Syllabus

Spring 2021

Instructor Contact

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

Course Information

Cultural Anthropology	
ANT2410	
3	
Fall 2021	
online	

Course TA - Rachael Root
Email - rachael.root@ucf.edu

Course Description

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

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.

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

Learning Outcomes

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

Required Text

The Big Gamble - available as a pdf in Webcourses

Refugee Camp Readings provided in Webcourses

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

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/27 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

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

Online Exams

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

Online Quizzes

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

Online Discussions

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

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

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

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

GEP Pre/Posttests:

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

Missed Assignments/Make-Ups/Extra Credit

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

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

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

There is no Extra credit

Covid policy

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.

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes.

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

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCFLinks to an external site.(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.eduLinks to an external site.and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter(Links to an external site.) (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule

Week/Dates	Topics

Week 1 8/23	• Course Orientation • Introduction Anthropology and to the Concept of Culture • Definitions of Culture • Characteristics of Culture • Aspects of Culture. • *What is anthropology? • *What aspects of anthropology are unique and different from other natural and social sciences? • *The scientific method. • *The sub-disciplines within anthropology and what they study.
Week 2 8/30	Ethnography
Week 3 9/6	• Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading) • Research Questions and Methods • Some History • The Research Setting • Aspects of Vietnamese Culture
Week 4 9/13	The Big Gamble

Week 5 9/20	Language • Language and Linguistics • Design Characteristics of Human Language • Language Acquisition • Language and Culture • Some Examples from Vietnamese Language	
Week 6 9/27	• Subsistence Systems • Environments • Hunter Gatherers • Horticulture • Pastoralism • Agriculture • Intensive Agriculture	
Week 7 10/4	• Social Organization • Kinship and Descent • Vietnamese Refugee Cases	
Week 8 10/11	Sex and Marriage; Enculturation	

Week 9 10/18	• Political Organization and Social Control • Bands • Tribes • Chiefdoms • States • A Riot in A Refugee Camp
Week 10 10/25	• Economic Systems • Reciprocity • Refugee Camp Examples
Week 11 11/1	• Religion • Magical Thinking • cognitive capabilities
Week 12 11/8	• Cultural Change

Week 13 1/15	• Applied Anthropology, • Cultural Conservatism • Innovation • Diffusion • Revitalization
Week 14 11/22 12/2 - 12/3 12/3	Globalization **Last day of class - all discussions due, nothing accepted after this day**
Make Up Exam	make up exam - this is to make up a missed exam or try to improve your exam score

Syllabus Peoples of the World

Ant 3212 Peoples of the World Fall 2021

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	Online in class chat Thursday evening 7-9 pm
Phone	407-823-3779
Email	vance.geiger@ucf.edu
TA	Suzanne Draper

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Fall 2021
Location	Online

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

UCF catalogue description:
A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies. (this description is incorrect as the class does not focus on "preliterate" societies)

Course Description

This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large

state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

Course Objectives

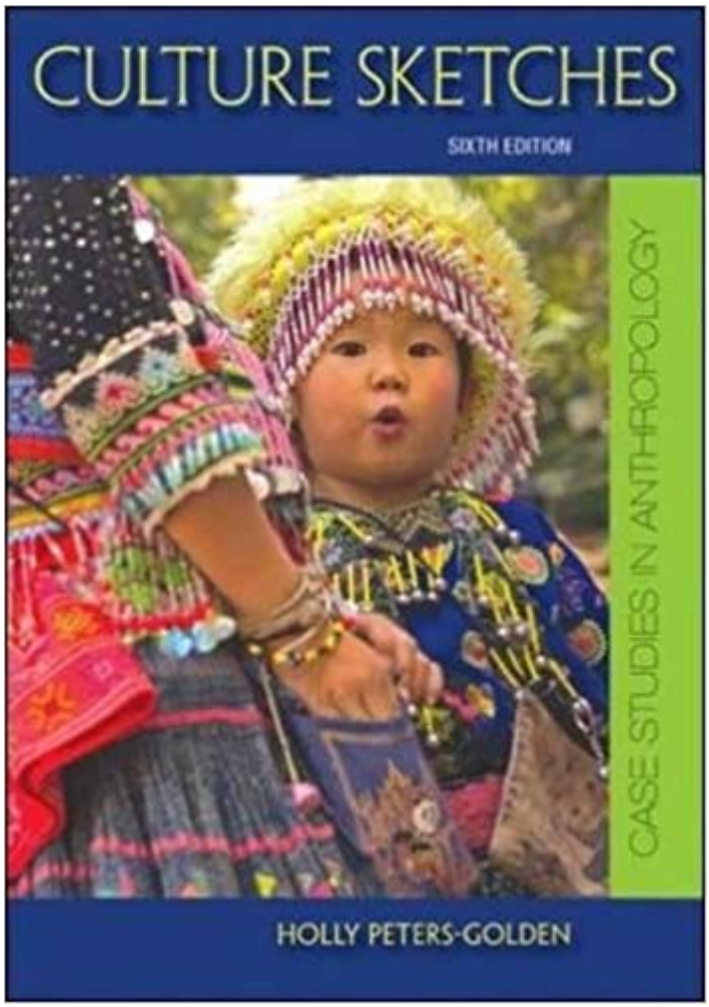
- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

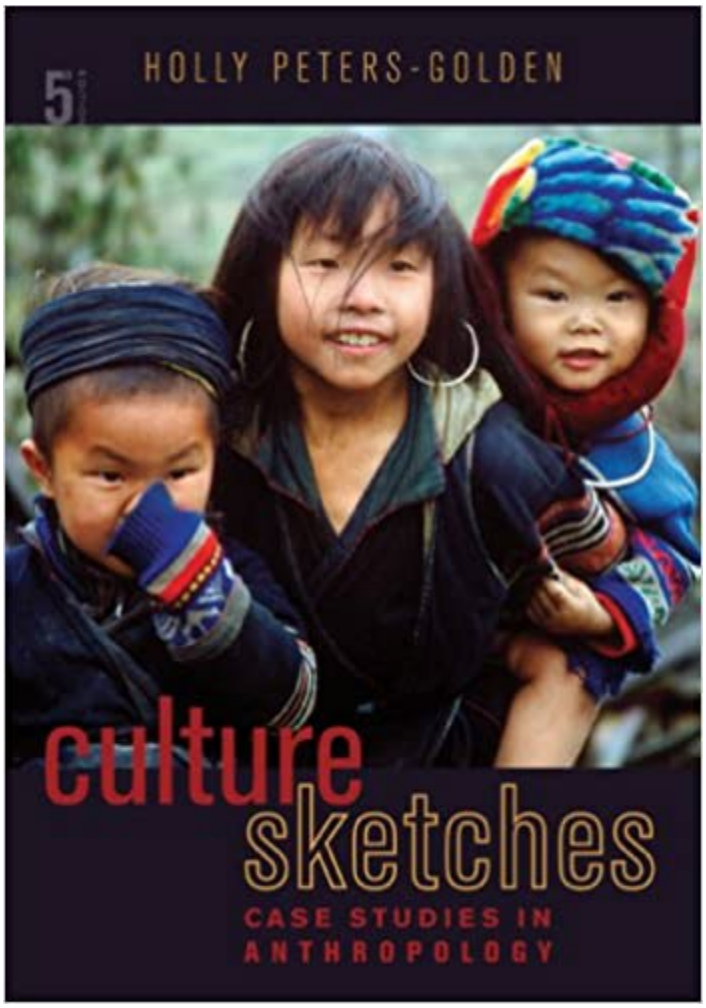
Learning Outcomes

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

Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8

- 
CULTURE SKETCHES
SIXTH EDITION
CASE STUDIES IN ANTHROPOLOGY
HOLLY PETERS-GOLDEN



- Online material including pdfs of texts (The Dobe, The Trobriand Islanders, Friend by Day, Enemy by Night, The Hutterites

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/27 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
14 Online Assignments and Discussions @ 10 points each	140
3 Discussion posts and responses 20 points each	60
Total	500 points

Online Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the final exam period after classes officially end. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

Online Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other

student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)

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

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

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

Office Hours - Face to Face and Online

Your instructor office hours online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class

students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Covid

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.

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.

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.

Academic Honesty

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

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon

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

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

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

Deployed Active Duty Military Students

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

Schedule - Peoples Fall 2021

Week 1 8/23 Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 8/27 11:55 pm

Assignments 1A and 1B due 8/30 11:55 pm

Week 2 8/30 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 9/6 11:55 pm

Week 3 9/6: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 9/13 11:55 pm

Week 4 9/13: Plant and Animal domestication

Assignment 4 Due 9/20 11:55 pm

Week 5 9/20 Horticulture and Big Men

Assignment 5 Horticulture Due 9/27 11:55 pm

Exam 1 9/25 8 am - 9/27 11:55 pm

Week 6 9/27 Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 10/4 11:55 pm

Discussion 1 due 10/4 11:55 pm

Week 7 10/4: Pastoralism

Week 7 Assignment due 10/11

Week 8 10/11: Friend by Day Enemy by Night

Week 8 Assignment due 10/18 11:55 pm

Week 9 10/18 The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Week 9 Assignment due 10/2511:55 pm

Week 10 10/25 The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 11/1

Exam 2 10/30 8 am - 11/1 11:55 pm

Week 11 11/1 Cultures within states - The Hutterites

Week 11 assignment due 11/8

Discussion 2 due 11/8 11:55 pm

Week 12 11/8: States - American culture

Week 12 assignment due 11/15

Week 13 11/15: **Summing Up**

Assignment: Scale due 11/22 11:55 pm

Week 14 11/22 The Roma

Reading: chapter 11 Sketches of Culture

Week 15: Haiti

Reading: chapter 4 in Sketches of culture

Discussion 3 due 12/3 2011:55 pm

Exam 3 12/2 8 am - 12/3 11 55 pm

Last day of class - 12/3 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Make Up Exam 12/4 8 am - 12/5 11:55 pm

Syllabus: Sex, Gender and Culture Fall 2021

Syllabus: Sex, Gender and Culture Fall 2021

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311K

Office hours: by appointment with Zoom or Conferences

Online Office in class chat or conferences: Wednesday 7 – 9 pm

E mail: vance.geiger@ucf.edu

Class TA: Lea Harvey

Course description:

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

Course outcomes:

1. Understand the approach the discipline of anthropology takes to the study of human beings.

2. Understand the concept of culture as used by anthropologists and the impact culture has on people's lives.

3. Understand the importance of ethnography in researching cross-cultural human behavior.

4. Appreciate the salience of the various topics covered in class that are derived from ethnography, that increase our understanding of the intersection of sex, gender and culture.

Text: Online articles: UCF is attempting to reduce the cost to students by using Open Educational Resources or other material at no cost to students. This class is part of that effort and thus has not required text students have to buy.

Grading: There will be three exams. The exams will be multiple choice. Each exam will be 100 points. The exams will be a combination of the reading and class lecture/discussion. There will also be 6 quizzes and 9 assignments to be done on canvas, 10 points each.

A = 100 – 90% B = 89 – 80% C = 79 – 70% D = 69 – 60%

I do not use the canvas grading system as it is incorrect and gives a misleading idea of your current grade. To find your current grade add up all the points you have and all you could have had and find the %.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your

computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking not of the due dates for the assignments. Missing an assignments because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing you knights mail for information on the class on a bi- weekly basis. Not accessing your knights mail account is not an excuse for

not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

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

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.
10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

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

Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. After that we follow the topics and material from the text, with some additional online material.

Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing a kind of lecture. Consequently, there will be a substantial amount of material from the modules on the three exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

On-Line Exams and Quizzes.

The exams and quizzes will be available for specified days (see Schedule). You must take the exam or quiz during those specified days or it will have been missed. Once you begin the exam or quiz you will have a specified time to complete it. At the end of the time it will automatically close.

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On-Line assignments

The assignments have due dates. If you complete the assignment by the due date you may receive full credit. If you post after the due date the maximum you can receive is 1/2 credit. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note

This is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit. Also, answer completely. The completeness of your answer is an indication of your motivation (or lack of motivation) to do well in the class.

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

Warning

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

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

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

Covid policy

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.

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only*with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Schedule

Week 1 8/23 Introduction to Anthropology, the Concept of Culture

Reading: online information in week 1

Week 1 quizzes due 8/30 11 55 pm

Week 2 8/30 Biology, Gender and Human Evolution.

