

ANG5486: Quantitative Research in Anthropology
Fall 2021 (3 credits)
Tuesdays, 6:00-8:50pm
Location: PSY 0110
Mode: P

Instructor Information:

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

Office: HPH309

Office Phone Number: 407-823-0951

Office Hours: Tuesdays and Thursdays, 12:15-1:45pm through Zoom, or by appointment

E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:

- *Quantitative Methods in Archaeology Using R*. David L. Carlson. ISBN: 978-1-107-65557-7. (Available for complete download through the library.)
- *The Book of R: A First Course in Programming and Statistics*. Tilman M. Davies.
- Additional readings will be provided through Webcourses@UCF.

Required Technology:

- R (<https://cran-r-project.org>).
- R Studio (<https://rstudio.com/products/rstudio/download/>).
- Access to Webcourses@UCF

Course Requirements:

- 10 lab assignments
- 9 article discussions
- 1 research project

Course Description:

Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small sample sizes.

Course Objectives:

Students will:

- 1) Learn how to use the R statistical software for calculating univariate statistics and begin building skills at writing functions for statistical application.
- 2) Learn basic statistical principles.
- 3) Learn univariate statistical techniques for sample summaries, analysis, and data treatment.
- 4) Critically examine methodology, interpretations, and presentation of anthropological research.
- 5) Carry out and present quantitative projects.

Grading: Grades will be posted to Webcourses@UCF based on the following:

1. Homework Assignments: There are 10 assignments throughout the semester, each worth 25 points. These will allow you to practice the material learned in lecture. These will be online and require use of R to answer the questions. You will provide both the answers obtained and the code used to obtain it. These assignments must be completed using R Markdown. Each assignment is due by the beginning of class (1:00 pm) and must be submitted on Webcourses@UCF.
 - i. End-of-Semester Project: This will consist of three primary components: data analysis (100 points), a research presentation (100 points), and a write-up (100 points). You may use either 1) your own data, 2) a dataset provided to you by a faculty member (great opportunity to get involved on research projects; however, the faculty member **MUST** know and have provided written permission for data to be used as a part of this class), or 3) an open-source dataset. Using the techniques learned in class, you must carry out a research project, consisting of preparing data for analysis, conducting statistical treatments, and carrying out interpretations. The 15-minute presentation (November 30th) will be conducted as if you are at a conference. Additionally, you must submit a write-up formatted as if submitting a journal article (i.e., an abstract, introduction, materials and methods, results, discussion and conclusions, and references) and your R output (December 7th). More detailed instructions for this assignment will be given in class and provided on Webcourses@UCF, along with grading rubrics for each component of the assignment.
 - ii. You must have a selected dataset by September 11th (10 points) and a chosen research question and hypotheses by October 2nd (10 points).
 - iii. The week of October 19th there will be a required check-in where, at minimum, you must present your data, questions, hypotheses, plan for analysis, and descriptive statistics.
 - iv. You must submit an abstract (no longer than 250 words) of your project by November 9th. My comments will be returned to you no later than November 16th. Your revisions will be due November 23rd. These abstracts should be an accurate summary of your research and will be collected into “conference proceedings” that will be distributed to the class before presentations on the 30th.
2. Reading Assignments: There will be nine (9) required reading assignments, with a set of questions that should be answered each week for each article (see schedule for additional notes). These questions must be answered and submitted before class the following week. How you address these questions is up to you: 1) short notes, like a bulleted list, written into Webcourses@UCF or uploaded; 2) notated/highlighted pdfs specifying how your notes address each question; 3) flow charts and diagrams; or 4) another method that works well in answering the questions. These will assist in improving critical reading of quantitative research and help to facilitate class discussions.

Assignment	Percentage of Grade (Points)
10 Assignments	25.00% (20 points each)
9 Article Discussions	22.50% (20 points each)
Data Selection	1.25% (10)
Research Question Selection	1.25% (10)
Check-in	6.25% (50)
Abstract	6.25% (50)
Research Presentation	12.50% (100)
Research Paper	12.50% (100)
R Output	12.50% (100)
Total	100.00% (800)

A: 92.51-100

A-: 90-92.5

B+: 87.5-89

B: 82.5-87.49

B-: 80-82.49

C+: 77.5-79

C: 72.5-77.49

C-: 70-72.49

D+: 67.5-69

D: 62.5-67.49

D-: 60-62.49

F: 59 and below

Classroom Policies:

- Classroom periods are designed to allow for instruction on statistical concepts, critical discussion regarding the readings, and connection of these topics to broader anthropological questions. Therefore, questions, abstract thinking, and critical analysis is encouraged. Critical evaluation of the implications of these statistics, the appropriateness and ethical considerations are also important for robust methodologies.
- We will discuss a range of topics that may involve critical and important sociopolitical issues. *Scientific* discussion is acceptable; however, this class is an academic *safe space*. This means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals (or to oneself) and will result in ejection from the class.* The value, equality, and respectful treatment of human life and variation are embraced in and fundamental to anthropology.
- All communication will be done either through Webcourses@UCF or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.

Financial Aid Requirement:

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

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, August 27th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

POLICIES

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

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

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

Notifications in Case of Changes to Course Modality:

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

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

COVID-19 and Illness Notification:

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

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

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

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

In Case of Faculty Illness:

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

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.

Statement Regarding Masks and Vaccinations

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

Zoom:

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

Things to know about Zoom:

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

Academic Integrity:

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility:

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

Campus Safety:

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

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

Deployed Active Duty Military Students:

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

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

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

You will have one week to make-up a missed assignment for at least a 10% penalty (barring an excused absence). Beyond one week, no make-ups will be allowed. No make-ups allowed beyond December 7th at 9:50pm

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>>.

In-class Recording

Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not

limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. It will be made explicit when lectures have begun and ended. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

Diversity and Inclusion:

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

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

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

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

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



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

Week	Day	Topic	Reading			Assignment
			C*	D**	Articles	
1	Aug 24	Introduction to course and R		Introduction, A, B		
2	Aug 31	R code; Working in R	2, 3.1	1, 2, 4		
3	Sep 7	More R code and data management	4, 5.1	3, 5, 8, 11		Dataset Due
4	Sep 14	Introduction to statistics and research design	Intro	13.1, 15, 16	<i>Agbe-Davies (2009)</i> <i>Smith (2019)</i>	Assignment #1
5	Sep 21	Ethical considerations			<i>ASA (2018)</i> <i>Turner and Mulligan (2019)</i> <i>Juutilainen et al. (2020)</i> <i>Stull et al. (2021)</i>	Assignment #2
6	Sep 28	Descriptive statistics	3.3-3.4	13.2, 17	Smith and Boaks (2014) Franklin (2020)	Project Topic Due
7	Oct 5	Normality; Transformations	3.2, 6	19.1.1, 22.3	Sousa et al. (2020)	Assignment #3
8	Oct 12	Tests for statistical significance; Hypothesis testing	8.2-8.4	18	Thompson (2013) Nelson (2015) Wagner et al. (2017) <i>Smith (2018)</i>	Assignment #4
9	Oct 19	Correlations; Error testing	9.1-9.2	22.4	Stojanowski et al. (2007) de la Cova (2010) Matuzeviciute et al. (2018)	Assignment #5 Check-in
10	Oct 26	Basic Figures and Tables	5.2-5.7	7, 14	Paul et al. (2017) Birch and Martín-Torres (2017) Soto et al. (2020) <i>Webpage links</i>	Assignment #6
11	Nov 2	ANOVA, Kruskal-Wallis	8.5	19	Shirley and Montes (2015) Algee-Hewitt (2017)	Assignment #7

					Tallman (2019)	
12	Nov 9	Missing data; Imputation	7		<i>Kenyhercz and Passalacqua (2016)</i> <i>Kenyhercz et al. (2019)</i> Rathman et al. (2019) Nugent (2020) Rautman and Edgar (2020)	Assignment #8 Abstracts due
13	Nov 16	Regression	9.3	20, 22	Lassen and Williams (2015) Athreya and Wu (2017) Berthaume et al. (2018)	Assignment #9
14	Nov 23	Research presentation: manuscripts, posters, and podiums			Palma et al. (2011) Dominguez and Agnew (2016) Lasisi et al. (2016)	Assignment #10 Abstract Edits due
15	Nov 30	PRESENTATIONS				
16	Dec 7	FINAL EXAM DAY (7:00-9:50pm) – Results Output and Final Outline Due				

*Assignments are due before class the following week (e.g., Assignment #1 is due before class on September 14th).

**Readings in italics are more informational/supplemental in nature and do not need to be critiqued as a part of your reading assignment. Having said this, there will still be discussions specifically regarding these papers and material learned in class will under the assumption that you have done these readings.

IMPORTANT DATES:

- Sept 7: Dataset Due
- Sep 14: Assignment #1 Due
- Sep 21: Assignment #2 Due
- Sep 28: Project Topic Due
- Oct 5: Assignment #3 Due
- Oct 12: Assignment #4 Due
- Oct 19: Assignment #5 Due
- Oct 26: Assignment #6 Due
- Nov 2: Assignment #7 Due
- Nov 9: Assignment #8 Due; Abstracts Due
- Nov 16: Assignment #9 Due
- Nov 23: Assignment #10 Due; Abstract Edits Due

- Nov 30: Presentations
- Dec 7: Outline and Results Due

ANT2511.1: The Human Species
Fall 2021 (3 credits)
Tuesdays and Thursdays, 9:00-10:15pm
CB2 O105
Mode: P

Instructor Information:

Donovan M. Adams, Ph.D. (he/they)
Office: HPH309
Office Phone Number: 407-823-0951
Office Hours: Tuesdays and Thursdays, 11:00-12:15pm through Zoom, or by appointment
E-mail: donovan.adams@ucf.edu

GTA Information:

Stephanie Fuehr (she/her)
Office: HPH116F
Office Hours: Fridays 9:00-10:30 am via WebCourses inbox and chat; or via Zoom

Prerequisites: None

Required Text:

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

Required Technology:

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

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

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

Course Objectives:

After completing this course, you should be able to:

- Explain major areas of biological anthropological research and methodology.
- Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- Explain and evaluate human variation, including its potential causes.

