf.edu/courses/1378815/assignments/7039599)	due by 11:59pm
Sun Jun 20, 2021	 Investigate This 5! Dental Age Determination (https://webcourses.ucf.edu/courses/1378815/assignments/7039605)	due by 11:59pm
	 Quiz 2: Trauma (https://webcourses.ucf.edu/courses/1378815/assignments/7039592)	due by 11:59pm
	 Case Study 6: Human Rights (https://webcourses.ucf.edu/courses/1378815/assignments/7039600)	due by 11:59pm
Sun Jun 27, 2021	 Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1378815/assignments/7039590)	due by 11:59pm
	 Investigate this 6! Skeletal Trauma (https://webcourses.ucf.edu/courses/1378815/assignments/7039606)	due by 11:59pm

Course Schedule Snapshot: Readings and Due Dates

ANT4521 Required Readings and Due Dates, Summer A 2021

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module.

Module	Topic and Readings	Due Dates
Module 1	Introduction to Forensic Anthropology Required Readings: <ul style="list-style-type: none"> • A history of forensic anthropology. DH Ubelaker. • Cadaver use at the University of Tennessee’s Anthropological Research Facility. Shirley et al. • Joint POW/MIA Accounting Command’s Central Identification Laboratory. Holland et al. 	Getting Started Quiz due MAY 21 Investigate This 1! MAY 23 Case Study 1 due MAY 23
Module 2	Osteology and Terminology Required Readings: <ul style="list-style-type: none"> • Collecting skeletal remains. Dupras et al. • Review chapters 2-11 in optional text • Use class notes 	Quiz 1 available MAY 21 to MAY 23
Module 3	Non-Forensic Skeletal Remains Required Readings: <ul style="list-style-type: none"> • Determining the forensic significance of human remains. JJ Schultz. • A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al. • Review chapters 12, 16 in optional text 	Investigate This 2! MAY 30 Case Study 2 due MAY 30

<p>Exam 1 (Available Online at 8am on FRIDAY MAY 28 and closes at 11:59pm EST on SUNDAY MAY 30)</p>		
<p>Module 4</p>	<p>Organizations & Death Investigation Systems</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti. • Evidentiary standards for forensic anthropology. Christensen and Crowder • Review relevant pages in chapter 14 in optional text 	
<p>Module 5</p>	<p>Initial Examination & Forensic Anthropology Reports</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • The working forensic anthropology laboratory. Walsh-Haney et al. • Posted articles in Webcourses • Review relevant pages in chapters 3, 8, 13, 14 in optional text 	<p>Investigate This 3! JUN 6</p> <p>Case Study 3 due JUN 6</p>
<p>Module 6</p>	<p>Developing a Biological Profile</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Posted articles in Webcourses • Metric methods for the biological profile in forensic anthropology: Sex, ancestry, and stature. Spradley. • Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text 	
<p>Exam 2 (Available Online at 8am on FRIDAY JUN 11 and closes at 11:59pm EST on SUNDAY JUN 13)</p>		
<p>Module 7</p>	<p>Trauma</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Analysis of skeletal trauma. Langley. 	<p>Investigate This 4! JUN 13</p> <p>Case Study 4 due JUN 13</p>

	<ul style="list-style-type: none"> • Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command – Central Identification Laboratory. Emanovsky. • Review relevant pages in chapter 13 in optional text 	<p>Quiz 2 available JUN 18 to JUN 20</p>
Module 8	<p>Personal Identification</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Methods of personal identification. Christensen AM and Anderson. • Review relevant pages in chapter 13 in optional text 	<p>Investigate This 5! JUN 20</p> <p>Case Study 5 due JUN 20</p>
Module 9	<p>Forensic Taphonomy</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Taphonomic bone staining and color changes in forensic contexts. Dupras and Schultz. • Forensic Taphonomy. Pokines and Tersigni-Tarrant. • Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell. 	<p>Investigate This 6! JUN 27</p> <p>Case Study 6 due JUN 27</p>
<p>Exam 3 (Available Online at 8am on FRIDAY JUN 25 and closes at 11:59pm EST on FRIDAY JUN 27)</p>		

ANT 4932: Archaeological Field School in the Ocala National Forest



Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Phone: 407-205-8915

Email: Use WebCourses Mail

Catalog Description

Field experience in an appropriate educational setting under the direction of a supervising teacher and/or university supervisor.