Reading week 1 online material

Week 2 quiz due 9/6 11 55 pm

Week 3 9/6: Gender and Prehistory

Reading Online material week 3

Week 3 quiz due 9/13 11 55 pm

Week 4 9/13 Domestic Worlds and Public Worlds

Reading week 4 online material

Week 4 quiz due 9/20

Week 5: 9/20 Equality and Inequality: The Sexual Division of labor and Gender Stratification

Reading: week 5 online material

Week 5 quiz due 9/27 11 55 pm

Exam 1

Week 6 9/27 The Cultural Construction of Gender and Personhood.

Reading; week 6 online material

Week 6 assignment due 10/4 11 55 pm

Week 7 10/4: Culture and Sexuality.

Reading week 7 online material

Week 7 assignment due 10/11 11 55 pm

Week 8 10/11: Gender and the State

READING week 8 online material

Week 8 assignment due 10/18 11 55 pm

Week 9 10/18: Gender, Household and Kinship.

Reading week 9 online material

Week 9 assignment due 10/25 11 55 pm

Week 10 10/25: Gender, Politics and Reproduction

Reading week 10 online material

Week 10 assignment due 11/1 11 55 pm

Exam 2

Week 11 11/1: American Culture and the Way We Never Were

READING online material, The Way We Never Were by Coontz

Week 11 assignment due 11/8 11 55 pm

Week 12 11/8: American Culture and the Way We Never Were

Reading online material, The Way We Never Were by Coontz

Week 12 assignment due 11/15 11 55 pm

Week 13 11/15:: Case Study: The Nembi Plateau and Child Malnutrition

Reading Online material

Week 13 assignment due 11/22 11 55 pm

Week 14 11/22: Case Study: Repatriation of Cambodian Refugees

Reading Online material

Week 14 assignment due 11/29 11 55 pm.

Week 15 11/29 Globalization

Reading: online material

Exam 3 12/2 8 am - 12/3 11 55 pm

Make Up Exam 12/4 8 am - 12/5 11 55 pm

Syllabus Fall 2021

Welcome to Ant 2000H Fall 2021

To access the class you can use either MyUcf or webcourses@ucf.edu

Within the weeks you will see what kind of assignments you must do.

To do an assignment go to the assignments button on the class home page and pick from the list of assignments which one you are supposed to do and click it.

Syllabus
Instructor: Vance Geiger, PhD
Office Hours:
Office: Howard Philipps Hall 311C
Office Phone: 407-823-5779
E Mail: vance.geiger@ucf.edu
Online office hour in class chat: Thursday evening 7 – 9 p,m
Class – face to face MSB 149
Texts
The Pithouses of Keatley Creek by Hayden – available as a pdf in the class website
Callaghan and Williams – available as a pdf in the class website
Perspectives: An Introduction to Cultural Anthropology – available in the class website
A War of Witches available as pdf
To Be Clear – All required texts are available as pdf's in the class website.

Explanations for Texts:
Keatley Creek is an archaeology case study that provides a good example of how archaeology is done and how archaeologists reach their conclusions
Callaghan and Williams is an introduction to physical anthropology and archaeology.
Perspectives is an introduction to cultural anthropology
A War of Witches, is an ethnography that illustrates points made in the cultural anthropology section of the course.

Grading: Three 100 point exams = 300 points
17 On-line Assignments (one is worth 20) = 180 points

Total Possible: 480 points
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%

D = 60 – 69%
E = Less than 60%

Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit. There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

Grading

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

There are three regular exams in the course. There is also a Make Up Exam that will open on the Saturday after the last day of class – The Make Up Exam is to make up a missed exam (Exam 1, Exam 2 or Exam 3) and to provide students an opportunity, if they choose to improve their exam score (if they have taken Exam 1 and Exam 2).

On-Line Assignments: the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the assignment.
There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them.

Late assignments will receive 1/2 credit.

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

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

Important note - NEVER USE PAGES!!!! PAGES IS UNREADABLE IN CANVAS.

Required 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 ClassroomsLinks to an external site.
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.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.
COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

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

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

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

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

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
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4. Creativity: I will use my talents to enrich the human experience.
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The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)> and have been adopted by UCF's Department of Writing & Rhetoric.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF

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

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.
Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.
In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed onlywith the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

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

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

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.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking not of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

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

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

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

Schedule

Week 1: 8/23:
Introduction to Anthropology and Introduction to the Concept of Culture
Reading: Online material, Callaghan and Williams chapter 1

Syllabus quiz due 8/27

Week 1 assignments due 8/30

Week 2: 8/30
Development of Evolutionary Theory, Inheritance and Microevolution, Primate Evolution and Fossil Primates .

Reading: Section 2 online material, Callaghan and Williams chapter 2

Week 2 assignment due 9/6

Week 3: 9/6 Hominid Evolution.

Reading: Section 3 online material, Callaghan and Williams chapter 4

Week 3 assignment due 9/14

Week 4: 9/13 Homo Habilis and Homo Erectus.

Reading: Section 4 online material, Callaghan and Williams chapter 4

Week 4 assignment due 9/20

Week 5: 9/20 Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Week 5 assignment due 9/27

Exam 1 9/25 8 am – 9 /27 11 55 pm

Week 6: 9/27 Modern Human Diversity and the Issue of Race.

Reading: Section 6 online material, Callaghan and Williams chapter 3

Week 6 assignment due 10/4

Week 7: 10/4 Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

Reading: Section 7 online material, Callaghan and Williams chapter 5

Week 7 assignment due 10/11

Week 8: 10/11 Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Week 8 assignment due 10/18

Week 9: 10/18 Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Week 9 assignment due 10/25

Week 10: 10/25 Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Week 10 assignment due 11/1

Exam 2 10/30 8 am – 11/1 11 55 pm

Week 11:11/1 Economics

Reading: online material, Perspectives chapter 6

Begin reading “A War of Witches”

Week 11 assignment due 11/8

Week 12 11/8 Religion and (online material)

Reading: Section 12 online material, Perspectives chapter 11, A War of Witches

Week 12 assignment due 11/15

Week 13: 11/15 Cultural change

Reading: section 13 online material

Week 13 assignment due 11/22

Week 14: 11/22 Applied Anthropology – Refugees

Reading: Online material, chapter 18 in Perspectives

Week 14 assignment due 11/29

Week 15 11/29 Globalization

Week 15 assignment 12/3

Exam 2 12/2 8 am – 12/3 11 55 pm

12/3 Last day of class all assignments on-time or late due 11 55 pm

Make Up Exam 12/4 8 am – 12/5 11 55 pm

ANT 4932: Archaeology of the Future

Instructor: Edward Gonzalez-Tennant, PhD
Email: Use Webcourses mail.

Office Location: Howard Phillips Hall Room 311C
Office Hours: Mondays 2:30pm-4pm.
Office hours are held virtually, sign up using the Webcourses calendar.

Class Times: Tuesdays and Thursdays 12:00pm-1:15pm
Class Location: CB1 307

Course Description

The common view of archaeology is of a discipline perpetually looking to the past. In truth, archaeology today has as much to do with tomorrow as it does with yesterday. A range of related perspectives are emerging to connect the past, present, and future in socially relevant ways. This course explores archaeology's role in, of, and for the future through diverse topics like Predicting the Future of Archaeology, Archaeology of the Anthropocene, A Primer on Future Studies (aka Futurology), and Archaeology in/of Science Fiction. The semester concludes by asking, "should archaeology have a future?" Course readings will intersect theoretical perspectives from anthropology, anarchism, and literary studies. Course evaluation is based on reading responses, class participation, and individual research projects.

Course Objectives

Upon successful completion of this course, each student will

- understand how archaeology is drawing on historical data to examine the future;
- understand what is meant by future studies and how it intersects archaeology;
- discuss the concept of the anthropocene and how it relates to archaeology;
- how archaeology explores topics like colonialism and nationalism;
- how archaeologists are approaches topics like climate change;
- and undertake independent research discussing the above topics.

Grading

Class participation is a must and students missing large amounts of class without an appropriate excuse (doctor's appointment, family activity such as marriages or funerals, participation in other sanctioned school activity, etc.) will endanger their semester grade. A significant portion of your grade will come from an independent research project and the associated annotated bibliography. Students are encouraged to think about their semester projects sooner rather than later. The complete grading procedure is as follows:

- Attendance/Class Participation — 20 points
- Reading Responses — 40 points – 8 2-page reading responses
- Independent Projects (see next section) — 60 points - 4 projects with varying requirements

Breakdown of Grading

Attendance & Participation: Students are expected to arrive at class on time with readings completed beforehand. The majority of class time will center on classroom discussion and small group conversations. [Total Points: 20]

All papers should follow SHA Style Guide available on WebCourses.

Reading Responses: Students will write a 2 page paper on a question prompt related to the readings. These responses assist students in synthesizing readings in preparation for the class discussion and as practice for the semester research project. [Total Points: 40]

Independent Projects: Students will complete 3 research projects over the course of the semester. These will involve medium-large papers (4-8 pages) as well as other outputs (e.g., drawings, videos, presentations). See Semester Calendar and individual assignments for more details. [Total Points: 60]

- Independent Project 1: The Future of Florida's Cultural Heritage - students will examine the growing effects of sea level rise and storm surge on Florida's cultural heritage resources. An interactive map constructed by the instructor will detail how many and what kinds of cultural heritage are threatened, both currently and in the future. Students will write a 5-page paper examining these resources and discuss how archaeology can act to protect them today and in the future.
- Independent Project 2: Designing A Symbol for All Time - students will examine previous attempts at monumental symbol-making with the intention of communicating serious ideas (e.g., radioactive danger) across time, space, and different cultures. Students will draw on this information to design one such monument themselves. Assignments will include a 4-page paper, mock-up of monumnet (drawing, 3D model, video, etc.), and class presentation discussing the student's justifications for their monument design.
- Independent Project 3: Speculative Fiction Short Story - science fiction writers have long been inspired by archaeology when constructing future histories and speculative fiction. Students will write their own speculative fiction short story predicting the future, based on archaeological/historical knowledge. The instructor will also write a short story. All participants will share, read, and comment (in class) on each story.

- Independent Project 4: Personal Prefigurations - the final project will bring together elements of the entire semester. Students will outline their personal visions for a future informed by archaeology. Specific assignments include a 6-page paper addressing the topic, PowerPoint summarizing the paper, and a class presentation.

Course Grading Scale

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

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (1, 2). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

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. These sites 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.

Make-Up Assignment Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 5 days to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 5 days to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Semester Calendar

Note on Time Management: students are expected to complete readings by Monday each week. This is why there are no readings the first week, to allow time to 'catch up' to this schedule. Readings responses, when assigned, are due by 5pm Monday of the relevant week.

Section 1: Introducing Archaeologies of the Future

Week 01: Course Introduction
Readings: The Future of Humanity (US Edition) - complete by Thursday.
Assignment: Academic Participation Activity (aka Syllabus Quiz)

Week 02: Predicting the Future of Archaeology: The View from the Late 1980s
Readings: Conkey, Margaret W. 1989. Peopling the Globe: A Report from the Year 2050. *Archaeology* 42(1):34–41.

Deagan, Kathleen. 1989. Tracing the Waste Makers. *Archaeology* 42(1):56–62.

Fagan, Brian. 1989. A.D. 2050: The Science of Humankind Comes of Age. *Archaeology* 42(1):22–25.
Assignment: Reading Response 1.

Week 03: Predicting the Future of Archaeology, Today!
Readings: Mrozowski, Stephen A. 2014. Imagining an Archaeology of the Future: Capitalism and Colonialism Past and Present. *International Journal of Historical Archaeology* 18(2):340–360.

Borck, Lewis. 2018. Constructing the Future History: Prefiguration as Historical Epistemology and the Chronopolitics of Archaeology. *Journal of Contemporary Archaeology* 5(2):229–238.

McAtackney, Laura. 2019. Material and Intangible Interventions as Future-Making Heritage at Kilmainham Gaol, Dublin. *Journal of Contemporary Archaeology* 6(1):120-135.
Assignment: Reading Response 2.