- Explain *Primates* and how the members are similar to each other.
- Explain the major trends in hominin evolution, to include biological and geographic changes.
- Critically evaluate how we can apply our knowledge of biology to understand culture.
- Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

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

A = 92.5-100

A- = 90-92.4

B+ = 87.5-89.9

B = 82.5-87.4

B- = 80-82.4

C+ = 77.5-79.9

C = 72.5-77.4

C- = 70-72.4

D+ = 67.5-69.9

D = 62.5-67.4

D- = 60-62.4

F = <59.9

Points:

The UnEssay	27.78% (100 points)
Discussions (3)	25% (30 points each)
Quizzes (4)	22.22% (20 points each)
Labs (3)	25% (30 points each)
<hr/> Total	<hr/> 100% (360 points)

Course Activities:

The course activities section should include anything a student needs to do in order to accomplish the student learning outcomes. This can include:

- Quizzes:
 - There will be four (4) 20-40 question quizzes comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week prior.
- Labs:
 - There will be three (3) lab assignments throughout the class. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.
 - You will be assigned to random groups for each of these labs to work on labs together. Though you are working together, each individual must turn in their own sheet. As a part of your submission, you must also submit the group evaluation form for yourself. Discussion boards will be open for each group to help communicate about the lab assignment. These must be used appropriately and only for the purposes of working together on lab assignments. See Class Policies for what is and is not appropriate.
- Discussion assignments
 - There will be three (3) discussion assignments scheduled throughout the semester. These will be scored based on: 1) including scientific information learned in class and from the textbook, and 2) being complete and evidence of effort on the assignments (this part is not necessarily whether or not they are entirely correct). It is more important to me for these assignments to see that you are engaged in the material and learning rather than being 100% correct. That being said, it is evident when it is hurriedly done with no intention put into them, so please put in effort!
- UnEssay:
 - There will be one (1) final project at the end of the semester.
 - The UnEssay is an opportunity for you to take the cold facts and figures learned in class and apply your imagination and creativity to them. This project is a chance to use the knowledge obtained in class and apply it to an interesting and fun outlet. This is also a great opportunity to think about how you can engage with the public. How do you bring science, especially science that may seem difficult or boring, to the public and make it fun, interesting, and easy to understand?
 - For this project, you have largely free reign as to how you want to do it. You get to choose the topic that we've covered in class and you get to present it in any way you want. The only qualifications: 1) you must make an explicit connection to a topic/subject that we have covered in class (if it does not at all relate to something in class, how can I tell that you have applied the knowledge?) and 2) it must be appropriate.

- To get credit for this project: 1) you must submit YOUR OWN project; 2) the information provided, no matter the format, must be ACCURATE; 3) it must show evidence of EFFORT; 4) it must be THOROUGH; 5) it must be INTERESTING and CREATIVE, and 6) it must be created with the intention of how you get the public ENGAGED in the material.
- A rubric and instructions will be provided during the first week of class.

Classroom Policies:

- We will discuss potentially heated, controversial information. Discussion and debate are acceptable and encouraged; however, this class is an academic safe space. This means that while different ideas may be expressed, it is expected that evidence supports your arguments and that discussion is *held appropriately and respectfully*. *This means that no disparaging, insulting words are to be directed at other individuals in the room, beyond the class, or even towards yourself. You must respect yourself and others.* Slurs, insults, and attacks are not allowed in class. Such behavior will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- We will be using Zoom for class this semester. However, it is expected that you do not text or take phone calls during class. This behavior is disrespectful not only to the instructor, but also to yourself and your fellow classmates. I reserve the right to remove you from the class period if I feel it becomes a problem.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses, these will not be exhaustive and I will not provide lecture notes.
- If you miss an exam, you have 24 hours to contact me via e-mail. Make-up exams will only be given with a valid excuse. See the calendar for the exam dates; if you have conflicts, see me **immediately**.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that week.
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the classroom.
- All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these. As office hours and class will take place through Zoom, I understand that the possibility of working from home may mean children and pets make an appearance from time to time. If you need to leave at any point to help take care of a situation, that is fine. Simply mute and stop the video until you are able to rejoin.

Financial Aid Requirement:

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

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, August 27th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

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

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

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

Notifications in Case of Changes to Course Modality:

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

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

COVID-19 and Illness Notification:

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

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

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

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

In Case of Faculty Illness:

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

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.

Statement Regarding Masks and Vaccinations

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

Zoom:

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

Things to know about Zoom:

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

Academic Integrity:

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained

through someone else's efforts and used as part of an examination, course assignment, or project.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility:

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

Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety:

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

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

Deployed Active Duty Military Students:

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

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

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

Any late assignments will have at least a 10% penalty (barring an excused absence). No make-up assignments will be allowed beyond December 3rd. No UnEssays will be accepted beyond the Final Exam period (Dec. 9th: 7-9:50am).

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>.

In-class Recording

Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. It will be made explicit when lectures have begun and ended. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

Diversity and Inclusion:

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

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu

- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office
– <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>



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

Week	Dates	Topic	Reading	Assignments*
1	Aug 24	Class Introduction		
	Aug 26	What is Anthropology?	1	
2	Aug 31	Evolution	2	
	Sep 2	Evolution	2	
3	Sep 7	Genetics	3	
	Sep 9	Genetics	3	Quiz #1
4	Sep 14	Population Genetics	4	
	Sep 16	Population Genetics	4	Lab #1
5	Sep 21	Adaptation and Growth and Development	5	
	Sep 23	Human Variation	5	
6	Sep 28	Osteology	Appendix A1-10	
	Sep 30	Dentition	Appendix A1-10	Discussion #1
7	Oct 5	Living Primates	6	
	Oct 7	Living Primates	6	Quiz #2
8	Oct 12	Primate Behavior	7	
	Oct 14	Fossils and Dating	8	Lab #2
9	Oct 19	Primate Evolution	9	
	Oct 21	Primate Evolution	9	
10	Oct 26	Early Hominins	10	
	Oct 28	Early Hominins	10	Quiz #3
11	Nov 2	Early Homo	11	

	Nov 4	Early Homo	11	Discussion #2
12	Nov 9	Late Homo	12	
	Nov 11	Modern Humans	12	Lab #3
13	Nov 16	Migration	12	
	Nov 18	Agriculture	13	Quiz #4
14	Nov 23	Bioarchaeology and Forensic Anthropology		
	Nov 25	Thanksgiving Break - NO CLASS		
15	Nov 30	Ethics		
	Dec 2	Review		Discussion #3
16	Dec 7	Study Day - NO CLASS		
	Dec 9	Final Exam (7:00am-9:50am) - UnEssay Due		

**Quizzes are due by 11:59pm on the Friday of their assigned week. For example, Quiz #1 is due at 11:59pm on September 10th.*

Important Dates:

- Sep 10: Quiz #1 due
- Sep 30: Discussion #1 due
- Oct 8: Quiz #2 due
- Oct 14: Lab #1 due
- Oct 29: Quiz #3 due
- Nov 4: Discussion #2 due
- Nov 11: Lab #3 due
- Nov 19: Quiz #4
- Nov 25: Thanksgiving Break - NO CLASS
- Dec 2: Discussion #3 due
- Dec 7: Study Day - NO CLASS
- Dec 9: The UnEssay due

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Course Syllabus

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The Transformation of Human Societies

Fall 2021

Wednesdays, 3-5:50, with Webcourses support

HPH 409M

Course Overview

Instructor Contact

Professor

Dr. Stacy Barber

Office	HPH409T
Office Hours	Tuesdays, 9-10:30 (dedicated)
Email	Webcourses mail client; sarah.barber@ucf.edu
Phone	(407) 823-2207

Professor	Dr. Ty Matejowsky
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Office	HPH309
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Office Hours	Tuesdays, 10-11:30 (dedicated)
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Email	Ty.matejowsky@ucf.edu
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Phone	(407) 823-4611
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Catalog Information and Course Description

ANG6474-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: <http://guides.ucf.edu/databases>.

Assessment and Grading Procedures

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

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Thursday at 11:59am on Canvas.	12%	120
Discussion Leadership	All students must lead discussion twice during the semester	12%	120
Weekly Participation	Based on attendance and participation in class discussions when not class leader	12%	120

Workshop	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

Grading scale: (+/- letter grades)

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

Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their

own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

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

Covid Policies for 2021-2022 School Year

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#).

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Course Accessibility

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

(Usual) Policies

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	Attendance is required for this course, but may take place remotely. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this

is a professional setting: please be respectful and polite to your classmates.

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

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

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

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

Participation, Diversity and Inclusion Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. We (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and

expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

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

Like many field sciences, the profession of anthropology is rife with examples of sexual misconduct and discrimination. It is very important to us that those problems not be replicated in our classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu [Links to an external site.](#) and <http://cares.sdes.ucf.edu/> [Links to an external site.](#). Please be aware that we are mandatory reporters for Title IX violations.

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

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

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

Emergency Procedures

[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.”

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



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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

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule.

Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Inform Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology*, 19, 89-117.

Faas, A.J., Roberto Barrios, Virginia Garcia-Acosta, Adriana Garriga-Lopez, Seven Mattes, & Jennifer Trivedi. (2020). Entangled roots and otherwise possibilities: An anthropology of disasters Covid-19 research agenda. *Human Organization*, 79, 333-342.

Gamlin, Jennie, Jean Segata, Lina Berrero, Sahra Gibbon, Francisco Ortega. (2021). Centering a critical medical anthropology of Covid-19 in global health discourse. *BMJ Global Health*, 6, 1-5.

Marabello, Selenia & Maria Luisa Parisi. (2020). 'I told you the invisible can kill you.' Engaging anthropology as a response in the Covid-19 outbreak in Italy. *Human Organization*, 79, 250-258.

Module 2: Food in the Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology*, 44(3), 665-675.

Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology*, 43(4), 665-675.

Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico*. Boston: International Nutrition Foundation for Developing Countries. Boston, MA: International Foundation for Developing Countries.

Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite*, 47(1), 3-9.

Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis, & D. L Gimlin (Eds.), *The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis, & D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

Wilk, R. R. (1999). "Real Belizean Food": Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on

environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press.

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology*

and climate change: From encounters to actions (pp. 116 -138). New York, NY: Routledge.

Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.327-340). New York, NY: Routledge.

Module 4: Collective Action and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow the way that humans cooperate and compete in ways that transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Prosocial Behavior and Human Evolution. This week, we consider a basic question: why do humans cooperate in the first place? Could our capacity to work together create evolutionary advantages?

Readings pending

- Week 12: Collective Action and the Origins of Civilization. Following on a general discussion of collective action and human evolution, we will look at the potential for collective action to enable one of the most important transformations in human history: the origins of "civilization."

Readings pending

- Week 13: Collective Action and Social Justice in the Modern World.