Required Texts

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

Course Description

This field school is managed by Dr. Edward González-Tennant and is a part of the UCF-USFS Ocala National Forest partnership. Students will learn traditional and advanced surveying methods, how to conduct pedestrian surveys, standard archaeological excavation techniques, and how to identify, catalogue, and analyze artifacts. These skills are highly valued in the cultural resources management industry and by state and federal agencies. This is a face-to-face course meeting four days each week (see weekly schedule below). COVID-related safety measures remain in effect. Archaeology fieldwork normally consists of social distancing, and for those portions that do not (e.g., morning briefings) students will take proper precautions (e.g., wear facemasks, remain 6' apart). Students must have their own transportation and are expected to

drive to the field locations each day. Archaeological fieldwork can be physically intensive, and all participants will complete a Field Research Health Form prior to the start of the field school.

Student Learning Objectives

- Students will learn the practical differences between Phase I, II, and III archaeological field projects.
- Students will increase their understanding and appreciation of the discipline of archaeology as practiced in North American contexts, with particular emphasis on cultural resources management, contract archaeology, and federal agencies.
- Students will develop skills related to a variety of field methods and techniques.
- Students will learn to evaluate archaeological data in its field context and relation to local archaeological and historical knowledge.
- Students will learn about updated records associated with previously documented heritage resources (e.g., FMSF files).

Clothing, Field Equipment, and Supplies

Summer months are hot in Florida, more so when digging under the sun. Please wear light, loose summer clothing. Everyone should wear long pants and appropriate tops (e.g., no tank tops). Bring at least two liters of water, and more if you can. Bring sufficient insect repellent, sunscreen, hat, and any prescription or over-the-counter medications you take on a routine or daily basis. Notify the instructor if you will have medication to the field. Bring a lunch. Pack whatever you like, but we will not have access to a kitchen or other facilities.

Bathroom breaks are allowed, but toilet facilities may not be present. Students will respect one another's need to relieve themselves. No jokes, peeking, or other inappropriate behavior will be tolerated. Failure to follow this will result in immediate dismissal and failure of the course.

Shovels, screens, GPS units, walkie talkies, and forms will be provided. You may wish to purchase the following equipment to begin building your own "dig kit": ~6 inch triangular trowel; compass (orienting style; liquid filled, with azimuth ring); folding rule (metric); tape measure (3 meters; locking; metric); root clippers; line level (spirit level); camera (film or digital, for personal use).

Use the following chart when thinking about the above. It lists potential hazards and appropriate precautions and/or actions. We will follow this every day in the field.

Hazard	Precautions and/or Actions
Falling Objects	<ol style="list-style-type: none">1. Be aware of hazards above you, situational awareness.2. Wear hard hat if over head hazards are present.3. Avoid walking under hazardous trees (snags, widowmakers,etc).
Slips and Falls	<ol style="list-style-type: none">1. Be aware of hazards on the ground, look before you step.2. Wear high-top boots with a non-slip soles.

- | | |
|------------------|---|
| Gunshots | <ol style="list-style-type: none"> 1. During hunting season, wear highly visible clothing (orange). 2. Make contact with hunters on the road before entering woods. 3. Avoid working in area if possible. |
| Poisonous Snakes | <ol style="list-style-type: none"> 1. Educate yourself with local venomous snakes. 2. Stay alert of hazards on the ground, look before you step. 3. Wear long pants, protective clothing, & high-top slip-resistant soles. 4. Remain calm & seek immediate medical care. |
| Poisonous Plants | <ol style="list-style-type: none"> 1. Learn to identify and avoid poisonous plants. 2. Wear long pants, high-top boots, & vinyl or leather gloves. 3. Come into contact, clean skin with cleanser (Tecnu). 4. Avoid rubbing face & eyes with exposed clothing. |
| Heat Illnesses | <ol style="list-style-type: none"> 1. Take frequent rest breaks during hot weather. 2. Consume water frequently to avoid dehydration. 3. Avoid strenuous activities during hottest time of the day. 4. Monitor coworkers. |
| Insects | <ol style="list-style-type: none"> 1. Wear long pants and high-top slip-resistant soles. 2. Wearing a long-sleeve shirt, avoid scratching insect bites to the skin. 3. Apply insect repellent to clothing the night before. 4. Individuals allergic to insect bites should carry their treatment kit. 5. Monitor co-workers. |
| Sunburn | <ol style="list-style-type: none"> 1. If area is cleared of overhead hazards, wear light cool brim or sunhat to protect head from direct sunlight. 2. Wear sunscreen. 3. Wear long pants. 4. Wearing long sleeve shirt is recommended. |
| Abrasions | <ol style="list-style-type: none"> 1. Wear long pants & high top boots with non-slip soles. 2. Wearing long sleeve shirt is recommended. 3. Wear leggings or brush pants when traveling through thick brush or briars. 4. Seek medical treatment. |
| Lightning | <ol style="list-style-type: none"> 1. First signs of thunderstorm build-up in the area, start seeking shelter. 2. If there are no vehicles or structures in the area, crouch in an area of low trees (plantation, etc). 3. Avoid open fields & tall trees. 4. Monitor weather, allow enough time to seek shelter. |

Social Media Posting Policy

Students are encouraged to take photos and share them with one another and/or via social media sites. DO NOT post photos of sensitive features. This includes geotagged photos of excavations. If in doubt, ask the instructor.