Section 2: Archaeologies of the Anthropocene

Week 04: Archaeology of the Anthropocene
Readings: Solli, Brit, Mats Burström, Ewa Domanska, Matt Edgeworth, Alfredo González-Ruibal, Cornelius Holtorf, Gavin Lucas, Terje Oestigaard, Laurajane Smith, and Christopher Witmore. 2011. Some Reflections on Heritage and Archaeology in the Anthropocene. *Norwegian Archaeological Review* 44(1):40–88.

Edgeworth, Matt, Jeffrey Benjamin, Bruce Clarke, Zoe Crossland, Ewa Domanska, Alice Clair Gorman, Paul Graves-Brown, Mark James Hudson, Jason M. Kelly, Victor Joaquin Paz, Melisa Anabella Salerno, Christopher Witmore, and Andrés Zarankin. 2014. Archaeology of the

Anthropocene. *Journal of Contemporary Archaeology* 1(1):73-132.
Assignment: Reading Response 3.

Week 05: What Can Archaeology Do about/with/for the Anthropocene
Readings: Pétursdóttir, Þóra. 2017. Climate change? Archaeology and Anthropocene. *Archaeological Dialogues* 24(2):175–205.

Fitzpatrick, Scott M., and Jon M. Erlandson. 2018. Island Archaeology, Model Systems, the Anthropocene, and How the Past Informs the Future. *The Journal of Island and Coastal Archaeology* 13(2):283–299.

Leigh, Block. 2019. Past as Prophecy: Indigenous Diplomacies beyond Liberal Settler Regimes of Recognition, as Told in Shell. Religions 10:1–25.
Assignment: Independent Research 1: The Future of Florida's Cultural Heritage.

Section 3: Archaeology and Future Studies

Week 6: A Primer on Future Studies
Readings: Hicks, David. 1998. Always coming home: Towards an archaeology of the future. *Futures* 30(5):463–474.

Sardar, Ziauddin. 2010. The Namesake: Futures; futures studies; futurology; futuristic; foresight—What's in a name? *Futures* 42(3):177–184.

Gowdy, John. 2020. Our hunter-gatherer future: Climate change, agriculture and uncivilization. *Futures* 115(1):102488.
Assignment: Reading Response 4.

Week 7: A Symbol for All Time, Part I
Readings: Sebeok, Thomas A. 1984. Communication Measures to Bridge Ten Millennia. Technical Report for Office of Nuclear Waste Isolation.

Kaplan, Maureen F. 1986. Mankind's Future: Using the Past to Protect the Future: Archaeology and the Disposal of Highly Radioactive Wastes. *Interdisciplinary Science Reviews* 11(3): 257-268.

Joyce, Rosemary. 2003. Doing Things: Anthropology as Archaeology. AAA Archaeology Division Lecture.
Assignment: Reading Response 5.

Week 8: A Symbol for All Time, Part II
Readings: Robinson, Kim Stanley. 1984. *Icehenge*. Tor Science Fiction. [Book available online or on reserve with UCF Library.]
Assignment: None, work on Independent Project 2: Designing A Symbol for All Time.

Week 9: Symbol for All Time, Part III
Readings: None
Assignment: Independent Project 2: Designing A Symbol for All Time.

Section 4: Archaeological Utopias

Week 10: Archaeological Utopias, The Foundation
Readings: Moore, John. 1995. An Archaeology of the Future: Ursula Le Guin and Anarcho-

Primitivism. *Foundation: The International Review of Science Fiction 66*.

Maslen, Robert. 1996. "Towards an Archaeology of the Present": Theodora Kroeber and Ursula K. Le Guin. *Foundation: The International Review of Science Fiction* 67: 62-74.

Morgan, Colleen. 2021. Save the Date for Future Mourning: Prefiguration and Heritage. *Forum Kritische Archäologie* 10:1-5.
Assignment: Reading Response 6

Week 11: Archaeological Utopias in Ursula K. Le Guin's *The Dispossessed*
Readings: Le Guin, Ursula K. 1994. *The Dispossessed. [Book available online or on reserve with UCF Library.]*
Assignment: None, work on Independent Project 3: Speculative Fiction Short Story.

Week 12: Constructing Your Personal Archaeological Utopia
Readings: None
Assignment: Independent Project 3: Speculative Fiction Short Story.

Section 5: Prefiguring Archaeological Futures

Week 13: Heritage Futures
Readings: Hunt, Jamer. 2018. Prototyping the Social: Temporality and Speculative Futures at the Intersection of Design and Culture. In Design Anthropology: Object Cultures in Transition, edited by Alison Clarke, pp. 87–100. Bloomsbury, New York.

Holtorf, Cornelius. 2020. Heritage Futures, Prefiguration and World Heritage. Forum Kritische Archäologie 9:1–5.

Borck, Lewis. 2020. Seeds to Trees: Connecting the Means and Ends in Heritage Management.A Reply to Holtorf. Forum Kritische Archäologie 9:13–17.
Assignment: Reading Response 7

Week 14: Should Archaeology Have a Future?
Readings: Dawdy, Shannon Lee. 2009. Millennial archaeology. Locating the discipline in the age of insecurity. Archaeological Dialogues 16(2):131–142.

Wurst, LouAnn. 2019. Should Archaeology Have a Future? Journal of Contemporary Archaeology 6(1):168–181.

Rosenzweig, Melissa S. 2020. Confronting the Present: Archaeology in 2019. American Anthropologist 122(2):284–305.
Assignment: Weekly Response 8

Week 15: Personal Prefigurations Project, Part I
Readings: None
Assignment: None - work on final Independent Project 4: Personal Prefigurations.

Week 16: Personal Prefigurations Project, Part II
Readings: None
Assignment: Independent Project 4: Personal Prefigurations.

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support"on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center

screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

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, 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.

Digital Methods in Anthropology

Meeting Time: 11:30am-1:20pm
Classroom: PSY 110

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Mondays 9am-10:30am (via WebCourses/Zoom)
Office hours are held virtually, sign up using the Webcourses calendar.

Catalog Description

Explores how anthropology applies digital technologies to exploring humanity's past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.

Required Texts

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

Course Description

This course explores how anthropologists apply emergent digital technologies to the exploration of humanity's past, present, and future. Digital anthropology, broadly defined, seeks to approach "the digital" from an anthropological perspective. This course specifically combines approaches from archaeology, ethnography, and material culture studies to explore several interrelated themes: the dialectical nature of digital culture (cultural connectivity); authenticity of digital and non-digital experiences (mediation of self); translating anthropology's commitment to holism to digital domains (cultural relativism); ambiguity of digital culture (radical openness); and the practice of digital worlds (experiential materiality). The semester is divided into two broad sections; the first with technologies typically associated with archaeology and/or biological anthropology, and the second with cultural anthropology and/or ethnography. Each section includes theory-based readings paired with hands-on laboratory assignments. Labs provide transferable skills to help students explore novel ways of applying their training to a range of career paths. This course is an intensive investigation and students should be prepared to spend time outside of class/lab hours reading and working through tutorials. This course is a split-level course with additional readings and assignments for the graduate section.

My Approach to Mixed-Mode Teaching

This course has face-to-face and online components, typically referred to as mixed mode. We will utilize the face-to-face portion to further refine the methodological lessons (e.g., tutorials). The online component will be satisfied with assignments submitted via WebCourses.

Student Learning Objectives

- Explore the application of anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern

world. This is often referred to as media literacy, which is best developed by exploring how media products are produced.

- Develop a deeper appreciation of theoretical frameworks associated with the application of digital technologies and modalities in each of anthropology's primary subfields,
- Develop transferable skills through hands-on labs/workshops. These skills relate to the creation and manipulation of 3D objects, public use of mapping technologies, production of digital video, and user experience research.
- Identify non-traditional career paths based on the emerging field of digital anthropology, with a particular emphasis on non-academic careers.
- Explore how digital technologies support a deeper engagement between anthropologists and various publics.

Grading

Grades will be determined from the following:

Participation	20 possible points
Anatomy Project	5 possible points
Four Multipart Labs	80 possible points
Semester Project	15 possible points

Total Possible Points: 120

Breakdown of Grading

Participation: The first half of each class will center on discussing assigned readings for that day (not counting the first week). The instructor will keep track of those who participate and figure the grade at the end of the semester. Come to class prepared to respond to questions, to ask questions, and generally engaged in a conversation.
Total Points: 20

Anatomy of a Digital Anthropology Project: Students will view a 5 minute video created by the instructor and write a 2-page paper answering a series of questions intersecting the week's reading. The video uses three of the methods examined in this course, and offers an example of the level of work expected for the final project.
Total Points: 5

Four Multipart Labs: Labs will use materials prepared by the instructor, with class time dedicated to Q&A. Each lab is worth 20 points and will require weekly deliverables. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. See below for a detailed description of the labs. Instructional materials will be posted 1 week prior to class Q&A. If the course shifts to fully online, we will utilize Zoom for the Q&A portion.
Total Points: 80

Semester Project: Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. We examine a case study by the instructor the first week of class that combines at least three of the methods into a single project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings underscore how these technologies can be combined. The semester project consists of a two-page Statement of Intent (3 points), six-page Final Paper (10 points), and a Class Presentation delivered via Zoom during the course's final exam period (5 points). Full instructions for each portion will be provided during the semester.
Total Points: 15

In-Depth Lab Descriptions

Lab 1: Counter-Mapping and Open Source GIS (Weeks 2-4) - Counter-mapping refers to the use of mapping technologies to subvert dominant power structures, particularly the state, in support of progressive goals. It has been utilized by archaeologists, anthropologists, and geographers to communicate how local experiences both intersect and transgress elite narratives. This lab introduces students to the open source software QGIS and provides a workflow for recording and displaying local information as it relates to space.

Lab 2: New Heritage (Weeks 5-7) - This lab explores the use of 3D modeling and photogrammetry software (Blender and Meshroom). Associated readings juxtapose traditional uses of these technologies (e.g., documentation, preservation) alongside more theoretical perspectives associated with the material turn in the social sciences. This includes thinking about the role objects play in culture(s) past, present, and future. The first two weeks of the lab introduces the use of Blender and Meshroom, programs used to create, record, and modify 3D models. In the final week students experiment with these technologies to address questions related to an emergent object oriented ontology. This might include re-mixing 3D models to question the primacy of people over objects, or visual representations undercutting the separation of objects and people as universal, or how these technologies might radically alter/support traditional fields like folklore studies. Having trouble visualizing this, check this out - https://sketchfab.com/blogs/RTJ4D/

Lab 3: Visual Anthropology (Weeks 8-10) - Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

Lab 4: User Experience Research (Weeks 11-13) - User experience (UX) research involves understanding how humans approach accessibility, desirability, and usability in their interaction with the material world. Although anthropologists have long been vital to the design process, few cultures

prepare students to apply their anthropological knowledge to this rapidly expanding field. This lab examines how to plan a UX research project. These aspects are interwoven through a series of case studies and workflows across three weeks. Specifically, students will complete an expert review, prototype an app/website for usability study, and review each other's prototypes.

Course Grading Scale

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

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

Extra Credit Opportunities

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

Late Assignment Policy

All assignments will be submitted via WebCourses. If a students is going to be late, they should contact the instructor as soon as they know. If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up work *provided* they supply appropriate documentation explaining the delay. Otherwise, late assignments can be turned in with a 5%/day penalty. Appropriate documentation includes official UCF correspondence, doctor’s notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

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

Addressing Me

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

Semester Calendar

Lab assignments are available Monday - Friday, and are due midnight on Friday. Instructional materials prior to Monday. We will use the Monday Q&A session to discuss the lab assignments. Lab materials consist of a tutorial video created by the instructor, a discussion for students to help one another with the assignment, and a specific deliverable. Refer to the syllabus below for more information.