Readings pending

Course Summary:

Date	Details
Fri Aug 27, 2021	Assignment First Week Attendance Quiz

Date	Details
Wed Sep 1, 2021	Assignment Attendance Week 2
Thu Sep 2, 2021	Assignment Week 2 Writing Assignment
Wed Sep 8, 2021	Assignment Attendance Week 3 Assignment Call For Papers
Thu Sep 9, 2021	Assignment Week 3 Writing Assignment
Wed Sep 15, 2021	Assignment Attendance Week 4
Thu Sep 16, 2021	Assignment Week 4 Writing Assignment
Wed Sep 22, 2021	Assignment Attendance Week 5
Thu Sep 23, 2021	Assignment Week 5 Writing Assignment
Wed Sep 29, 2021	Assignment Attendance Week 6
Thu Sep 30, 2021	Assignment Week 6 Writing Assignment
Wed Oct 6, 2021	Assignment Attendance Week 7
Thu Oct 7, 2021	Assignment Week 7 Writing Assignment
Wed Oct 13, 2021	Assignment Attendance Week 8 Assignment Abstracts
Thu Oct 14, 2021	Assignment Week 8 Writing Assignment
Wed Oct 20, 2021	Assignment Attendance Week 9

Date	Details
Thu Oct 21, 2021	Assignment Week 9 Writing Assignment
Wed Oct 27, 2021	Assignment Attendance Week 10
Thu Oct 28, 2021	Assignment Week 10 Assignment
Wed Nov 3, 2021	Assignment Attendance Week 11
Thu Nov 4, 2021	Assignment Week 11 Writing Assignment
Wed Nov 10, 2021	Assignment Attendance Week 12
	Assignment Program
Thu Nov 11, 2021	Assignment Week 12 Writing Assignment
Wed Nov 17, 2021	Assignment Attendance Week 13
Thu Nov 18, 2021	Assignment Week 13 Writing Assignment
Fri Dec 3, 2021	Assignment Presentation
Wed Dec 8, 2021	Assignment Week 16 Attendance
	Assignment Discussion Leadership
	Assignment Final Paper
Fri Dec 10, 2021	Assignment Peer Evaluation
	Assignment Weekly Participation

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25 July 202125Previous month	26 July 202126Previous month	27 July 202127Previous month	28 July 202128Previous month	29 July 202129Previous month	30 July 202130Previous month	31 July 202131Previous month
1 August 20211	2 August 20212	3 August 20213	4 August 20214	5 August 20215	6 August 20216	7 August 20217
8 August 20218	9 August 20219	10 August 202110	11 August 202111	12 August 202112	13 August 202113	14 August 202114
15 August 202115	16 August 202116	17 August 202117	18 August 202118	19 August 202119	20 August 202120	21 August 202121
22 August 202122	23 August 202123	24 August 202124	25 August 202125Today	26 August 202126	27 August 202127Click to view event details	28 August 202128
29 August 202129	30 August 202130	31 August 202131	1 September 20211Next monthClick to view event details	2 September 20212Next monthClick to view event details	3 September 20213Next month	4 September 20214Next month

Course assignments are not

Course Syllabus

[Jump to Today](#)

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ANT3246: Religion in Ancient Societies

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

Course Basics

Instructor Contact

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

Meeting Time and Location

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

Catalog Course Description:

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

Objectives and Evaluation:

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

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

Course Objectives:

The course has 5 objectives. Students will:

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

No textbooks are required for this course.

Evaluation

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

Your grade will be calculated as follows:

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

Wednesday, November 3, 2021 in class

Cumulative final exam

Final Exam	Monday, December 6, 2021 1:30 to 3:50	20%	200
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In class

Mini-quizzes	Quizzes are associated with every module. These will cover module content. You cannot open the next module until you have taken the quiz.	10%	100
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Assignments	There are a number of assignments throughout the course of the semester. These are due on different dates. Assignments are due at 11:59pm of their due day. See the course schedule.	25%	250
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Project	There is a term paper in this class due on Sunday, November 21, at 11:59pm in the on-line Assignment dropbox. There are multiple deadlines during the semester.	25%	250
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TOTAL		100%	1000
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- Modules stay open until 12 hours prior to the exam, meaning that you should take notes on module content if you want to study the material the day before you will be tested on it!
- Assignments are due at 11:59 pm on their due date.
- If you email the professor in Webcourses by 11:59pm on , with the phrase “free-rider” in the subject line, you’ll get 1 point extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.

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

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

Letter Grade Percentage

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 70-76

D+ 67-69

D 60-66

F 0-59

Policies

Covid Policies for 2021-2022 School Year

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) [. \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html).

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Course Accessibility

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

(Usual) Policies

Topic	Policy
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Contacting Dr. Barber

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

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

Webcourses@UCF

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

Accessing On-line Course Content

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

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

Quizzes and

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

Examinations

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

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

Grading and evaluation

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

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

Participation, Diversity and Inclusion

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

primary language, family status, military experience, cognitive style, and communication style.

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

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

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

Deadlines and Make-ups

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must

provide the instructor with documentation **in advance** to arrange a make-up. No penalty will be applied.

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

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

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

Academic integrity

When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://z.ucf.edu/Links to an external site. \(http://z.ucf.edu/\)](http://z.ucf.edu/Links to an external site. (http://z.ucf.edu/)_).

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

Accessibility

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

Campus Safety Statement

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<

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



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

>).

Active Duty Military
Personnel

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

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Schedule of Topics and Readings

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

Week of:

Topic:

Learning

Assignments due at 11:59pm unless otherwise

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

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

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

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



Nov 29

M: Defining Religion Revisited

Module 12:

*Unit 7: Religion Discussion
in Ancient
Societies*





W: Review











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



Dec 6

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

Course Summary:

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

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

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



ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2021</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>10:30am – 1:20pm</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>PSY 0110</i>
Office Hours	<i>Dr. Branting W 2:00-3:30 or by</i>	TA:	<i>Lexie Brock</i>
Online Only:	<i>appointment</i>	TA email:	<i>alexandria.brock@ucf.edu</i>
	<i>Lexie M 3:00-4:30, F 10:00-11:30,</i>		
	<i>or by appointment</i>		

University Course Catalog Description

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

Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

Course Prerequisites

None

Required Text and Articles

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

- Bolstad, P. (2019): GIS Fundamentals: A First Text on Geographic Information Systems (6th Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis. (Available as a DRM-free eBook for access/download through the UCF Library.)

Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday of Week 1, August 27 th , at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Wednesday at 10:30am on the week due via webcourses	40%	40
Participation in Classroom Activities - Graduate students are expected to take a larger participatory role	Usually in class each Wednesday	4%	4
Undergraduate Grant Application or Graduate Grant Application	Wednesday December 1 st at 10:30am	45%	45
Oral Presentation of Project	Assigned Classroom Period in Week 15 and Finals Week (16)	10%	10

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

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility

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

COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work

with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Course Accessibility and Disability

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

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

University Writing Center:

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

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

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

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

Accommodations for Active Duty Military Students

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

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

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted

excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>), will be provided with an alternative time for their presentations.

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of “Incomplete”

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

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles and Wheatley and Gillings (2002) are available through the UCF Library.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 25	What is GIS Course Introduction, What is GIS, Syllabus Quiz, Introduction to GIS Lab ASSIGNMENT: Syllabus Quiz due Fri. Aug. 27th, 3pm	Bolstad pp. 1-23 Wheatley and Gillings pp. 1-21
2	W	Sept. 1	GIS Projects – Data and basic manipulation Classroom session with GIS Examples from Class and Continued Introduction to GIS Lab ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)	Wheatley and Gillings pp. 23-59; Bolstad pp. 168-191; 373-419; 617-634 For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 27-167.
3	W	Sept 8	Data Collection, Surveys, Surveying Classroom session and GIS Data Lab ASSIGNMENT: Introduction to GIS Lab due at start of class	Wheatley and Gillings pp. 59-87 Bolstad pp. 331-365; 299-326 For additional information on GPS and surveying see: Bolstad pp. 201-237.
4	W	Sept 15	Remote Sensing Classroom session and Remote Sensing Lab ASSIGNMENT: GIS Data Lab due at start of class	Bolstad pp. 245-292 For additional types of raster based analysis see: Bolstad pp. 445-475. Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection; Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites

5	W	Sept 22	Quantitative and Qualitative Data Classroom session and Integration Lab ASSIGNMENT: GIS Idea to Share with Class ASSIGNMENT: Remote Sensing Lab due at start of class	Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?” Boschmann and Cubbon (2014): “Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research”
6	W	Sept 29	Perception – Viewsheds, Soundsheds, Smellsheds Classroom session and Perception Lab ASSIGNMENT: Integration Lab due at start of class	Wheatley and Gillings pp. 201-216; For additional terrain analysis see: Bolstad pp. 485-509. Nutsford et al. (2015): “Personalizing the Viewshed: Visibility Analysis from the Human Perspective”; Brabyn (2015): “Modelling landscape experience using ‘experions”
7	W	Oct 6	Transportation and Movement Classroom session and Transportation Lab ASSIGNMENT: Perception Lab due at start of class	Bolstad pp. 420-428 Hall and Smith (2014): “Knowing the City: maps, mobility, and urban outreach work”; Branting (2012): “Seven Solutions for Seven Problems with Least Cost Pathways”
8	W	Oct 13	Location – Boundaries, Borderlands, Central places, Spatial Hierarchies Classroom session and Location Theory Lab ASSIGNMENT: Transportation Lab due at start of class	Wheatley and Gillings pp. 147-164; Wright (1986): “The Evolution of Civilizations”; Mu and Wang (2006): “Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy”

9	W	Oct 20	Demography – Population, Densities, Interactions Classroom session and Demography Theory Lab ASSIGNMENT: Location Theory Lab due at start of class	Naroll (1962): “Floor Area and Settlement Population”; Reibel (2007): “Geographic Information Systems and Spatial Data Processing in Demography: a Review”; Khormi and Kumar (2011): “Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study”
10	W	Oct 27	Spatial Analysis, Spatial Statistics, and Modeling Classroom session Spatial Analysis Lab ASSIGNMENT: Demography Theory Lab due at start of class	Wheatley and Gillings pp. 89-106, 125-146, 183-200; Bolstad pp. 521-561, 573-606 Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”; Vogel et al. (2016): “The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i> ”
11	W	Nov 3	Visualization and Virtual Reality Classroom session Visualization Lab and Proposal Preparation ASSIGNMENT: Spatial Analysis Lab due at start of class	Wilhelmson and Dell’Unto (2015): “Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context”; Verykokou et al. (2016): “Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows”
12	W	Nov 10	Proposal Preparation Class ASSIGNMENT: Visualization Lab due at start of class	

13	W	Nov 17	Visualization Projects Showcase and Proposal Preparation Class	
14	W	Nov 24	THANKSGIVING HOLIDAY NO CLASS	
15	W	Dec 1	STUDENT PRESENTATIONS ASSIGNMENT DUE AT START OF CLASS Wednesday, December 1 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)	
Finals	W	Dec 8	STUDENT PRESENTATIONS *Note Different Time: 10:00-12:50pm	

Article Bibliography

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Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis

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Wright, Henry T.