Grading

Grades will be determined from the following:

Participation	50 possible points
Field Journal & Forms	40 possible points
Final Paper	10 possible points

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

Breakdown of Grading

Participation: While in the field, students agree to behave respectfully towards one another, the instructor, and USFS staff. Failure to do so will result in a warning, and repeated unprofessional behavior will result in point reductions and/or expulsion. In addition, attendance is mandatory. A field school requires that student be present every day. Each missed day will result in a 5% reduction of your grade. Since field work cannot be made up, there are no excused absences. The instructor will consider excusing absences only in the most extreme of situations (and will require official documentation). Students will be graded on their timeliness arriving at the field site each day. Repeated and excessive lateness will result in a reduction of points. Field schools require a firm and reliable commitment from all participants to be successful.

Forms & Field Journal: Students will correctly fill out forms related to fieldwork. Forms and instructions will be provided in the field. Students will also maintain a field journal (provided). These will be gathered at the end of each week and returned the following week with comments by the instructor. Failure to keep good notes will result in point reductions. Instructions and examples of notebook entries will be provided.

Final Paper: Students will write a 5-6 page final reflection paper. Details will be provided during the semester and students will have 1+ weeks to complete this assignment.

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 B-, C-, or D- grades. I DO assign A- grades.

A = 94-100	A- = 90-93.9
B+ = 87-89.9	B = 80-86.9
C+ = 77-79.9	C = 70-76.9

D+ = 67-69.9 D = 60-66.9
F = 59.9 and below

Extra Credit Opportunities

There are no extra credit opportunities in this course.

Sexual Harassment and/or Violence Statement

It is the policy of UCF to provide a productive and comfortable environment for its students, faculty, and staff, free from harassment or intimidation that is connected to offensive sexual or discriminatory conduct. All participants in this internship have rights and protection under the law. This internship has a ZERO TOLERANCE policy for sexual harassment and/or sexual violence. Sexual assault is a criminal offense and should be reported to the local law enforcement authorities as well as a [Title IX officer at UCF](#). All participants will abide by Section 703 of Title VII of the 1964 Civil Rights Act, which states:

"Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (emphasis is ours)."

Unwanted sexual advances are not the only form of harassment, as the previous quote makes clear. Offensive jokes and comments are also capable of interfering with healthy fieldwork cultures, even if the speaker does not intend a harmful impact.

Reporting Complaints - Muckle (2014) makes the point that multiple clear lines of reporting should be available, and preferably with both male and female authorities available so that no female crew member, for example, is required to report a complaint about sexual harassment, assault, or offensive work environment to a male on the project, and vice versa. If you do not feel comfortable reporting to Dr. González-Tennant, please report to Dr. Sandra Wheeler (Sandra.Wheeler@ucf.edu).

Finally, all students agree with the following:

- Participants will not tell sexually explicit jokes or use sexually explicit language.
- Participants will avoid inappropriate touching of one another.
- Participants will only refer to one another professionally and by name.
- Participants will not discuss a co-worker with fellow students in a sexual manner.
- Students will not wear clothing containing sexual images or statements.

Contacting the Instructor

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

In addition, a Discord server will be set up by the instructor. Feel free to use this at any time during the field school. DO NOT invite non-field school individuals to join.

Addressing Me

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

Semester Calendar

Week 1

Topic: Introduction & Fieldwork Week 1

Days of Week: Monday - Thursday

Assignment: [Week 1 Quiz](#); [Forms and Daily Field Journal](#)

Week 2

Topic: Fieldwork Week 2

Days of Week: Tuesday - Friday

Assignment: [Forms and Daily Field Journal](#)

Week 3

Topic: Fieldwork Week 3

Days of Week: Tuesday - Friday

Assignment: [Forms and Daily Field Journal](#)

Week 4

Topic: Fieldwork Week 4

Days of Week: Monday – Friday (yes, 1 extra day)

Assignment: [Forms and Daily Field Journal](#)

Week 5

Topic: Work on Final Paper

Assignment: None, work on final papers.

Week 6

Topic: Work on Final Paper

Assignment: [Final Papers](#) Due Wednesday at 5pm.

Important UCF Dates for Summer A 2021

August 28, 2020 - Last Day to Drop and Request Full Refund
August 28, 2020 - Drop/Swap Deadline
August 28, 2020 - Add Deadline
October 30, 2020 - 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 . 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](#). 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

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 in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>.
- 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.