Week 1: Course Intro
Readings:
Collins, Samuel Gerald, Matthew Durington, and Harjant Gill. 2017. Multimodality: An Invitation. *American Anthropologist* 119(1):142-153.
Chin, Elizabeth. 2017. On Multimodal Anthropologies from the Space of Design: Toward Participant Making. *American Anthropologist* 119(3):541-546.
Takaragawa, Stephanie, Trudi Lynn Smith, Kate Hennessy, Patricia Alvarez Astacio, Jenny Chio, Coleman Nye, and Shalini Shankar. 2019. Bad Habitus: Anthropology in the Age of the Multimodal. *American Anthropologist* 121(2):517-524.
Collins, Samuel Gerald, Matthew Durington, and Harjant Gill. 2021. The Uncertain Present and the Multimodal Future. *American Anthropologist* 123(1):191-193.
Assignment: Syllabus Quiz; Anatomy of a Digital Anthropology Project

Week 2: Politics of Open Source Software
Readings:
Jelena Karanović. 2012. Free Software and the Politics of Sharing. In *Digital Anthropology*, edited by Hearther A. Horst and Daniel Miller, pp. 185-202. London: Berg.
Ducke, Benjamin. 2015. Free and Open Source Software in Commercial and Academic Archaeology. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 92-110. De Gruyter Open.
Assignments: Counter-Mapping and Open Source GIS Part 1 (Intro to QGIS)

Week 3: Counter-Mapping
Readings:
González-Tennant, Edward. 2016. Recent Directions and Future Developments in Geographic Information Systems for Historical Archaeology. *Historical Archaeology* 50(4):24-49.
Beale, Gareth and Nicole Beale. 2015. Community-Driven Approaches to Open Source Archaeological Imaging. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 30-43. De Gruyter Open.
Assignments: Counter-Mapping and Open Source GIS Part 2 (Creating & Editing Data)

Week 4: Sharing Your Maps
Readings:

Van Dyke, Ruth M. 2006. Seeing the Past: Visual Media in Archaeology. *American Anthropologist* 108(2):370-375.
Assignments: Counter-Mapping and Open Source GIS Part 3 (Sharing Maps Online)

Week 5: New Heritage
Readings:
González-Tennant, Edward and Diana González-Tennant. 2016. The Practice and Theory of New Heritage for Historical Archaeology. *Historical Archaeology* 50(1):186-203.
Ellenberger, Kate. 2017. Virtual and Augmented Reality in Public Archaeology Teaching. *Advances in Archaeological Practice* 5(3): 305-309.
Assignments: New Heritage Part 1 (Basics of Blender)

Week 6: Documenting Objects in 3D
Readings:
Porter, Samantha Thi, Morgan Roussel, and Marie Soressi. 2016. A Simple Photogrammetry Rig for the Reliable Creation of 3D Artifact Models in the Field: Lithic Examples from the Early Upper Paleolithic Sequence of Les Cottés (France). *Advances in Archaeological Practice* 4(1): 71-86.
Novotny, Andrew. 2019. Implementing Photogrammetry in Three Bioarchaeological Contexts: Steps for In-Field Documentation. *Advances in Archaeological Practice* 7(1): 87-96.
Assignments: New Heritage Part 2 (Meshroom or Metashape)

Week 7: Remixing New Heritage
Readings:
Hicks, Dan. 2010. The Material-Cultural Turn: Event and Effect. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 25-98. Oxford University Press.
Saint George, Robert. 2010. Material Culture in Folklife Studies. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 123-149. Oxford University Press.
Assignments: New Heritage Part 3 (Remixing 3D Objects)

Week 8: Visual Anthropology, Part I
Readings:
Aufderheide, Patricia. 2007. *Documentary Film: A Very Short Introduction*. Oxford University Press. Chapter 1.
Banks, Marcus and Jay Ruby. 2011. Made to Be Seen: Historical Perspective on Visual Anthropology. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 1-18. University of Chicago Press.
Assignments: Visual Anthropology Part 1 (Planning a Visual Project)

Week 9: Visual Anthropology, Part II
Readings:
Durington, Matthew and Jay Ruby. 2011. Ethnographic Film. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 190-208. University of Chicago Press.
Sarah Pink. 2011. Digital Visual Anthropology: Potentials and Challenges. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 209-

233. University of Chicago Press.
Hughes, Stephen Putnam. 2011. Anthropology and the Problem of Audience Reception. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 288-312. University of Chicago Press.
Assignments: Visual Anthropology Part 2 (Script)

Week 10: Digital Storytelling
Readings:
Gubrium, Aline. 2009. Digital Storytelling as a Method for Engaged Scholarship in Anthropology. *Practicing Anthropology* 31(4): 5-9.
González-Tennant, Edward. 2015. Resurrecting Rosewood: New Heritage as Applied Visual Anthropology. In *Participatory Visual and Digital Research in Action*, edited by Aline Gubrium, Krista Harper, Marty Otanez, and Phillip Vannini, pp. 163-177. AltaMira Press.
Assignments: Visual Anthropology Part 3 (Digital Storytelling Video)

Week 11: User Experience Research Part 1
Readings:
Anthropology and UX - https://www.beingguided.com/blog/design-anthropologists
Translating Anthropology to UX - https://www.practicinganthropology.org/blog/guest-blog/translating-anthropology-to-ux-research/
17 Useful Tools for UI/UX Designers - https://webflow.com/blog/ui-ux-design-tools
Expert Review website - https://www.nngroup.com/articles/ux-expert-reviews/
Assignment: User Experience Research (Expert Review)

Week 12: User Experience Research Part 2
Readings:
A Beginner's Guide to Low-Fidelity Prototyping - https://uxtricks.design/blogs/ux-design/wireframe-tools-and-rapid-prototyping/
What Is Rapid Prototyping in UX? A Step-By-Step Guide - https://careerfoundry.com/en/blog/ux-design/rapid-prototyping-guide/
User Testing v/s Usability Testing - https://medium.theuxblog.com/user-testing-v-s-usability-testing-c3a9edd04612?gi=14999ebdfd6e
Usability Testing 101 - https://www.nngroup.com/articles/usability-testing-101/
Running a Usability Test - https://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html
Assignment: User Experience Research (Prototype)

Week 13: Work on Semester Projects
Readings: None
Assignment: Semester Project Statement of Intent

Week 14: Work on Semester Projects
Readings: None
Assignments: 1-on-1 Meetings with Instructor (as needed)

Week 15: Work on Semester Projects
Readings: None
Assignments: 1-on-1 Meetings with Instructor (as needed)

Week 16: Semester Projects Due
Assignments: Final Paper; Class Presentations

Important UCF Dates for Fall 2020

August 27, 2021 - Last Day to Drop and Request Full Refund
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August 27, 2021 - Add Deadline
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- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. Links to an external site.UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks 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 ServicesLinks to an external site. (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design,

course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

COVID-19 Fall 2021 Statements

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.

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.

If I (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.

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.

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.

ANT 2511: The Human Species

Meeting Time: 10:30am-11:45am Tuesdays and Thursdays
Classroom: CB1 104

Instructor: Edward Gonzalez-Tennant, PhD
Office Location: Howard Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Tuesdays and Thursdays 9:00am-10:00am
Office hours are held virtually, sign up using the Webcourses calendar.

Graduate Teaching Assistant (GTA): Jane Holmstrom, MA
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: Thursdays 12:00pm-1:30pm

Catalog Description

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

Required Course Materials/Resources

Larson, Clark Spencer. Essentials of Biological Anthropology, 4th Edition. You do not need the publisher codes, I do not use publisher add-ons for this course. Students are free to get the textbook anyway they like.

Course Description

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

Course Modality (Fall 2021)

This is a face to face course, meaning the instructor will be present in campus any day a lecture is scheduled (not exam days or other days when class attendance is cancelled). However, the instructor will simultaneously broadcast the lectures in real-time via Zoom. Students are permitted to attend lecture in person (face to face) or via Zoom. The Zoom recordings will be made available within a few hours of the lecture's schedule time for student who are unable to attend either due to conflicts (e.g., illness).

Student Learning Objectives

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

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

UCF Integrative General Education Goals

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

Grading

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

Your grades will come from:

Four Exams: 60 possible points (15 points each)
Three Film Responses: 15 possible points (5 points each)
Seven Lab Activities: 30 possible points (variable points per assignment)

Total possible points 105

Breakdown of Grading

Exams and assignments will be conducted in person, online, or a mix of both. Refer to each assignment/exam for more details. Assignments marked In-Class & Online will have components during lectures and a final aspect submitted via Webcourses. Some assignments may show the incorrect point total for a while, this is because I tweak my assignments the week before they go live. COVID Update - all graded work will be submitted via Webcourses. Assignments marked In-Class & Online will include instructions during the associated lecture, but the final assignments will all be due in Webcourses.

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 15 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses during the normal class meeting time. In other words, we WILL NOT meet in person on exam days. Questions are drawn from lectures and readings. There is NO cumulative final exam. I DO NOT provide study guides for exams because they are open book/note. I DO NOT use proctorhub or similar software.
[Total Points: 60]

Three Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers.
[Total Points: 15]

Seven Lab Activities: Some of these labs are simple responses requiring students to think about a topic and provide a written response. Other labs provide a more 'hands-on' activity using interactive online content to answer questions. Points for each lab are weighted depending on complexity. Labs are Evolution is a Fact and a Theory (4 points); Hardy-Weinberg Equilibrium (4 points); Defining Primate Characteristics (4 points); Why Are There Still Monkeys (4 points); 3D Hominins Lab (6 points); What Is This Artifact (4 points); and The Future of Us (4 points).
[Total Points: 30]

Total Possible Points: 100

Course Grading Scale

Students will have access to the WebCourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, 45/50 = .90x100 = 90%.

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

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (1, 2). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

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. These sites 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.

Late Assignment Policy Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 5 days to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 5 days to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Contacting the Instructor

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

Addressing Me

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

Semester Calendar

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

Week 1: Course Introduction & What is Physical Anthropology?
Readings: Chapter 1
Assignments: Syllabus Quiz

Week 2: Evolution
Readings: Chapter 2
Assignments: Lab 1 – Evolution is a Fact and a Theory (Discussed in class on Thursday)

Week 3: Genetics
Readings: Chapter 3

Week 4: Genes and Their Evolution
Readings: Chapter 4
Assignments: Lab 2 – Hardy-Weinberg Equilibrium Lab (Discussed in class on Tuesday); Exam 1 (Covers Chapters 1-4) (No class on Thursday)

Week 5: Biology in the Present
Readings: Chapter 5
Assignments: Video 1 Response – State of Eugenics (No class on Thursday)

Week 6: The Other Living Primates
Readings: Chapter 6
Assignments: Lab 3 – Defining Primate Characteristics (discussed during weekly lecture)

Week 7: Primate Sociality
Readings: Chapter 7

Week 8: Primate Sociality
Readings: Chapter 7
Assignment: Exam 2 (Covers Chapters 5-7) (No class on Thursday)

Week 9: Fossils
Readings: Chapter 8

Week 10: Primate Origins and Evolution
Readings: Chapter 9
Assignments: Lab 4 – Why Are There Still Monkeys? (discussed Thursday in class)

Week 11: Early Hominin Origins
Readings: Chapter 10
Assignment: Exam 3 (Covers Chapters 8-10) (No class on Thursday)

Week 12: Origins and Evolution of Early Homo
Readings: Chapter 11
Assignments: Lab 5 - 3D Hominin Lab (Discussed Thursday in class)

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

Week 14: Origins, Evolution, and Dispersal of Modern Peoples (Thanksgiving Holiday - No class on Thursday)
Topic: None
Assignment: Video 3 Response – Dawn of Humanity (No class Tuesday)

Week 15: Our Last 10,000 Years
Readings: Chapter 13
Assignment: Lab 7 – The Future of Us (Discussed in class on Thursday)

Week 16: Final Exam Period
Assignment: Exam 4 (Covers Chapters 11-13)

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Statement on 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 https://letsbeclear.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 me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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

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- Falsifying or misrepresenting the student's own academic work.
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ANT 3311: Indians of the Southeastern US

Instructor: Edward Gonzalez-Tennant, PhD
Office Location: Howard Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Tuesdays 2:30pm-4:00pm.
Office hours are held virtually, sign up using the Webcourses calendar.

GTA: Jane Holmstrom, MA
Office Location: Howard Phillips Hall, 309
Email: Use WebCourses Mail
Office Hours: Thursdays 1:30pm-3:00pm.

Required Course Materials/Resources

All readings provided as PDFs and/or hyperlinks in WebCourses.