1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.



ANG5094: Writing in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2021</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>6:00pm – 8:50pm</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>HPH 409M</i>
Office Hours	<i>Dr. Branting W 3:30-5:00 or by</i>	TA:	
Online Only:	<i>appointment</i>	TA email:	

University Course Catalog Description

Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting.

Course Overview

Anthropology requires a distinctive style of writing. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The sub disciplines of cultural, biological anthropology, and archaeology each cultivate some distinct characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular sub disciplines can maximize the usefulness of the workshop for their own benefit.

Course Objectives

In this course, students will gain skills in:

- Become familiar with expectations in scholarly writing in anthropology
- Improve scholarly writing
- Learn to provide constructive editorial feedback on scholarly writing

I ask that you put energy into your own work, but also be an excellent editor for your classmates. This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

Course Prerequisites

None

Required Text and Articles

There is one required book:

- Belcher, W. (2019): Writing Your Journal Article in Twelve Weeks (2nd Edition). Chicago: University of Chicago Press.

Any other readings for this course will be available through the course website on Webcourses@UCF.

Basis for Final Grade

Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 15%), editing and critique of your colleague's intermediary products (2 x 10%), editing and critiquing a colleague's final product during week 14 (14%), your final CV (10%), and a syllabus quiz (1%). Failure to hand it in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the workshopping or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Student – Draft CV	By Friday on Week 5 at 1pm	0%	0
Student – CV	Week 7 at start of the class period	10%	10
Workshopping – product 1	By Friday on Week 8 at 1pm	15%	15
Workshopping – product 2	By Friday on Week 11 at 1pm	15%	15
Workshopping – editing	In two classes on Weeks 9 and 12.	20% (2 x 10%)	20
Final Product	December 1 st , 2021 at start of the class period (6:00pm)	25%	25
Peer-Review Session	Finals Week	14%	14

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

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility

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

COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Course Accessibility and Disability

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

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

University Writing Center:

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

Electronic Device Policy

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

message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

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

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

Accommodations for Active Duty Military Students

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

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

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

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of “Incomplete”

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

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Material other than Belcher will be provided on UCF Webcourses.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 25	Introduction to Class Classroom – Introduction, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. Aug. 27th, 3pm	Straub (1999) “Responding – Really Responding – to Other Students’ Writing” Belcher (2019) 202-208 and 390-400
2	W	Sept. 1	Grants Progress Roundtable Branting Grants – Workshopped 1	Branting Grants
3	W	Sept. 8	Argument Development Progress Roundtable Branting Grants – Workshopped 2	Branting Grants Belcher (2019) Chapter 2-3
4	W	Sept. 15	Literature Review / Background / Works Cited Progress Roundtable Branting Grants – Workshopped 3	Branting Grants Belcher (2019) Chapter 5
5	W	Sept. 22	CVs Progress Roundtable Branting CV – Workshopped ASSIGNMENT: Draft CV Due Friday Sept 24 by 1pm	Branting CVs

6	W	Sept. 29	Significance and Structure Progress Roundtable Workshop – Students Curriculum Vitae	Belcher (2019) Chapter 6 and 9
7	W	Oct. 6	Analyzing and Presenting Evidence Progress Roundtable ASSIGNMENT: Final CV Due Wednesday Oct 6 by 6pm	Belcher (2019) Chapter 7-8
8	W	Oct. 13	Opening and Concluding Progress Roundtable Writing Session and Open Review ASSIGNMENT: Product 1 Due Friday Oct 15 by 1pm	Belcher (2019) Chapter 10
9	W	Oct. 20	Revising and Editing Workshop – Product 1	Belcher (2019) Chapter 11 and X
10	W	Oct. 27	Writing Session and Open Review	
11	W	Nov. 3	Writing Session and Open Review ASSIGNMENT: Product 2 Due Friday Nov 5 by 1pm	
12	W	Nov. 10	Workshop – Product 2	
13	W	Nov. 17	Writing Session and open review	
14	W	Nov. 24	THANKSGIVING HOLIDAY No Class	

15	W	Dec. 1	FINAL ASSIGNMENT DUE AT START OF CLASS Wednesday Dec. 1 Writing session and open review	
Finals	W	Dec. 8	*Note Different Time: 7:00pm – 9:50pm Peer-Review Session	

Bibliography

Straub, Richard

1999 “Responding – Really Responding – to Other Students’ Writing” In *The Subject is Writing* (2nd Edition). Wendy Bishop, ed. Pp. 136-146. Portsmouth: Boynton/Cook Publishers.

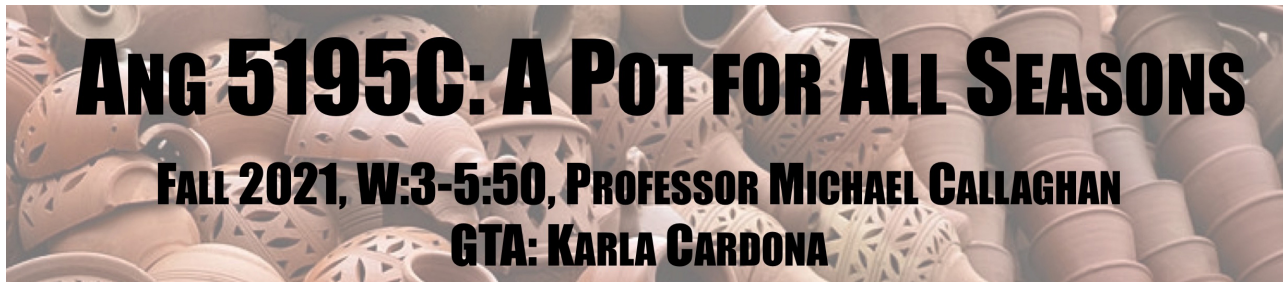
Belcher, W.L.

2019 *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd Edition). Chicago: University of Chicago Press.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Course Information

Course name:	A Pot for All Seasons: Archaeological Ceramic Analysis
Course ID:	ANT 5195C-0001
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location & time:	Wednesday 3-5:50pm, MSB 149

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	W, TH 12:30-2 Zoom, and by appt.
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites. **Prerequisites:** Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a “C” course and contact hours will consist of 50 percent classroom instruction and 50 percent laboratory instruction.

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

What textbooks will I need?

There is one text required for the course: Rice, Prudence M. 2015. *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Weekly readings will also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

What are the course requirements?

This course begins on **August 23, 2021** and ends on **December 11, 2021**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Complete 10 **brief** syntheses of weekly readings
- Complete 10 ceramic lab projects
- Generate 1 ceramic attribute coding spreadsheet
- Create 1 ceramic typology
- Write a short research paper (including a prospectus, annotated bibliography, outline, and final draft)
- Present your research paper on the final day of class

All graded work **will be submitted online**. Please note the due dates carefully. It is **your responsibility**

to be aware of all due dates for this course. **Late assignments will be marked down 10% each day they are late.**

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is **your responsibility to check on your grades throughout the course**. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score **after the grade column has been released**, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

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

Assignment	Points	Percentage
Attendance and Participation	25	3.5
Syntheses (10)	100	14
Ceramic Labs (10)	100	14
Attribute Coding Spreadsheet	100	14
Ceramic Typology	100	14
Prospectus	25	3.5
Annotated Bibliography	25	3.5
Outline	25	3.5
Final Paper	100	14
Presentation	100	14
TOTAL	700	100

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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	77 - 79%
A-	90 - 94%	C	74 - 76%
B+	87 - 89%	C-	70 - 73%
B	84 - 86%	D	60 - 69%

B-	80 - 83%	F	59% or less
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Incomplete grades are only given in situations where ***unexpected and documented medical emergencies prevent a student enrolled in the course in good standing*** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) ***prior to any scheduled class presentations***. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation ***prior to class***. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a ***valid documented excuse*** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, ***only work submitted on time will be graded***. It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is ***automatically submitted and reviewed*** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **If you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials **must utilize the Canvas or UCF Knight's Mail system**.

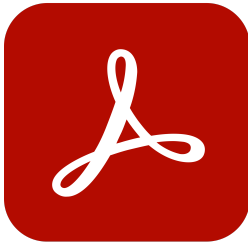
When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

How do I receive disability accommodations?

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:



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



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<https://tpc.ucf.edu/product/microsoft-office-2016/>)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a

schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet

speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you ***will not*** need to make any personally identifying information on any public site. ***Do not*** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

Statements Regarding COVID-19

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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Course Accessibility and Disability

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

Statement on Florida HB 233

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. ***Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations, and***

participation, test or examination administration, field trips, and private conversations, and **invited guest speakers is prohibited**. Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. **Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.** Lectures used for other purposes, or recordings that are published without the permission of the instructor, **may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000"** ([FL Senate 2021:6-7 lines 150-151](https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)).
<https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF>)

Where can I find the course reading and assignment schedule?




Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**



Week	Date	Topic	Rice Chapters	Additional Readings
1	Aug 25	Introduction and Orientation		
2	Sep 1	Manufacture with Natural Clay	1-2 (3-7 skim, not req.)	Cordell et al., 2017 ↓ https://webcourses.ucf.edu/courses/1386803/files/88139768/download_frd=1)
3	Sep 8	Manufacture with Processed clay	8-11	
4	Sep 15	Classification and Seriation	12-13	
5	Sep 22	Classification and Seriation	24	Gifford 1960 ↓ https://webcourses.ucf.edu/courses/1386803/files/88139769/download_frd=1) ; Willey et al., 1967 ↓ https://webcourses.ucf.edu/courses/1386803/files/88139770/download_frd=1)
6	Sep 29	Attribute Analysis: Paste (Strepococcus)	14-16	

		(Stereoscopic)		
7	Oct 6	Attribute Analysis: Paste (Stereoscopic)	17-18 (19 skim, not req.)	
8	Oct 13	Attribute Analysis: Paste (Petrography and NAA)		TBA
9	Oct 20	Attribute Analysis: Paste (Petrography and pXRF)		TBA
10	Oct 27	Attribute Analysis: Form	25	Sabloff 1975
11	Nov 3	Attribute Analysis: Form		TBA
12	Nov 10	Interpreting Archaeological Pottery	20-22	
13	Nov 17	NO CLASS - AAA's - RESEARCH DAY		
14	Nov 24	NO CLASS - THANKSGIVING		
15	Dec 1	Graduate Presentations and Discussion		

Course Summary:

Date	Details	Due
Tue Aug 31, 2021	 Lab 1: Clay Prospecting https://webcourses.ucf.edu/courses/1386803/assignments/7287579	due by 11:59pm

Date	Details	Due
	 Synthesis 1 Synthesis 1	due by 11:59pm
Tue Sep 7, 2021	 Synthesis 2 Synthesis 2	due by 11:59pm
Tue Sep 14, 2021	 Synthesis 3 Synthesis 3	due by 11:59pm
Tue Sep 21, 2021	 Synthesis 4 Synthesis 4	due by 11:59pm
Tue Sep 28, 2021	 Synthesis 5 Synthesis 5	due by 11:59pm
Tue Oct 5, 2021	 Synthesis 6 Synthesis 6	due by 11:59pm
Tue Oct 12, 2021	 Synthesis 7 Synthesis 7	due by 11:59pm
Tue Oct 19, 2021	 Synthesis 8 Synthesis 8	due by 11:59pm
Tue Oct 26, 2021	 Synthesis 9 Synthesis 9	due by 11:59pm
Tue Nov 2, 2021	 Synthesis 10 Synthesis 10	due by 11:59pm
Tue Nov 9, 2021	 Prospectus Prospectus	due by 11:59pm
Tue Nov 16, 2021	 Annotated Bibliography Annotated Bibliography	due by 11:59pm
Tue Nov 23, 2021	 Outline Outline	due by 11:59pm
Tue Nov 30, 2021	 Final Paper Final Paper	due by 11:59pm

Date	Details	Due
	 Presentation (https://webcourses.ucf.edu/courses/1386803/assignments/7234482)	due by 11:59pm
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1386803/assignments/7290075)	

Course Syllabus

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Course Information

Course name:	Ethics in Anthropology
Course ID:	ANG 6003-0001
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location & time:	Thursday 3-5:50pm, HPH 409M

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	W, TH 12:30-2 Zoom, and by appt.
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

Ethical issues and concepts practitioners of integrative anthropological sciences confront across various academic, research, and public domains. **Prerequisites:** Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I.

Course Overview

This course examines a range of ethical issues and concepts anthropological practitioners increasingly confront across various academic, research, and public domains. Growing recognition among institutions, professional organizations, and individuals for the need to ethically treat the communities, populations, material remains, and cultural heritages of those anthropologists traditionally study has assumed newfound urgency over recent years. The challenges faced by cultural anthropologists, archaeologists, and bio-/physical anthropologists on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important implications for how future anthropological research is conducted and how the discipline is perceived in many mainstream contexts.

What textbooks will I need?

Weekly readings will be a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

What are the course requirements?

This course begins on **August 23, 2021** and ends on **December 11, 2021**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Write 3 reaction papers addressing the larger ethical concerns in each of the three sub-disciplines
- Create 3 original case studies for mock ethics-bowl debates for each sub-discipline
- Lead 3 discussions and judge 3 ethics-bowl debates for each sub-discipline
- Write a problem-based research paper (including a prospectus, first draft, critique, and final draft), which will be presented in a final professional seminar

All graded work **will be submitted online**. Please note the due dates carefully. It is ***your responsibility to be aware of all due dates*** for this course.

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is ***your responsibility to check on your grades throughout the course***. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score ***after the grade column has been released***, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed ***within two weeks of the grade being released***.

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

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

Assignment	Points	Percentage
Attendance and Participation	20	4

Attendance and Participation	20	4
Reaction Papers (3)	75	15
Sub-disciplinary Ethics Presentation (3)	75	15
Ethics-Bowl Case Studies (3)	75	15
Prospectus	10	2
Draft	25	5
Critique	20	4
Final Paper	100	20
Presentation	100	20
TOTAL	500	100

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

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

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

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in

require you to miss a class. In this case, you must **notify me first** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically submitted and reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You

may also use your UCF Knight's Email account to communicate with the instructor. ***If you use the UCF Knights Mail system***, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials ***must utilize the Canvas or UCF Knight's Mail system***.

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

How do I receive disability accommodations?

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

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





<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<https://tpc.ucf.edu/product/microsoft-office-2016/>)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to

contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required

course materials, you **will not** need to make any personally identifying information on any public site. **Do not** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or OnlineSupport@UCF .(<http://learn.ucf.edu/support/>)

Statements Regarding COVID-19

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Modality

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

COVID 19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students

should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

their instructor(s) before missing class.

Course Accessibility and Disability

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Statement on Florida HB 233




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Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and ***due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.***

Week	Date	Topic
1	Aug 26	Introduction and Orientation
2	Sep 2	NO CLASS - FOOTBALL GAME
3	Sep 9	Introduction to Ethics in Cultural Anthropology (Guest Speaker: Dr. F
4	Sep 16	Case Studies in Cultural Anthropology I
5	Sep 23	Case Studies in Cultural Anthropology II
6	Sep 30	Introduction to Ethics in Archaeology (Guest Speaker: ----)
7	Oct 7	Case Studies in Archaeology I
8	Oct 14	Case Studies in Archaeology II
9	Oct 21	Introduction to Ethics in Biological Anthropology (Guest Speaker: Dr.
10	Oct 28	Case Studies in Biological Anthropology I
11	Nov 4	Case Studies in Biological Anthropology II
12	Nov 11	NO CLASS - VETERAN'S DAY
13	Nov 18	NO CLASS - AAA's/RESEARCH DAY
14	Nov 25	NO CLASS - THANKSGIVING
15	Dec 1	Final Presentations

Course Summary:

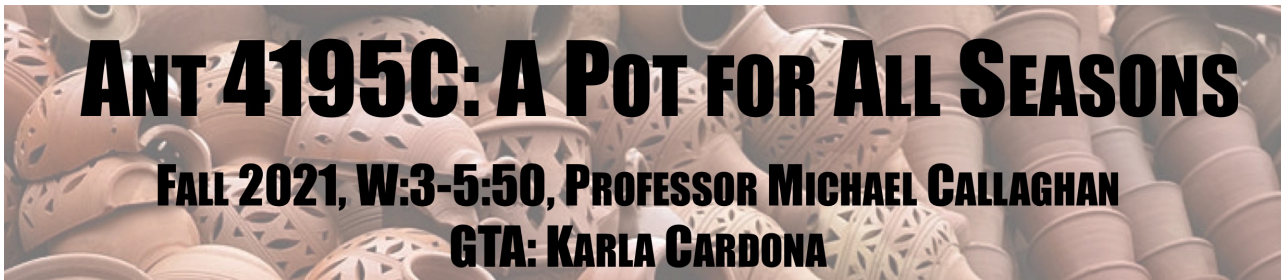
Date	Details	Due
Wed Sep 8, 2021	 Reaction Paper 1: Ethics in Cultural Anthropology https://webcourses.ucf.edu/courses/1386821/assignments/7175874	due by 11:59pm
Wed Sep 22, 2021	 Ethics Case Studies (Cultural Anthropology) https://webcourses.ucf.edu/courses/1386821/assignments/7175866	due by 11:59pm
Wed Sep 22, 2021	 Ethics Discussion (Cultural Anthropology) https://webcourses.ucf.edu/courses/1386821/assignments/7175869	due by 11:59pm

Date	Details	Due
Wed Sep 29, 2021	 Reaction Paper 2: Ethics in Archaeology https://webcourses.ucf.edu/courses/1386821/assignments/7175875	due by 11:59pm
Wed Oct 6, 2021	 Project Prospectus https://webcourses.ucf.edu/courses/1386821/assignments/7175873	due by 11:59pm
Wed Oct 13, 2021	 Ethics Case Studies (Archaeology) https://webcourses.ucf.edu/courses/1386821/assignments/7175864	due by 11:59pm
Wed Oct 13, 2021	 Ethics Discussion (Archaeology) https://webcourses.ucf.edu/courses/1386821/assignments/7175867	due by 11:59pm
Wed Oct 20, 2021	 Reaction Paper 3: Ethics in Biological Anthropology https://webcourses.ucf.edu/courses/1386821/assignments/7175876	due by 11:59pm
Wed Nov 3, 2021	 Ethics Case Studies (Biological Anthropology) https://webcourses.ucf.edu/courses/1386821/assignments/7175865	due by 11:59pm
Wed Nov 3, 2021	 Ethics Discussion (Biological Anthropology) https://webcourses.ucf.edu/courses/1386821/assignments/7175868	due by 11:59pm
Wed Nov 10, 2021	 Paper Draft https://webcourses.ucf.edu/courses/1386821/assignments/7175871	due by 11:59pm
Wed Nov 17, 2021	 Paper Critique https://webcourses.ucf.edu/courses/1386821/assignments/7175863	due by 11:59pm
Wed Dec 1, 2021	 Final Draft https://webcourses.ucf.edu/courses/1386821/assignments/7175870	due by 11:59pm
Wed Dec 1, 2021	 Project Presentation https://webcourses.ucf.edu/courses/1386821/assignments/7175872	due by 11:59pm
Wed Dec 1, 2021	 Roll Call Attendance https://webcourses.ucf.edu/courses/1386821/assignments/7177618	

Course Syllabus

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Course Information

Course name:	A Pot for All Seasons: Archaeological Ceramic Analysis
Course ID:	ANT 4195C-0001
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location & time:	Wednesday 3-5:50pm, MSB 149

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	W, TH 12:30-2 Zoom, and by appt.
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites. **Prerequisites:** ANT 2140 or C.I.

Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient

World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a “C” course and contact hours will consist of 50 percent classroom instruction and 50 percent laboratory instruction.

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

What textbooks will I need?

There is one text required for the course: Rice, Prudence M. 2015. *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Weekly readings will also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

What are the course requirements?