Course Description

A study of the social and cultural history of the Indians of the Southeastern US from ancient times to the present as revealed through archaeological, ethnohistorical, and ethnographic research. The Southeastern US has a rich and fascinating array of cultural traditions including the invention of pottery, mound building, early chiefly societies, and some of the nation's most recognizable indigenous groups. The course includes examples from across the Southeast but focuses on the Gulf Coast states. It is divided into two general sections. The first, corresponding to the first 2/3 of the semester, explores the period before European contact. This begins with the Paleoindian period beginning 14,000 years ago or more. This is followed by the Archaic (10000 - 1000 BC), Woodland (1000 BC - AD 1000), and Mississippian (AD 1000 – 1500) periods. Topics explored in this section include the emergence of social inequality, origins of agriculture, migration, monumentality, and urbanism. The second section, corresponding to the final 1/3 of the semester, explores the Contact (AD 1500 - 1700), Colonial (AD 1700 – 1900), and Modern (AD 1900 - present) periods. Topics explored in this section include effects of the Spanish mission system, maroonage, resistance, and survival.

Student Learning Objectives

Upon successful completion of this course, each student will:

- Know the disciplinary history of archaeology and ethnography in the Southeastern US
- Understand the complex and varied adaptations of prehistoric and historic peoples
- Explore opposing arguments over how to interpret the material records
- Understand the breadth and depth of Southeastern Indian history and culture
- Differentiate between theoretical schools (e.g., processual, interpretive)
- Gain regional expertise to support original student research
- Understand the process of researching and writing an original paper

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via WebCourses, online discussion, and Teams-based office hours. I post new content every Friday, meaning a lecture goes live several days before we explore the topic. Also, I discuss assignments in the relevant lecture. It is very important to watch the recorded lectures. We will adhere to the course schedule for all assignments. Due dates are extremely important.

Grading

Your grades will come from the following:

Geography & Landscape Quiz	10 possible points
Participation	20 possible points
Site Mini-Reports	50 possible points
Semester Research Project	50 possible points

Total Possible Points: 120

Breakdown of Grading

Geography & Landscape Quiz: Students will examine maps and select terms related to items labeled on the map. Terms on the map will relate to major geophysical features (e.g., rivers), physiographic regions, and related items discussed in the readings and lecture for week 1.
[Total Points: 10]

Participation: Most weeks will include an online discussion. You are not required to participate every week, but will need to participate in at least 10 online discussions to get full credit. See the online discussions for more details.
[Total Points 20]

Site Mini-Reports: Students will select one site for each major time period and write a 2-3 page mini-report. These reports involve independent research, including identifying and synthesizing relevant literature. These assignments will be discussed in the recorded lectures at the start of each relevant section (Paleoindian, Archaic, Woodland, Mississippian, and Historical). Students will also prepare short (5 minute) video presentations discussing their mini-reports, which will be to the entire class.
[Total Points: 50]

Semester Research Project (SRP): Students will select from a list of topics to explore during the semester. These topics will be discussed in lectures early in the semester, with assigned readings grouped into the topics accordingly. Students will explore their selected theme throughout the semester and how associated cultural activities evolved the prehistoric and historic periods. The project consists of a 2-page statement of intent (5 points), a list of 10 sources combining up to 5 sources from this syllabus with additional sources identified through independent research (5 points), an annotated bibliography of 5 sources identified through independent research (10 points), a six page final research paper (20 points), and a final presentation summarizing the student's research project (10 points).

Rubrics and further instructions will be provided during the semester.
[Total Points: 50]

Course Grading Scale

Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%.

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

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (1, 2). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

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. These sites 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.

Late Assignment Policy Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 5 days to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility to provide a

signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 5 days to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course. Below are some pointers on what NOT to do.

Addressing Me

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

Course Schedule

Week 1: Geography and Landscape Evolution of SE US
Readings: Gremillion 2004
Assignments: Syllabus Quiz (Extra Credit) & Geography & Landscape Quiz

Week 2: Paleoindian Part I
Readings: Anderson and Sassaman 2012 – Chapter 2
Assignment: Online Discussion Week 2 & Site Mini-Report 1

Week 3: Paleoindian Part II
Readings: Pitblado 2011; Faught 2004
Assignment: Online Discussion Week 3

Week 4: Archaic Part I
Readings: Anderson and Sassaman 2004; Sassaman and Anderson 2004
Assignment: Online Discussion Week 4 & Site Mini-Report 2

Week 5: Archaic Part II
Readings: Jefferies 2004a; Moore 2010
Assignment: Online Discussion Week 5 & SRP Statement of Intent

Week 6: Woodland Part I
Readings: Jeffries 2004b
Assignment: Online Discussion Week 6 & Site Mini-Report 3

Week 7: Woodland Part II
Readings: Marquardt 2010; Wallis 2008
Assignment: Online Discussion Week 7

Week 8: Mississippian Part I
Readings: Milanich 2004a; Milanich 2004b; Hally and Mainfort 2004
Assignment: Online Discussion Week 8 & Site Mini-Report 4

Week 9: Mississippian Part II
Readings: Rolingson 2004; Kidder 2004; Early 2004; Brown 2004
Assignment: Online Discussion Week 9 & SRP Bibliography

Week 10: Mississippian Part III
Readings: Cobb and King 2005; Alt 2006; Marcoux 2007
Assignment: Online Discussion Week 10 & SRP Annotated Bibliography

Week 11: Mississippian Part IV
Readings: Kehoe 1998, Chapter 9; Pauketat and Alt 2005; Knight 2006; Knight et al. 2001
Assignment: Online Discussion Week 11

Week 12: Historical Period Part I
Readings: Saunt 2004; Dowd 2004; Finger and Perdue 2004
Assignment: Online Discussion Week 12 & Mini-Report 5

Week 13: Historical Period Part II
Readings: Deagan 2003; Kowalewski 2006; Thompson and Worth 2011
Assignment: Online Discussion Week 13

Week 14: Historical Period Part III
Readings: Ethridge 2006; Perdue 2006; Perdue 2012
Assignment: Online Discussion Week 14

Week 15: Historical Period IV
Readings: Baram 2012; Weik 2014
Assignment: Online Discussion Week 15 & SRP Final Paper

Week 16: Finals Week (Dec. 9 – 13)
Class Time: Monday December 9, 2019 10:00am – 12:50pm
Assignment: SRP Presentations

Important UCF Dates for Fall 2021

August 27, 2021 - Last Day to Drop and Request Full Refund
August 27, 2021 - Drop/Swap Deadline
August 27, 2021 - Add Deadline
October 29, 2021 - Withdrawal Deadline

Statement on 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 https://letsbeclear.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 me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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

Academic Services and Resources

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

UCF Cares

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

challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

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Academic Integrity

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

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

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Bibliography

The following readings are referenced in the Course Schedule and will be provided as PDFs.

Alt, Susan M.
2006 The Power of Diversity: The Roles of Migration and Hybridity in Culture Change. In *Leadership and Polity in Mississippian Society*, edited by Brian M. Butler and Paul D. Welch, pp. 289–308. Occasional Paper No. 33. Center for Archaeological Investigations, Southern Illinois University, Carbondale.

Anderson, David G. and Kenneth E. Sassaman
2004 Early and Middle Holocene Periods, 9500 to 3700 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 87-100. Smithsonian, Washington, D.C.

2012 *Recent Developments in Southeastern Archaeology: From Colonization to Complexity*. The SAA Press, Washington, D.C. Chapter 2 - Pioneers and Colonists of the Late Pleistocene and Early Holocene (pp. 36-65).

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2005 Re-Inventing Mississippian Tradition at Etowah, Georgia. *Journal of Archaeological Method and Theory* 12:167–192.

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2006 Creating the Shatter Zone: Indian Slave Traders and the Collapse of the Southeastern Chiefdoms. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 207–218. University of Alabama Press, Tuscaloosa.

Faught, Michael K.
2004 Submerged Paleoindian and Archaic Sites of the Big Bend, Florida. Journal of Field Archaeology 29:273–289.

Finger, John R. and Theda Perdue
2004 History of the Old South Since Removal. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 152-161. Smithsonian, Washington, D.C.

Gremillion, Kristen J.
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Hally, David J. and Robert C. Mainfort, Jr.
2004 Prehistory of the Lower Atlantic Coast After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 265-285. Smithsonian, Washington, D.C.

Jefferies, Richard W.
2004a Regional Scale Interaction Networks and the Emergence of Cultural Complexity along the Northern Margins of the Southeast. In *Signs of Power: The Rise of Cultural Complexity in the Southeast*, edited by Jon L. Gibson and Philip J. Carr, pp. 71–85. University of Alabama Press, Tuscaloosa.

2004b Regional Cultures, 700 B.C. - A.D. 1000. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 115-127. Smithsonian, Washington, D.C.

Kehoe, Alice Beck
1998 *The Land of Prehistory: A Critical History of American Archaeology*. Routledge, New York.

Kidder, Tristram R.
2004 Prehistory of the Lower Mississippi Valley After 800 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 545-559. Smithsonian, Washington, D.C.

Knight, Vernon J., Jr.
2006 Farewell to the Southeastern Ceremonial Complex. *Southeastern Archaeology* 25:1–5.

Knight, Vernon James, Jr., James A. Brown, and George E. Langford
2001 On the Subject Matter of Southeastern Ceremonial Complex Art. *Southeastern Archaeology* 20:129–142.

Kowalewski, Stephen A.
2006 Coalescent Societies. In *Light on the Path: Essays in the Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 94–122. University of Alabama Press, Tuscaloosa.

Loren, Diana Dipaolo, and Cameron B. Wesson
2010 Current Archaeologies in the American Southeast. *Native South* 3:39–64.

Marcoux, Jon Bernard
2007 On Reconsidering Display Goods Production and Circulation in The Moundville Chiefdom. *Southeastern Archaeology* 26:232–245.

Marquardt, William H.
2010 Mounds, Middens, and Rapid Climate Change during the Archaic–Woodland Transition in the Southeastern United States. In *Trend, Tradition, and Turmoil: What Happened to the Southeastern Archaic?*, edited by David Hurst Thomas and Matthew C. Sanger, pp.253–271. Anthropological Papers 93. American Museum of Natural History, New York.

Milanich, Jerald T.
2004a Prehistory of Florida After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 191-203. Smithsonian, Washington, D.C.

2004b Prehistory of the Lower Atlantic Coast After 500 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 229-237. Smithsonian, Washington, D.C.

Moore, Christopher R.
2010 A Macroscopic Investigation of Technological Style and the Production of Middle to Late Archaic Fishhooks at the Chiggerville, Read, and Baker Sites, Western Kentucky. *Southeastern Archaeology* 29:197–221

Pauketat, Timothy R., and Susan M. Alt
2005 Agency in a Postmold? Physicality and the Archaeology of Culture-Making. *Journal of Archaeological Method and Theory* 12:213-236.

Pitblado, Bonnie L.
2011 A Tale of Two Migrations: Reconciling Recent Biological and Archaeological Evidencefor the Pleistocene Peoplingof the Americas. *Journal of Archaeological Research* 19:327–375.

Perdue, Theda
2006 "A Sprightly Lover Is the Most Prevailing Missionary": Intermarriage between Europeans and Indians in the Eighteenth-Century South. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 165-178. University of Alabama Press, Tuscaloosa.

2015 Southern Indians and Jim Crow. In *The Folly of Jim Crow: Rethinking the Segregated South*, edited by Stephanie Cole and Natalie J. Ring, pp. 55-90. University of Texas, Arlington.

Rolingson, Martha Ann
2004 Prehistory of the Central Mississippi Valley and Ozarks. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 534-544. Smithsonian, Washington, D.C.

Sassaman, Kenneth E. and David G. Anderson
2004 Late Holocene Period, 3750 to 650 B.C. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 101-114. Smithsonian, Washington, D.C.

Saunt, Claudio
2004 History Until 1776. In *Handbook of North American Indians: Vol. 14, Southeast*, edited by R. D. Fogelson, pp. 128-139. Smithsonian, Washington, D.C.

Thompson, Victor D., and John E. Worth
2011 Dwellers by the Sea: Native American Adaptations along the Southern Coasts of Eastern North America. *Journal of Archaeological Research* 19:51–101.

Wallis, Neill J.
2008 Networks of History and Memory: Creating a Nexus of Social Identity in Woodland Period Mounds on the Lower St. Johns River, Florida. *Journal of Social Archaeology* 8:236–271.

Weik, Terrance
2014 The Archaeology of Ethnogenesis. *Annual Review of Anthropology*. 43:291–305.