This course begins on **August 23, 2021** and ends on **December 11, 2021**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Complete 10 **brief** syntheses of weekly readings
- Complete 10 ceramic lab projects
- Generate 1 ceramic attribute coding spreadsheet
- Write a **short** research paper (including a prospectus, annotated bibliography, outline, and final draft)

All graded work **will be submitted online**. Please note the due dates carefully. It is **your responsibility to be aware of all due dates** for this course. **Late assignments will be marked down 10% each day they are late.**

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is **your responsibility to check on your grades throughout the course**. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score **after the grade column has been released**, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

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

Assignment	Points	Percentage
Attendance and Participation	25	5
Syntheses (10)	100	20
Ceramic Labs (10)	100	20
Attribute Coding Spreadsheet	100	20
Prospectus	25	5
Annotated Bibliography	25	5
Outline	25	5
Final Paper	100	20
TOTAL	500	100

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

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

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

work must be finished by the end of the subsequent semester or the 'F' grade will automatically be recorded as an 'F' on your transcript.

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically submitted and reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **If you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials **must utilize the Canvas or UCF Knight's Mail system**.

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

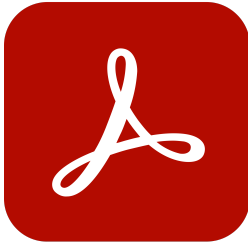
How do I receive disability accommodations?

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also

You are expected to have reliable access to a computer and the internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:



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



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<https://tpc.ucf.edu/product/microsoft-office-2016/>)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet

speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF.

(<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class **without my authorization**. Please be aware that **this is a violation of copyright** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. **Use these materials at your own risk.**

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you **will not** need to make any personally identifying information on any public site. **Do not** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

Statements Regarding COVID-19

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Modality

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

COVID 19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Course Accessibility and Disability

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

Statement on Florida HB 233

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. ***Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations, and invited guest speakers is prohibited.*** Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. ***Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as***

requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action. Lectures used for other purposes, or recordings that are published without the permission of the instructor, **may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000"** ([FL Senate 2021:6-7 lines 150-151](#)).
<https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF>)




Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**

Week	Date	Topic	Rice Chapters	Additional Readings
1	Aug 25	Introduction and Orientation		
2	Sep 1	Manufacture with Natural Clay	1-2 (3-7 skim, not req.)	Cordell et al., 2017 ↓ (https://webcourses.ucf.edu/courses/1386836/files/88129258/download_frd=1)
3	Sep 8	Manufacture with Processed clay	8-11	
4	Sep 15	Classification and Seriation	12-13	
5	Sep 22	Classification and Seriation	24	Gifford 1960 ↓ (https://webcourses.ucf.edu/courses/1386836/files/88129260/download_frd=1) ; Willey et al., 1967 ↓ (https://webcourses.ucf.edu/courses/1386836/files/88129261/download_frd=1)
6	Sep 29	Attribute Analysis: Paste (Stereoscopic)	14-16	
7	Oct 6	Attribute Analysis: Paste (Stereoscopic)	17-18 (19 skim, not req.)	

8	Oct 13	Attribute Analysis: Paste (Petrography and NAA)		TBA
9	Oct 20	Attribute Analysis: Paste (Petrography and pXRF)		TBA
10	Oct 27	Attribute Analysis: Form	25	Sabloff 1975
11	Nov 3	Attribute Analysis: Form		TBA
12	Nov 10	Interpreting Archaeological Pottery	20-22	
13	Nov 17	NO CLASS - AAA's - RESEARCH DAY		
14	Nov 24	NO CLASS - THANKSGIVING		
15	Dec 1	Graduate Presentations and Discussion		

Course Summary:

Date	Details	Due
Tue Aug 31, 2021	 Lab 1: Clay Prospecting https://webcourses.ucf.edu/courses/1386836/assignments/7287465	due by 11:59pm
Tue Sep 7, 2021	 Synthesis 1 https://webcourses.ucf.edu/courses/1386836/assignments/7231160	due by 11:59pm
Tue Sep 7, 2021	 Synthesis 2 https://webcourses.ucf.edu/courses/1386836/assignments/7231199	due by 11:59pm

Date	Details	Due
Tue Sep 14, 2021	 Synthesis 3 (https://webcourses.ucf.edu/courses/1386836/assignments/7231200)	due by 11:59pm
Tue Sep 21, 2021	 Synthesis 4 (https://webcourses.ucf.edu/courses/1386836/assignments/7231201)	due by 11:59pm
Tue Sep 28, 2021	 Synthesis 5 (https://webcourses.ucf.edu/courses/1386836/assignments/7231202)	due by 11:59pm
Tue Oct 5, 2021	 Synthesis 6 (https://webcourses.ucf.edu/courses/1386836/assignments/7231203)	due by 11:59pm
Tue Oct 12, 2021	 Synthesis 7 (https://webcourses.ucf.edu/courses/1386836/assignments/7231204)	due by 11:59pm
Tue Oct 19, 2021	 Synthesis 8 (https://webcourses.ucf.edu/courses/1386836/assignments/7231205)	due by 11:59pm
Tue Oct 26, 2021	 Synthesis 9 (https://webcourses.ucf.edu/courses/1386836/assignments/7231206)	due by 11:59pm
Tue Nov 2, 2021	 Synthesis 10 (https://webcourses.ucf.edu/courses/1386836/assignments/7231207)	due by 11:59pm
Tue Nov 9, 2021	 Prospectus (https://webcourses.ucf.edu/courses/1386836/assignments/7231288)	due by 11:59pm
Tue Nov 16, 2021	 Annotated Bibliography (https://webcourses.ucf.edu/courses/1386836/assignments/7231355)	due by 11:59pm
Tue Nov 23, 2021	 Outline (https://webcourses.ucf.edu/courses/1386836/assignments/7231433)	due by 11:59pm
Tue Nov 30, 2021	 Final Paper (https://webcourses.ucf.edu/courses/1386836/assignments/7231645)	due by 11:59pm
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1386836/assignments/7290072)	

Course Syllabus



ANT 3610: Language and Culture Fall 2021

Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 101

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

Hours OH are via Webcourse Chat or Scheduled Private Conference

Phone 407-823-2227

E-mail

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

Graduate Teaching Assistant (GTA)

Send our GTA Whitney a message via Webcourses Inbox Messages only

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

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610 0W60

Credit Hours 3

Semester/Year Fall 2021

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/Links to an external site.>

Student Learning Outcomes

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

Required Texts

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

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

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

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

Supplemental Texts

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

Course Activities

- Read the assigned materials each week.

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

Activity Submissions

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

Required Tools

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

Course Schedule

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

Missed Assignments/Make-Ups/Extra Credit

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

Late Work

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

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A

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

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

Assignment Group	Weight
------------------	--------

Graded Discussions	40
--------------------	----

Paper	25
-------	----

Quizzes	15
---------	----

Exams	20
-------	----

Policy Statements

Inclusive Classroom

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

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

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Syllabus Statements Regarding COVID-19 for Fall 2021

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings.

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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

COVID-19 and Illness Notification

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Course Accessibility COVID-19 Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu 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[Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.[You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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Third-Party Software and FERPA

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

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	Assignment Introduction Assignment	due by 11:59pm
	Assignment Orientation Quiz	due by 11:59pm
Sun Sep 12, 2021	Assignment Group Discussion 1	due by 11:59pm
Mon Sep 13, 2021	Assignment Online Quiz 1	due by 11:59pm
Mon Sep 27, 2021	Assignment Online Quiz 2	due by 11:59pm
Sun Oct 10, 2021	Assignment Group Discussion 2	due by 11:59pm
Sun Oct 24, 2021	Assignment Group Discussion 3	due by 11:59pm
Mon Oct 25, 2021	Assignment Midterm Examination	due by 11:59pm

Date	Details	Due
Mon Nov 8, 2021	Assignment Online Quiz 3	due by 11:59pm
Tue Nov 9, 2021	Assignment Group Discussion 4	due by 11:59pm
Sun Nov 21, 2021	Assignment Group Discussion 5	due by 11:59pm
Mon Nov 22, 2021	Assignment Online Quiz 4	due by 11:59pm
Mon Nov 29, 2021	Assignment Endangered Language Profile	due by 11:59pm
Fri Dec 3, 2021	Assignment TED talk paper (extra credit)	due by 11:59pm
Mon Dec 6, 2021	Assignment Final Examination	due by 11:59pm
	Assignment Small Group Lounge	

ANT2000-21Fall 0W60

[Jump to Today.](#)

 [Edit](#)



ANT2000 General Anthropology Fall 2021

Course Information

Course name: General Anthropology

Course ID: ANT 2000 (0M01)

Credit hours: 3.0 hours

Semester/year: Fall 2021

Location/time: W - World Wide Web

This syllabus is subject to change in response to unforeseen circumstances that may arise.

Professor Contact:

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Monday and Wednesday mornings 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- **Course GTA:** Lexie (Alexandria) Brock: alexandria.brock@ucf.edu (<mailto:alexandria.brock@ucf.edu>) and Webcourses mail client
GTA hours: Tuesday and Thursday 9-10 AM- Available to answer emails immediately. To meet via Zoom during this time please send me an email during office hours and I will reply back shortly with a zoom link for us to meet.
GTA e-mail: via WebCourses Inbox
- (Please only email from me or your TA using your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Description

Catalog description: An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology

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

What is this course about?

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate.

Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-but please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

You will learn anthropologists research and explain humanity in the past and the present. When you leave this course, you will have a greater understanding and appreciation of peoples and cultures around the globe, including your own. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

What Skills will I develop in this course?

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

about human behavioral and biological diversity and similarity both past and present. After completing the course, you should be able to:

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

Required Texts



Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the

required readings before completing assignments. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbooks.

Your textbooks are FREE and OPEN SOURCE. You will not be required to purchase anything for this class. Readings are available here for download and links will be provided to the readings within the course modules.

[Perspectives: An Open Invitation to Cultural Anthropology](https://perspectives.americananthro.org/) (<https://perspectives.americananthro.org/>), by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017

[Exploring our World: Biological and Archaeological Essentials for General Anthropology](https://stars.library.ucf.edu/oer/5/) (<https://stars.library.ucf.edu/oer/5/>), by Michael Callaghan and Lana Williams, 2020

GEP Pre-test and Post-test

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

Other tools/items needed: None

Course Requirements

There are 15 modules to be completed *in sequence*. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Evaluation and Grading

Item	Total Points
Exams (3 @ 100 points each)	300
Essays/Response Papers (3 @ 25 points each)	75
Reading Quizzes (15 @ 10 points each)	150
Total Points	525

Exams (3 @ 100 points each).