Syllabus

ANT2511 - Human Species

Sections: 0W60-61

Dr. Amanda Groff

Syllabus

Instructor Contact:

Instructor	Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)
Office	HPH 309
Office Hours (Virtual and phone)	Various methods for contacting me during office hours: 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Office hours: Tuesdays and Wednesdays 10am-12pm **For phone or virtual calls, please make an appointment first!!**

Phone	Dept Phone: 823-3757
E-mail/Response time	amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) **(when emailing, please include the class title in your subject!)** I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise. **Bug and Dobby**
GTA	Katherine Lane Alexandria Brock
GTA E-Mail	Katherine.Lane@ucf.edu (mailto:Katherine.Lane@ucf.edu) Alexandria.Brock@ucf.edu (mailto:Alexandria.Brock@ucf.edu)
GTA Office Hours	TBA

Course Information:

Course Name	ANT 2511 Human Species

Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Fall 2021
Location	100% Online; asynchronous

Course Description and Scope

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

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

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

GEP Class: Yes, the class counts towards the fulfillment of the GEP Sciences Foundation. You need a full C or higher to have the class count towards that requirement.

Course Protocols: **Protocols (https://webcourses.ucf.edu/courses/1381726/pages/protocols)**

Course Objectives

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

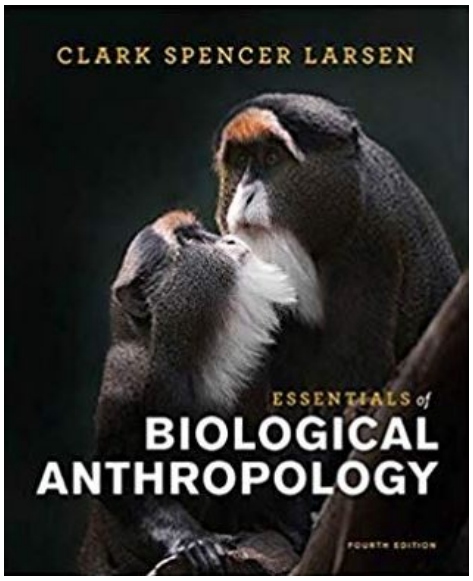
- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution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

Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

Required Text:

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



Title: *Essentials of Biological Anthropology*, **4th** Edition By Clark Spencer Larsen
Publisher: Norton
Year: 2018 ISBN: 978-0393667431

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

FIRST DAY: This class is enrolled in the First Day program. If you are signed up for FIRST DAY, please go to the Getting Started Module to access the book. Not sure what First Day is?? Click here for more info: First Day Access: READ THIS FIRST (https://webcourses.ucf.edu/courses/1381726/pages/first-day-access-read-this-first)

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

Required Tools

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

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

Course Requirements:

This course begins on August 23rd, 2021 and ends on December 12th, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below))**. **This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz: You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

Schedule

Module #	Chapter Reading	Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	--	10	--	August 27
1	1	5	10	September 10
2	2	5	15	September 10
3	3	5	15	September 24
4	4	5	5	September 24
Exam 1 Review	Ch 1-4	5	--	September 25
EXAM 1	Ch 1-4	100	--	September 26
5	5	5	--	October 8
6	6	5	10	October 8
7	7	5	10	October 22
Exam 2 Review	Ch 5-7	5	--	October 23
EXAM 2	Ch 5-7	100	--	October 24
8	8	5	8	November 5
9	9	5	--	November 5
10	10	5	20	November 19
Exam 3 Review	Ch 8-10	5	--	November 20
EXAM 3	Ch 8-10	100	--	November 21
11	11	5	--	December 3
12	12	5	20	December 3
13	13	5	--	December 10
Final Review	Ch 11-13	5	--	December 11
FINAL EXAM	Ch 11-13	100	--	December 12

***not cumulative**				
TOTAL POINTS		**495**	**112**	

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

GEP Quizzes

You will find access to **GEP quizzes** in your personal webcourses main menu. The GEP pre- and post- tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!
The GEP pretest will be open for you to take during the first 2 weeks of class. The posttest will be available the last 2 weeks of class. Again, the scores you earn on the GEP pretest and posttest are NOT included in your total points.

Pre-test
Opening: August 23 at 12:01am
Closing: September 3 at 11:59pm

Post-test
Opening: November 22 at 12:01am
Closing: December 3 at 11:59pm

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

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

A quick note on timed-assignments: If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an

assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.

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

Participation Activities:

You are also going to encounter non-timed assignments, called Participation Activities. These are very small discussions or document uploads. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please note, you only get one submission for these assignments...there are no redos! So be sure to label documents appropriately!

Grading Scheme

Final grades in this class are weighted (see below)

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

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

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

Letter Grade	Percentage

A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	69.5-76%
D+	67-69%
D	63-66%
D-	60-62%
F	<59

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

Personal Adaptive Learning Reviews

In this class, Exam Reviews are presented in a system called **Realizeit**. Exam Reviews are given immediately prior to exam deadlines and are a great way to practice and study for exams; they are also worth up to 5 points each. The system will "Determine Your Knowledge" then highlight the areas in which you need more review and practice. For more information, please see the "**Getting Started with Personalized Adaptive Learning (https://webcourses.ucf.edu/courses/1381726/pages/getting-started-with-personalized-adaptive-learning)** " page in the Getting Started Module.

Reviewing Quiz/Assignment Questions:

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz, exam, or assignment to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their

score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Important Dates and Information

Add class deadline Friday, August 27 ; Drop class deadline: Friday, August 27
Withdrawal deadline for this course: Friday, October 29
Final course closing date: Sunday, December 12

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 27.** Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses:

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

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

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

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. 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: **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**

COVID-19 and Illness Notification

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

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

In case of Faculty Illness

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

Discussion Board Appropriateness:

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

Student Non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions (https://webcourses.ucf.edu/courses/1381726/discussion_topics)** board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. I am happy to respond to emails via Webcourses Inbox or at my ucf.edu email address.

Online Technology

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

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

Decolonizing the Syllabus

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

POC scholars in the readings used in our courses. Anthropology has a lot to make up for with some of its history, and this is one way present anthropologists are trying to overcome the past and do our best to bolster these scholars and students.
In adopting this effort, we, as a department, must construct an official statement. This statement is an ongoing process of writing, re-writing, and gaining approval from various entities at the university (which may take a year or two!). As such, I have no statement to offer as of yet. However, please know that we recognize the importance of producing this work.

Academic Integrity

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

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

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

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)** ".

Turnitin

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.

GroupMe

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.

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

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

Unauthorized 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 Distribution of Class Notes

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.

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. **https://police.ucf.edu/active-shooter (https://police.ucf.edu/active-shooter)** **You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)**

(https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

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

Third-Party Software and FERPA

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

personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

My expectations of you for taking Human Species

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

What You Can Expect From Me

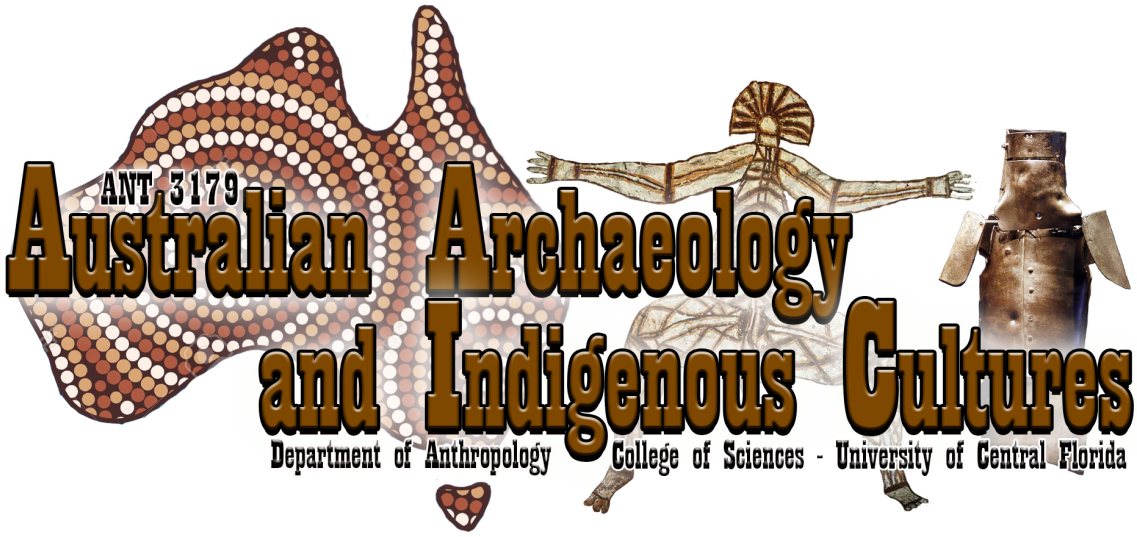
You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

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

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

Syllabus



ANT 3179-0W60: Australian Archaeology and Indigenous Cultures

Syllabus

Instructor Contact

Instructor	Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)
Office	HPH 309
Office Hours (Virtual)	Various methods for contacting me during office hours: 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!)

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

Course Information

Course Name	ANT 3179- Australian Archaeology and

	Indigenous Cultures
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Fall 2021
Location	100% Online; asynchronous

Course Description and Scope

This course will explore Indigenous, historical, and maritime archaeology, as a means of unraveling the full breadth of Australia's rich Indigenous and colonial history. Archaeology is the only discipline able to study the nearly 60,000 years of human settlement on this continent and is of crucial significance for understanding Australia's past. In Australia, archaeology takes three main forms: Indigenous Archaeology (the archaeology of Aboriginal and Torres Strait Islander people in Australia before and after European Settlement), Historical Archaeology (the archaeology of Australia after European Settlement) and Maritime Archaeology. As such, the class will be sub-divided and will use Cultural Heritage Management as a means of bridging these sub-disciplines. Topics covered in this course will include (but aren't limited to) the peopling of Australia, Indigenous archaeology and contemporary culture, historical archaeology of Fossil Beach and Melbourne Gaol, Dutch and West Indian shipwrecks, and cultural heritage.

Course Catalog Description: Explore indigenous peoples, both past and present, through historical and maritime archaeology, as a means of unraveling the full breadth of Australia's rich indigenous cultures.

Click Here for Course Protocols: **Protocols (https://webcourses.ucf.edu/courses/1381727/pages/protocols)**

Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Australia.
- Provide an overview of the methods and theories that guide archaeological research in Australia.

- Explain migration out of Africa and the peopling of Australia and Oceania.
- Explain the significant impact that historical and maritime archaeology has had on the understanding of early European explorations of Australia.
- Explain the complicated relationship between Indigenous Australians and Europeans; both past and present
- Highlight the resilient and beautiful nature of Indigenous Australian cultural practices

Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

Required Text

There is no required text for this class. You will be provided material through assigned article/chapter readings and video lectures (located in each module).

Required Tools

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

(https://cdl.ucf.edu/support/webcourses/browser/)

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

Course Requirements

This course begins on August 23rd, 2021 and ends on December 10th, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below))**. **This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz: You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	--	August 27
1	5	10	September 10
2	5	10	September 10

3	5	10	September 24
4	5	10	September 24
Exam 1	100		September 26
5	5	10	October 8
6	5	20	October 8
7	5	10	October 22
8	5	10	October 22
9	5	--	October 22
Exam 2	100		October 24
10	5	20	November 5
11	5	--	November 5
12	5	--	November 19
13	5	10	November 19
14	5	10	December 3
Exam 3 (Final)	100		December 10
TOTAL	380	130	

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

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

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

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

Written Assignments

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

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

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen**!! These video lectures provide a majority of the content for this class…so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD**. This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!! If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.**

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

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

Important Dates and Information

Add class deadline Friday, August 27 ; Drop class deadline: Friday, August 27

Withdrawal deadline for this course: Friday, October 29
Final course closing date: Friday, December 10

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 27**. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hour Grace Period for 20%

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that modules were due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all graded assignments in this class.

Example: Let's say your assignment is due Friday by 11:59pm but you missed it. With this policy, you will have until Saturday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

Make-ups/Excuses

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

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

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

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. 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: **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**

COVID-19 and Illness Notification

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

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

In case of Faculty Illness

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

Discussion Board Appropriateness

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions (https://webcourses.ucf.edu/courses/1381727/discussion_topics)** and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

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

Online Technology

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an

issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

Decolonizing the Syllabus

In Spring of 2021, we as the Anthropology Department at UCF, decided as a group to commit to decolonizing our syllabi. What does this mean? In a nutshell, we are seeking to create a curriculum that provides a wider variety of voices and perspectives, particularly those that have been historically marginalized and silenced. We are making a concerted effort to include more local, indigenous, and POC scholars in the readings used in our courses. Anthropology has a lot to make up for with some of its history, and this is one way present anthropologists are trying to overcome the past and do our best to bolster these scholars and students.

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult **The Center for Academic Integrity. (http://www.academicintegrity.org/icai/assets/FVProject.pdf)**

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

Turnitin

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.

GroupMe

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized 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 Distribution of Class Notes

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.

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **http://www.ehs.ucf.edu/workplacesafety.html (http://www.ehs.ucf.edu/workplacesafety.html)** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu (http://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)
  (https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

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

Third-Party Software and FERPA

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

My expectations of you for taking Australian Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

ETHNOGRAPHIC RESEARCH METHODS

ANG 6801

Section 0001

Fall 2021
Tuesday: 6:00 pm – 8:50 pm
HPH 409M
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursday, 12:30pm – 2:00pm via Zoom

Course Description

Ethnography is the backbone of cultural anthropology; it is our primary research method *and* genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete exercises to practice their ethnographic skills and work toward their own research goals.

Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences Ph.D., or Consent of Instructor

Student Learning Objectives

This course has three learning objectives: 1) to expose you to major issues surrounding ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

Class Structure

Class meetings will be face-to-face and conducted primarily as seminars that focus on discussion. Occasionally, short "lectures" will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week.

Office Hours

Office hours will be via Zoom. The Zoom link is available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Course Requirements

Attendance

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

Reading and Participation

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

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

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 14 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Human Subjects Research-Group 2: Social Behavioral Research Investigators and Key Personnel (Basic) portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training.

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three 30-minute interviews** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

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

Grading Structure

Reading Reflections (13 out of 14)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

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

Course Policies

Respectful Behavior

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Late Policy

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

Grade Disputes

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

Academic Integrity

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

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

limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version:

http://emergency.ucf.edu/emergency_guide.html

- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Notifications in Case of Changes to Course Modality

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

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.

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

In-Class Recording

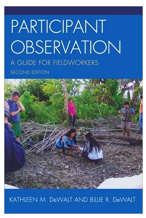
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, 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 UCF's Student Code of Conduct as described in *The Golden Rule*.

Academic Activity Record

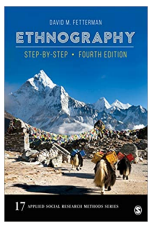
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 27**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

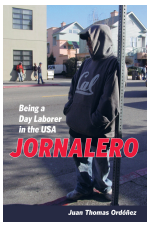
The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2019. *Ethnography: Step-By-Step*. 4th Edition. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANG6801-21Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 24

- TOPIC: Course Overview and Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

  Fetterman, pg. 1-41

  McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15: 1-10.

Week 2

Tuesday, August 31

Reading Reflection #1

- TOPIC: "The Field"
- READINGS: Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." *Human Organization* 60: 40-46.

Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Passero, Joanne. 1997. "'You Can't Take the Subway to the Field!' 'Village' Epistemologies in the Global Village." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

Week 3

Tuesday, September 7

Reading Reflection #2

- TOPIC: Ethnography's Colonial Legacy

- READINGS: Asad, Talal. 1973. "Introduction." In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

  Biolsi, Thomas, and Larry J. Zimmerman. 1997. "What's Changed, What Hasn't." In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, edited by Thomas Biolsi and Larry J. Zimmerman, 3-24. Tucson: University of Arizona Press.

  Deloria, Jr., Vine. 1969. *Custer Died for Your Sins: An Indian Manifesto*. New York: Macmillan. ("Anthropologists and Other Friends" – pg. 78-100)

Week 4

Tuesday, September 14

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Participant Observation

- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage.

  DeWalt and DeWalt, pg. 41-97 and 137-156

Week 5

Tuesday, September 21

Reading Reflection #4

- TOPIC: Interviewing

- READINGS: Fetterman, pg. 42-78

  Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies*. New York: The Free Press. (Chapters 1-4 – pg. 1-119)

Week 6

Tuesday, September 28

Reading Reflection #5

- TOPIC: Fieldwork Online

- READINGS: Deakin, Hannah, and Kelly Wakefield. 2014. "Skype Interviewing: Reflections of Two Ph.D. Researchers." *Qualitative Research* 14: 603-616.

  Laurier, Eric. "YouTube: Using Third Party Video as Research Data." (unpublished)

  Seitz, Sally. 2016. "Pixilated Partnerships, Overcoming Obstacles in Qualitative Interviews Via Skype: A Research Note." *Qualitative Research* 16: 229-235.

  Sumiala, Johanna, and Minttu Tikka. 2011. "Imagining Globalised Fears: School Shooting Videos and Circulation of Violence on YouTube." *Social Anthropology* 19: 254-267.

Week 7

Tuesday, October 5

Reading Reflection #6

- TOPIC: Research Design

- READINGS: Booth, Wayne et al. 2008. *The Craft of Research*. Chicago: University of Chicago Press. (Chapters 3-4 – pg. 35-63)

  DeWalt and DeWalt, pg. 109-136

  Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32: 485-489.

Week 8

Tuesday, October 12

Reading Reflection #7
AND
Research Proposal Due

- TOPIC: Fieldwork Ethics

- READINGS: American Anthropological Association 2012 Code of Ethics

  DeWalt and DeWalt, pg. 211-226

  Fetterman, pg. 141-162

  Librett, Mitch, and Dina Perrone. 2010. "Apples and Oranges: Ethnography and the IRB." *Qualitative Research* 10(6): 729-747.

  Scheper-Hughes, Nancy. 2000. "Ire in Ireland." *Ethnography* 1(1): 117-140.

Week 9

Tuesday, October 19

Reading Reflection #8

- TOPIC: Gaining Trust and Access

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Access" – pg. 41-62)

  Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

  Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

Week 10

Tuesday, October 26

Reading Reflection #9

- TOPIC: Insider/Outsider Challenges

- READINGS: Abu-Lughod, Lila. 1991. "Writing Against Culture." In *Recapturing Anthropology*, *Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe: School of American Research Press.

  Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104: 791-804.

  Sherif, Bahira. 2001. "The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status." *Qualitative Inquiry* 7(4): 436-447.

Taylor, Jodie. 2011. "The Intimate Insider: Negotiating the Ethics of Friendship When Doing Insider Research." *Qualitative Research* 11: 3-22.

Week 11

Tuesday, November 2

Reading Reflection #10

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

  Fetterman, pg. 100-120

Week 12

Tuesday, November 9

Reading Reflection #11

- TOPIC: Writing
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Writing Ethnography" – pg. 191-208)

  Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

  Fetterman, pg. 121-140

  Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11: 25-69.

Week 13

Tuesday, November 16

Reading Reflection #12
AND
Data Collection and Analysis Due

- TOPIC: Representation
- READINGS: Ramos, Alcida. 1987. "Reflecting on the Yanomani: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2: 284-304.

  Said, Edward. 1978. *Orientalism*. New York: Vintage Books. (pg. 1-28)

  Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. ("Ethnographic Refusal: Anthropological Need" – pg. 95-114)

Week 14

Tuesday, November 23

Reading Reflection #13

- TOPIC: Reflexivity

- READINGS: McQueeney, Krista, and Kristen M. Lavelle. 2017. "Emotional Labor in Critical Ethnographic Work: In the Field and Behind the Desk." *Journal of Contemporary Ethnography* 46: 81-107.

  Uddin, Nasir. 2011. "Decolonising Ethnography in the Field." *International Journal of Social Research Methodology* 14: 455-467.

  Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66: 711-731.

Week 15

Reading Reflection #14

Tuesday, November 30

- TOPIC: Ethnography Example – Day Laborers in California

- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

Finals Week

Sunday, December 5

Project Report due by 11:59pm

Tuesday, December 7

- Student presentations (7:00pm – 9:50pm)

ANTHROPOLOGY OF DRUGS AND ADDICTION

ANT 4481
Section 0001
Fall 2021
Tuesday and Thursday: 3:00 pm – 4:15 pm
CB1 307
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursday, 11:00am – 12:30pm via Zoom

Course Description

Drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as facilitators and subjects of interactions and conversations. Undoubtedly, drugs are an important part of our collective and daily lives. This is why anthropologists have long studied them, focusing primarily on drug use and addiction. This course traces how drugs and addiction – as topics of cultural, political, economic, and health concern – have been understood and theorized within anthropology at different historical moments both in the United States and internationally. By engaging with texts from the mid-20th century to the present, this course examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of "drugs" and "addiction." This will allow us to not only draw on a diverse array of readings and themes, but also investigate how both legal and illegal substances are culturally consumed, abused, enjoyed, regulated, celebrated, and vilified.

Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to provide you with an overview of the rich anthropological and ethnographic scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

Class Structure

Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries.

Office Hours

Office hours will be via Zoom. The Zoom link is available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

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

Midterm Exam (50 points)

There will be one midterm exam. The exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family

tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (80 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (5 points each, 70 points total)

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be **no make-up** for missed quizzes because your two lowest scores will be dropped at the end of the semester.

Grading Structure

Midterm exam	50 points
Final exam	80 points
Quizzes (14 out of 16)	70 points
Total:	200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Not only has research shown that typing notes on a computer is less effective than taking notes with pen and paper for retaining information, computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, you should bring hard copies of them for use during class discussion. You can print for **free** at different locations on campus (https://studentgovernment.ucf.edu/services/academic/printing). If you are an

Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Academic Integrity

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

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

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct.

Penalties can include a zero grade for an exam or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

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

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Obtaining Notes for Missed Lectures

Dr. Harris will provide copies of a lecture only if you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19. If you miss a lecture for any another reason, it is your responsibility to obtain notes from a classmate for that lecture.

Notifications in Case of Changes to Course Modality

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

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.

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

In-Class Recording

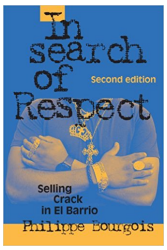
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, 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 UCF's Student Code of Conduct as described in *The Golden Rule*.

Academic Activity Record

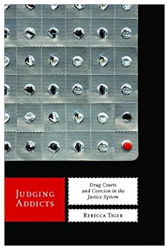
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 27**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio.* Cambridge: Cambridge University Press.



- Tiger, Rebecca. 2013. *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York: New York University Press.

The required books are available for purchase at the UCF bookstore. A digital version of Bourgois's *In Search of Respect* is also available for free through the UCF library. To view it online or download it: https://go.openathens.net/redirector/ucf.edu?url=https://doi.org/10.1017/CBO9780511808562

Additional required readings are available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANT4481-21Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 24

- TOPIC: Syllabus and Course Overview

Thursday, August 26

- TOPIC: Defining "Drugs"
- READING: Sherratt, Andrew. 1995. "Peculiar Substances." In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

Week 2

Tuesday, August 31

- TOPIC: Defining "Addiction"
- READINGS: Singer, Merrill. 2012. "Anthropology and Addiction: An Historical Review." *Addiction* 107: 1747-1755.

  "What is Addiction?" 2014. New York Times, 10 February.

Thursday, September 2

- NO CLASS – campus closed for football game
- AT-HOME FILM: Mama Coca: The Sacred Leaf

Week 3

Tuesday, September 7

QUIZ #1

- TOPIC: "Traditional" Use – Part 1

- READING: Allen, Catherine J. 1988. "To Be Quechua: The Symbolism of Coca Chewing in Highland Peru." *American Ethnologist* 8: 157-171.

Thursday, September 9

QUIZ #2

- TOPIC: "Traditional" Use – Part 2

- READING: Dobkin de Rios, Marlene. 1984. *Hallucinogens: Cross-Cultural Perspectives*. Albuquerque: University of New Mexico Press. ("Urban Amazonian Mestizos of Peru" – pg. 173-189)

Week 4

Tuesday, September 14

- TOPIC: "Traditional" Use – Part 3

- IN-CLASS FILM: Ayahuasca: Expansion of Consciousness

Thursday, September 16

QUIZ #3

- TOPIC: Drug or Medicine? – Part 1

- READING: Winkelman, Michael. 2014. "Psychedelics as Medicines for Substance Abuse Rehabilitation: Evaluating Treatments with LSD, Peyote, Ibogaine, and Ayahuasca." *Current Drug Abuse Reviews* 7: 101-116.