Three exams will cover the material from lectures and readings—in order to do well, you must both view the

lectures and read the required materials.

Essays and Response Papers (3 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

Quizzes (15 @ 10 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will negatively affect your final grade.

Grading Scale

Name:	Range:
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

A Note on Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency.**

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not

request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

Class Website

The course syllabus and information on assignments are available on Webcourses. Grades will be posted in Webcourses as well. You will be informed of important class information via e-mail or announcement on Webcourses. Please check your e-mail and the Webcourses Modules page regularly. If you fail to do so, there is a possibility that you will miss crucial material.

Extra Credit

There will be no extra credit offered.

Unauthorized Use of Websites and Internet Resources

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

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

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

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

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

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

academic misconduct.

Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Turnitin.com

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

Policy Statements

Statement Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms [_\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/#covid\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/#covid)

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student

Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Course Accessibility and Disability 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.

Campus Safety Statement for Students in Online-Only Courses

- 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.

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> < <http://sas.sdes.ucf.edu/> > (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 Duty Military Students

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

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

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

Religious Observances

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

Third-Party Software and FERPA

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

Diversity and Inclusion

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

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> [.\(http://oie.ucf.edu/\)](http://oie.ucf.edu/) & askanadvocate@ucf.edu [.\(mailto:askanadvocate@ucf.edu\)](mailto:askanadvocate@ucf.edu)

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

UCF Cares

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












University Writing Center











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

In-Class Recording Statement

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and **may not be published or shared without the written consent of the faculty member**. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	 Quiz 1: Academic Engagement and Perspectives Chapter 1 (https://webcourses.ucf.edu/courses/1389259/assignments/7191638)	due by 11:59pm
Mon Aug 30, 2021	 GEP Anthropology PreTest (https://webcourses.ucf.edu/courses/1389259/assignments/7190972)	due by 11:59pm
Sun Sep 5, 2021	 Quiz 2 (https://webcourses.ucf.edu/courses/1389259/assignments/7190964)	due by 11:59pm
Sun Sep 12, 2021	 Assignment 1 - Self Ethnography (https://webcourses.ucf.edu/courses/1389259/assignments/7190969)	due by 11:59pm
	 Quiz 3 (https://webcourses.ucf.edu/courses/1389259/assignments/7190963)	due by 11:59pm
Sun Sep 19, 2021	 Quiz 4 (https://webcourses.ucf.edu/courses/1389259/assignments/7190967)	due by 11:59pm
	 Quiz 5 (https://webcourses.ucf.edu/courses/1389259/assignments/7190960)	due by 11:59pm
Sun Sep 26, 2021	 Assignment 2 (https://webcourses.ucf.edu/courses/1389259/assignments/7190970)	due by 11:59pm
Wed Sep 29, 2021	 Exam 1 (https://webcourses.ucf.edu/courses/1389259/assignments/7190954)	due by 11:59pm
Sun Oct 3, 2021	 Quiz 6 (https://webcourses.ucf.edu/courses/1389259/assignments/7190951)	due by 11:59pm
Sun Oct 10, 2021	 Quiz 7 (https://webcourses.ucf.edu/courses/1389259/assignments/7190957)	due by 11:59pm
Sun Oct 17, 2021	 Quiz 8 (https://webcourses.ucf.edu/courses/1389259/assignments/7190959)	due by 11:59pm

Date	Details	Due
Sun Oct 24, 2021	 Quiz 9 (https://webcourses.ucf.edu/courses/1389259/assignments/7190955)	due by 11:59pm
Sun Oct 31, 2021	 Quiz 10 (https://webcourses.ucf.edu/courses/1389259/assignments/7190965)	due by 11:59pm
Wed Nov 3, 2021	 Exam 2 (https://webcourses.ucf.edu/courses/1389259/assignments/7190958)	due by 11:59pm
Sun Nov 7, 2021	 Quiz 11 (https://webcourses.ucf.edu/courses/1389259/assignments/7190953)	due by 11:59pm
Sun Nov 14, 2021	 Quiz 12 (https://webcourses.ucf.edu/courses/1389259/assignments/7190966)	due by 11:59pm
Sun Nov 21, 2021	 Quiz 13 (https://webcourses.ucf.edu/courses/1389259/assignments/7190961)	due by 11:59pm
Sun Nov 28, 2021	 Quiz 14 (https://webcourses.ucf.edu/courses/1389259/assignments/7190952)	due by 11:59pm
Fri Dec 3, 2021	 Assignment 3 - Heteronormativity (https://webcourses.ucf.edu/courses/1389259/assignments/7190971)	due by 11:59pm
Sun Dec 5, 2021	 Quiz 15 (https://webcourses.ucf.edu/courses/1389259/assignments/7190962)	due by 11:59pm
Sat Dec 11, 2021	 Exam 3 (https://webcourses.ucf.edu/courses/1389259/assignments/7190968)	due by 11:59pm

Course Syllabus

[Jump to Today.](#)

 [Edit](#)

Archaeology and the Rise of Human Culture

ANT2140



Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Mondays and Wednesdays morning 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Rodrigo Guzman melvin.guzmanpiedrasanta@ucf.edu (<mailto:melvin.guzmanpiedrasanta@ucf.edu>) and Webcourses mail client
- Virtual Office hours TBA
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3
- Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.
- Semester/Year: Fall 2021
- Location: Webcourses

Course Description

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

Scope and purpose of the course:

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-but please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

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

Required Text



- Archaeology Essentials 4th Edition, by Colin Renfrew and Paul Bahn.
- To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in UCF Webcourses. Click on the Course Materials navigation link on the sidebar.

By placing your digital course materials on Webcourses@UCF, the UCF Campus Store and the publisher of your textbooks have discounted your course materials to bring you the lowest price available. To take advantage of this discounted rate, you will need to Opt-In to have the cost of these materials billed to your UCF Student Account under a fee called “Digital Course Materials”. This means you can access the course materials today, and will not have to pay for them until the UCF fee payment deadline on your UCF Student Account. The Opt-In deadline is this Friday of the first week of class at 11:59pm.

It is recommended that you Opt-In as these materials are required to complete the course. You can choose to Opt-In on the first day of class, right within UCF Webcourses. Be sure to Opt-In before the deadline term deadline to have access to your course materials at the discounted price. If you do not Opt-In or miss the deadline, you will have to purchase your materials at the UCF Campus Store or other vendor at a significantly higher rate. Please see the first Module of the course for more information.

Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam

is weighted the same in your grade book.

There will be **five written assignments**. There will also be **five required group discussions** in which you will participate.

You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Attendance/Participation and Missed Assignments

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

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

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

Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points

is 325 and the total points available is 405, then your grade would be $325/405=0.802$ which is 80.2%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Group Discussions (5 at 10 points each)	50
Exams (3 at 50 points each)	150
Total number of points	405

Name: Range

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%

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

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

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

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

A Note on Grading

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Websites and Internet Resources

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

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

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

graded work in an online course should not be treated with integrity.

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

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

Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Turnitin.com

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

Policy Statements

Statement Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Statement Regarding Masks in Classrooms [_\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/#covid\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/#covid)

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety Statement for Students in Online-Only Courses

- 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.

Academic Integrity

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> [\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu [_ \(mailto:sas@ucf.edu\)](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.

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

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

Religious Observances

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

Third-Party Software and FERPA

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

Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

University Writing Center









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













In-Class Recording Statement








Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral

presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and **may not be published or shared without the written consent of the faculty member**. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Summary:

Date	Details	Due
Sun Aug 29, 2021	 Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1389270/assignments/7226530)	due by 11:59pm
Fri Sep 3, 2021	 CH 01 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226533)	due by 11:59pm
	 Discussion Post 1: Introduce yourself (https://webcourses.ucf.edu/courses/1389270/assignments/7226545)	due by 11:59pm
Fri Sep 10, 2021	 CH 02 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226544)	due by 11:59pm
	 Discussion 2 (https://webcourses.ucf.edu/courses/1389270/assignments/7226546)	due by 11:59pm
Fri Sep 17, 2021	 Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1389270/assignments/7226550)	due by 11:59pm
	 CH 03 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226535)	due by 11:59pm
Fri Sep 24, 2021	 EXAM 1 (https://webcourses.ucf.edu/courses/1389270/assignments/7226540)	due by 11:59pm

Date	Details	Due
Fri Oct 1, 2021	 CH 04 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226531)	due by 11:59pm
Mon Oct 4, 2021	 Assignment 2 (https://webcourses.ucf.edu/courses/1389270/assignments/7226552)	due by 11:59pm
Fri Oct 8, 2021	 CH 05 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226537)	due by 11:59pm
	 Discussion 3 Practicing Burial Analysis (https://webcourses.ucf.edu/courses/1389270/assignments/7226547)	due by 11:59pm
Fri Oct 15, 2021	 CH 06 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226541)	due by 11:59pm
Mon Oct 18, 2021	 Assignment 3: Analyzing Prehistoric Diets (https://webcourses.ucf.edu/courses/1389270/assignments/7226553)	due by 11:59pm
Fri Oct 22, 2021	 CH 07 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226543)	due by 11:59pm
	 Discussion 4 (https://webcourses.ucf.edu/courses/1389270/assignments/7226548)	due by 11:59pm
Fri Oct 29, 2021	 EXAM 2 (https://webcourses.ucf.edu/courses/1389270/assignments/7226539)	due by 11:59pm
Fri Nov 5, 2021	 CH 08 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226534)	due by 11:59pm
Mon Nov 8, 2021	 Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1389270/assignments/7226554)	due by 11:59pm
Fri Nov 12, 2021	 CH 09 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226538)	due by 11:59pm

Date	Details	Due
Fri Nov 19, 2021	 CH 10 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226542)	due by 11:59pm
Mon Nov 22, 2021	 Assignment 5 (https://webcourses.ucf.edu/courses/1389270/assignments/7226555)	due by 11:59pm
Mon Nov 29, 2021	 CH 11 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226532)	due by 11:59pm
Fri Dec 3, 2021	 CH 12 QUIZ (https://webcourses.ucf.edu/courses/1389270/assignments/7226536)	due by 11:58pm
Fri Dec 3, 2021	 Discussion 5 (https://webcourses.ucf.edu/courses/1389270/assignments/7226549)	due by 11:59pm
Sat Dec 11, 2021	 EXAM 3 (https://webcourses.ucf.edu/courses/1389270/assignments/7226529)	due by 11:59pm
Sat Dec 11, 2021	 Inquizitive practice not for grade (https://webcourses.ucf.edu/courses/1389270/assignments/7245219)	

ANT 4586C: Human Origins
Anthropology College of Science, University of Central Florida
3 Credit Hours

Instructor:	Dr. Sarah Freidline	Term:	Fall 2021
Office Location:	H. Phillips Hall 311	Class Modality:	Face to Face Instruction (P)
Office Hours:	Monday 10:30-12:00 Howard Phillips Hall 311A	Class Location & Meeting Time:	LEC – BA1 122 Monday & Wednesday 9:30-10:20 LAB – MSB 149 Wednesday 10:30 or 12:30
Phone:	Anthro. Department: 407-823-2227		
Email:	Sarah.Freidline@ucf.edu or Webcourses@UCF messaging		

GTA:	Jonathan Barkmeier	Office Hours:	Wednesday 2:00 – 3:00 MSB 149
Email:	Webcourses@UCF messaging		

I. Welcome!

This undergraduate level course explores the fossil and archaeological evidence of human evolution.

[University Course Catalog Description](#)

The fossil evidence for human evolution from Miocene hominoids through *Australopithecus* and the earliest members of the genus *Homo*.

[Course Overview](#)

This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to evolutionary concepts, historical background and modern articulation. We will explore the anatomical and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence

of the modern human suite of anatomical and cultural characteristics. Lecture and lab are required components.

Learning Objectives

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

- Understand what paleoanthropology is and what makes it unique as a discipline.
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the key events in human evolution and the biological and cultural significance of each.
- Understand the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

Course Prerequisites

ANT2511, sophomore standing, or permission of instructor.

Course Credits

3 Credit Hours

II. Course Requirements

This course will include **face-to-face lectures and labs**, and readings that explore diverse aspects of human evolution. The course will include weekly reading assignments, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success.

Recommendations for Success:

- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
- 2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.
- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Required Texts

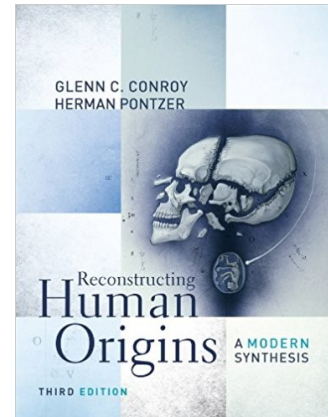
Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3rd edition). New York: W.W. Norton & Company. ISBN: 978-0393912890.

3rd edition required. Older versions are very outdated.

Required Additional Readings:

Natural History Magazine Special Issue on Human Evolution (2018). Vol. 128. No. 8. This will be available as a .pdf on Webcourses.

Students will also be required to read a selection of assigned articles that will be posted electronically on the Webcourses. Additional important websites or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.



III. Evaluation

Grades will be based on a student's weighted scores in the following:

Quizzes	20%
Lab Assignments (x13)	20%
Two Midterms	30%
Final Exam	20%
Attendance	10%
<hr/>	
Total	100%

Grading Scale (%)

A	100-94	B	89-87	C+	79-77	D+	69-67	F	59-0
A-	93-90	B+	86-84	C	76-74	D	66-64		
		B-	83-80	C-	73-70	D-	63-60		

Grade Dissemination

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

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

Exam Discussions: Please make an appointment or during office hours, I will be happy to go over the exam with you on an individual basis.

Learning Assessment

Regular attendance and participation in class and labs is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge week by week. This syllabus is

your guide to the class – Know it. If you are ill and/or in quarantine and cannot attend face to face lectures, please notify me by email or Webcourses as soon as possible. Accommodations can be made to make up any missed classes or assignments.

Mini QUIZZES will be on Mondays at the start of class. These quizzes will consist of multiple choice questions, True/False statements and/or fill in the blank, and they will last approximately 10 min. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings.

EXAMS There will be three non-cumulative exams: two midterms and one final exam. The exams will include multiple choice questions, True/False statements, fill in the blank, short answer, and short essay with questions coming from lectures, all readings, labs, and films.

LAB WORK Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed in at the end of class. You must be on time AND PREPARED by READING THE HANDOUT before lab. Even though there are two lab sections, you must attend your assigned section. Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations. Late lab assignments will be penalized 1 letter grade per day (after Wednesday), but not accepted after 5 days late (excluding weekends).

IV. COVID-19

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

If you are ill and/or in quarantine and cannot attend face to face lectures, please notify me by email or webcourses as soon as possible. Accommodations can be made to make up any missed classes or assignments..

Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

For the lab sections, instructor/GTA will wipe down all surfaces and materials BEFORE class begins. AFTER lab, students will be asked to wipe down their workstations and materials before putting materials away. Cleaning supplies will be available as well as disposable gloves for students. Face shields are not required, but may be useful to help prevent fogging of eyeglasses.

Notifications in Case of Changes to Course Modality

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

In the case of emergency, we may have to shift this course to a remote instruction mode due to the COVID-19 pandemic. IF NECESSARY, we will use **Zoom for synchronous** (“real time”) **class lectures**. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

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

Things to Know About Zoom:

- You must **sign in** to my Zoom session using your **UCF NID and password**.
- For your laptop/desktop computer, you will **need a webcam and voice audio** set up, and sufficient bandwidth to display live streaming. If you do not have these materials, please contact the professor.
- The Zoom sessions are **recorded**. If you miss a meeting, recordings will be made available upon request.
- Students are **expected to participate regularly** in Zoom class discussions, including asking questions, responding to prompts, polls, and discussions. Students will use the **raise the hand feature**, and questions included in the chat may be addressed at the end of class if there is time.
- **Improper classroom behavior is not tolerated** within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Course Accessibility and Disability

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

V. Course Procedures and Policies

Contacting the professor

Outside of class our official mode of communication is through the email located inside Webcourses or through UCF email – sarah.freidline@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 1 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these office hours. Email is NOT

a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at sarah.freidline@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4586 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Webcourses@UCF

ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

Grading and Evaluation

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

Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and additional readings) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Course Etiquette

- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet. This includes APPLE/smart watches and other electronic devices with internet or cloud connectivity.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
- Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.

- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Deadlines, Late-Work and Make-ups

Note that you must complete the course requirements according to the timeline provided in this document. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Given these extraordinary circumstances, there can be accommodations for exams with a valid reason (such as traffic ticket, police report, obituary, or doctor’s note). The deadlines are provided and accessible. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date and will take a different format from the original. No penalty will be applied.

University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.

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

Grades of ‘Incomplete’

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

VI. UCF Core Syllabus Statements

Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of

this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Academic Integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>. The UCF Rules of Conduct apply to all UCF students -

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

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

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

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

Academic Conduct

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

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students Statement

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

Discrimination

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

University Writing Center

This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Copyright

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

Unauthorized Use of Websites and Internet Resources

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

Third-Party Software and FERPA

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

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical

oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule.

VII. Course Schedule and Assignments

Disclaimer

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in Webcourses announcements with anticipation. If absent from class, it is the student’s responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

Important Dates to Remember

The Fall Academic calendar can be found online at: <https://calendar.ucf.edu/2021/fall>

Drop/Swap Deadline: August 27th

Withdrawal Deadline: October 29th

Human Origins ANT4586C Fall 2021

Course Schedule and Assignments

*Subject to change with notice.

Week	In-Class Dates	Topic	Assignment	Required Reading
1	Aug 23 Aug 25 <i>Lab</i>	Introduction to course Overview of human evolution <i>Introduction to lab and human anatomy</i>	Quiz 1 <i>Lab 1</i>	NHM: Know Thyself
2	Aug 30 Sept 1 <i>Lab</i>	Humans as Primates <i>Primate Lab 1</i>	Quiz 2 <i>Lab 2</i>	Ch. 1 NHM: Tooth & Nail
3	Sept 6	No Class – Labor Day		

	Sept 8 <i>Lab</i>	The Plio-Pleistocene World <i>Primate Lab 2</i>	Quiz 3 <i>Lab 3</i>	Ch. 2
4	Sep13 Sept 15 <i>Lab</i>	Finding and Dating Fossils <i>Paleoenvironment & Archaeological Methods</i>	Quiz 4 <i>Lab 4</i>	Ch. 3
5	Sept 20 Sept 22 <i>Lab</i>	Naming & Classifying Hominins Midterm Review <i>Species Concepts/Forces of Evolution'</i>	Quiz 5 <i>Lab 5</i>	Ch. 4
6	Sept 27 Sept 29 <i>Lab</i>	Midterm Exam Miocene Apes <i>Miocene Apes</i>	 <i>Lab 6</i>	Ch. 5; NHM: Going Ape
7	Oct 4 Oct 6 <i>Lab</i>	Early Hominins: South Africa <i>Australopith 1</i>	Quiz 6 <i>Lab 7</i>	Ch. 6 NHM: The Ape Inside Us
8	Oct 11 Oct 13 <i>Lab</i>	Early Hominins: East Africa <i>Australopith 2</i>	Quiz 7 <i>Lab 8</i>	Ch. 7 NHM: Where Do We Begin?
9	Oct 18 Oct 20 <i>Lab</i>	Australopith Paleobiology, Phylogeny & Bipedalism <i>Bipedalism</i>	Quiz 8 <i>Lab 9</i>	Ch. 8 NHM: Lucy and Her Ilk
10	Oct 25 Oct 27 <i>Lab</i>	Early <i>Homo</i> Midterm Review <i>Homo habilis</i>	Quiz 9 <i>Lab 10</i>	Ch. 9 NHM: Chipping Away
11	Nov 1 Nov 3 <i>Lab</i>	Midterm Exam <i>Homo erectus</i> <i>Homo erectus</i>	 <i>Lab 11</i>	Ch. 10; NHM: Scouting for the <i>Homo</i> Team
12	Nov 8 Nov 10 <i>Lab</i>	Middle Pleistocene hominins <i>Middle Pleistocene hominins</i>	Quiz 10 <i>Lab 12</i>	Ch. 11

13	Nov 15 Nov 17 <i>Lab</i>	Neanderthals & <i>H. sapiens</i> <i>Neanderthals & H. sapiens</i>	Quiz 11 <i>Lab 13</i>	Ch. 13 NHM: The Origin of US
14	Nov 22 Nov 24	Modern Human Origins No Class Thanksgiving	Quiz 12	Ch. 12; NHM: Finding Meaning
15	Nov 29	Modern Evolutionary Times	Quiz 13	NHM: The Paleogenomic Revolution; Alternative Energy; The Future of <i>H. sapiens</i>
16	Dec 6	Finals Week: Final Exam		