Week 5

Tuesday, September 21

- TOPIC: Drug or Medicine? – Part 2

- IN-CLASS FILM: Reefer Madness

Thursday, September 23

QUIZ #4

- TOPIC: Drug or Medicine? – Part 3

- READING: Chapkis, Wendy. 2007. "Cannabis, Consciousness, and Healing." *Contemporary Justice Review* 10: 443-460.

Week 6

Tuesday, September 28

- TOPIC: Legal Drugs – Part 1

- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("The Many Faces of Alcohol Use" – pg. 17-33)

Thursday, September 30

QUIZ #5

- TOPIC: Legal Drugs – Part 2

- READING: Spicer, Paul. 1997. "Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol." *Medical Anthropology Quarterly* 11:306-323.

Week 7

Tuesday, October 5

- TOPIC: Legal Drugs – Part 3

- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("Tobacco and Its Global Reach" – pg. 35-50)

Thursday, October 7

QUIZ #6

- TOPIC: Legal Drugs – Part 4

- READING: Roy, Anupom. 2011. "Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh." *Ethnography* 13: 162-188.

Week 8

Tuesday, October 12

Midterm Exam

Thursday, October 14

QUIZ #7

- TOPIC: Race and the War on Drugs
- READING: Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. La Vergne: The New Press. ("The Color of Justice" – pg. 121-144)

Week 9

Tuesday, October 19

QUIZ #8

- TOPIC: Criminalization – Part 1
- READING: Garriott, William. 2013. "'You Can Always Tell Who's Using Meth': Methamphetamine Addiction and the Semiotics of Criminal Difference." In *Addiction Trajectories*, edited by Eugene Raikhel and William Garriott, 213-237. Durham: Duke University Press.

Thursday, October 21

- TOPIC: Criminalization – Part 2
- READING: Tiger, Chapter 1 (pg. 15-40)

Week 10

Tuesday, October 26

QUIZ #9

- TOPIC: Criminalization – Part 3
- READING: Tiger, Chapter 3 (pg. 58-72)

Thursday, October 28

QUIZ #10

- TOPIC: Criminalization – Part 4
- READING: Tiger, Chapter 4-5 (pg. 73-114)

Week 11

Tuesday, November 2

- TOPIC: Drugs and Inequality – Part 1
- READING: Bourgois, Introduction – Chapter 1 (pg. 1-47)

Thursday, November 4

QUIZ #11

- TOPIC: Drugs and Inequality – Part 2
- READING: Bourgois, Chapter 2 – 3 (pg. 48-113)

Week 12

Tuesday, November 9

QUIZ #12

- TOPIC: Drugs and Inequality – Part 3
- READING: Bourgois, Chapter 4 – 5 (pg. 114-212)

Thursday, November 11

- NO CLASS – Thanksgiving

Week 13

Tuesday, November 16

QUIZ #13

- TOPIC: Drugs and Inequality – Part 4
- READING: Bourgois, Chapter 6 – 7 (pg. 213-286)

Thursday, November 18

QUIZ #14

- TOPIC: Drugs and Inequality – Part 5
- READING: Bourgois, Chapter 8 – Conclusion (pg. 287-327)

Week 14

Tuesday, November 23

QUIZ #15

- TOPIC: Opioid "Crisis"

- READINGS: Carr, E. Summerson. 2019. "The Work of 'Crisis' in the 'Opioid Crisis.'" *Journal of Extreme Anthropology* 3(2): 161-166.

  Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. "Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic." *Medical Anthropology Quarterly* 33:242-262.

Thursday, November 25

- NO CLASS – Thanksgiving

Week 15

Tuesday, November 30

- TOPIC: Harm Reduction – Part 1

- READING: Faulker-Gurstein, Rachel. 2017. "The Social Logic of Naloxone: Peer Administration, Harm Reduction, and the Transformation of Social Policy." *Social Science & Medicine* 180: 20-27.

Tuesday, December 2

QUIZ #16

- TOPIC: Harm Reduction – Part 2

- READING: Szott, Kelly. 2018. "'Heroin is the Devil': Addiction, Religion, and Needle Exchange in the Rural United States." *Critical Public Health* 30(1): 68-78.

Finals Week

Thursday, December 9 – 1:00pm - 3:00pm

FINAL EXAM

ANTHROPOLOGY OF DRUGS AND ADDICTION

ANT 4481
Section 0001
Fall 2021
Tuesday and Thursday: 3:00 pm – 4:15 pm
CB1 307
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursday, 11:00am – 12:30pm via Zoom

Course Description

Drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as facilitators and subjects of interactions and conversations. Undoubtedly, drugs are an important part of our collective and daily lives. This is why anthropologists have long studied them, focusing primarily on drug use and addiction. This course traces how drugs and addiction – as topics of cultural, political, economic, and health concern – have been understood and theorized within anthropology at different historical moments both in the United States and internationally. By engaging with texts from the mid-20th century to the present, this course examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of "drugs" and "addiction." This will allow us to not only draw on a diverse array of readings and themes, but also investigate how both legal and illegal substances are culturally consumed, abused, enjoyed, regulated, celebrated, and vilified.

Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to provide you with an overview of the rich anthropological and ethnographic scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

Class Structure

Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries.

Office Hours

Office hours will be via Zoom. The Zoom link is available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

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

Midterm Exam (50 points)

There will be one midterm exam. The exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family

tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (80 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (5 points each, 70 points total)

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be **no make-up** for missed quizzes because your two lowest scores will be dropped at the end of the semester.

Grading Structure

Midterm exam	50 points
Final exam	80 points
Quizzes (14 out of 16)	70 points
Total:	200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Not only has research shown that typing notes on a computer is less effective than taking notes with pen and paper for retaining information, computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, you should bring hard copies of them for use during class discussion. You can print for **free** at different locations on campus (https://studentgovernment.ucf.edu/services/academic/printing). If you are an

Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Academic Integrity

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

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

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct.

Penalties can include a zero grade for an exam or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

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

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Obtaining Notes for Missed Lectures

Dr. Harris will provide copies of a lecture only if you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19. If you miss a lecture for any another reason, it is your responsibility to obtain notes from a classmate for that lecture.

Notifications in Case of Changes to Course Modality

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

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.

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

In-Class Recording

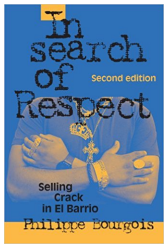
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, 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 UCF's Student Code of Conduct as described in *The Golden Rule*.

Academic Activity Record

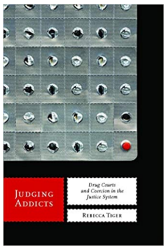
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 27**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.



- Tiger, Rebecca. 2013. *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York: New York University Press.

The required books are available for purchase at the UCF bookstore. A digital version of Bourgois's *In Search of Respect* is also available for free through the UCF library. To view it online or download it: https://go.openathens.net/redirector/ucf.edu?url=https://doi.org/10.1017/CBO9780511808562

Additional required readings are available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANT4481-21Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 24

- TOPIC: Syllabus and Course Overview

Thursday, August 26

- TOPIC: Defining "Drugs"
- READING: Sherratt, Andrew. 1995. "Peculiar Substances." In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

Week 2

Tuesday, August 31

- TOPIC: Defining "Addiction"
- READINGS: Singer, Merrill. 2012. "Anthropology and Addiction: An Historical Review." *Addiction* 107: 1747-1755.

  "What is Addiction?" 2014. New York Times, 10 February.

Thursday, September 2

- NO CLASS – campus closed for football game
- AT-HOME FILM: Mama Coca: The Sacred Leaf

Week 3

Tuesday, September 7

QUIZ #1

- TOPIC: "Traditional" Use – Part 1
- READING: Allen, Catherine J. 1988. "To Be Quechua: The Symbolism of Coca Chewing in Highland Peru." *American Ethnologist* 8: 157-171.

Thursday, September 9

QUIZ #2

- TOPIC: "Traditional" Use – Part 2
- READING: Dobkin de Rios, Marlene. 1984. *Hallucinogens: Cross-Cultural Perspectives*. Albuquerque: University of New Mexico Press. ("Urban Amazonian Mestizos of Peru" – pg. 173-189)

Week 4

Tuesday, September 14

- TOPIC: "Traditional" Use – Part 3
- IN-CLASS FILM: Ayahuasca: Expansion of Consciousness

Thursday, September 16

QUIZ #3

- TOPIC: Drug or Medicine? – Part 1
- READING: Winkelman, Michael. 2014. "Psychedelics as Medicines for Substance Abuse Rehabilitation: Evaluating Treatments with LSD, Peyote, Ibogaine, and Ayahuasca." *Current Drug Abuse Reviews* 7: 101-116.

Week 5

Tuesday, September 21

- TOPIC: Drug or Medicine? – Part 2
- IN-CLASS FILM: Reefer Madness

Thursday, September 23

QUIZ #4

- TOPIC: Drug or Medicine? – Part 3

- READING: Chapkis, Wendy. 2007. "Cannabis, Consciousness, and Healing." *Contemporary Justice Review* 10: 443-460.

Week 6

Tuesday, September 28

- TOPIC: Legal Drugs – Part 1

- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("The Many Faces of Alcohol Use" – pg. 17-33)

Thursday, September 30

QUIZ #5

- TOPIC: Legal Drugs – Part 2

- READING: Spicer, Paul. 1997. "Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol." *Medical Anthropology Quarterly* 11:306-323.

Week 7

Tuesday, October 5

- TOPIC: Legal Drugs – Part 3

- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. ("Tobacco and Its Global Reach" – pg. 35-50)

Thursday, October 7

QUIZ #6

- TOPIC: Legal Drugs – Part 4

- READING: Roy, Anupom. 2011. "Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh." *Ethnography* 13: 162-188.

Week 8

Tuesday, October 12

Midterm Exam

Thursday, October 14

QUIZ #7

- TOPIC: Race and the War on Drugs
- READING: Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. La Vergne: The New Press. ("The Color of Justice" – pg. 121-144)

Week 9

Tuesday, October 19

QUIZ #8

- TOPIC: Criminalization – Part 1
- READING: Garriott, William. 2013. "'You Can Always Tell Who's Using Meth': Methamphetamine Addiction and the Semiotics of Criminal Difference." In *Addiction Trajectories*, edited by Eugene Raikhel and William Garriott, 213-237. Durham: Duke University Press.

Thursday, October 21

- TOPIC: Criminalization – Part 2
- READING: Tiger, Chapter 1 (pg. 15-40)

Week 10

Tuesday, October 26

QUIZ #9

- TOPIC: Criminalization – Part 3
- READING: Tiger, Chapter 3 (pg. 58-72)

Thursday, October 28

QUIZ #10

- TOPIC: Criminalization – Part 4
- READING: Tiger, Chapter 4-5 (pg. 73-114)

Week 11

Tuesday, November 2

- TOPIC: Drugs and Inequality – Part 1
- READING: Bourgois, Introduction – Chapter 1 (pg. 1-47)

Thursday, November 4

QUIZ #11

- TOPIC: Drugs and Inequality – Part 2
- READING: Bourgois, Chapter 2 – 3 (pg. 48-113)

Week 12

Tuesday, November 9

QUIZ #12

- TOPIC: Drugs and Inequality – Part 3
- READING: Bourgois, Chapter 4 – 5 (pg. 114-212)

Thursday, November 11

- NO CLASS – Veterans Day

Week 13

Tuesday, November 16

QUIZ #13

- TOPIC: Drugs and Inequality – Part 4
- READING: Bourgois, Chapter 6 – 7 (pg. 213-286)

Thursday, November 18

QUIZ #14

- TOPIC: Drugs and Inequality – Part 5
- READING: Bourgois, Chapter 8 – Conclusion (pg. 287-327)

Week 14

Tuesday, November 23

QUIZ #15

- TOPIC: Opioid "Crisis"

- READINGS: Carr, E. Summerson. 2019. "The Work of 'Crisis' in the 'Opioid Crisis.'" *Journal of Extreme Anthropology* 3(2): 161-166.

  Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. "Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic." *Medical Anthropology Quarterly* 33:242-262.

Thursday, November 25

- NO CLASS – Thanksgiving

Week 15

Tuesday, November 30

- TOPIC: Harm Reduction – Part 1

- READING: Faulker-Gurstein, Rachel. 2017. "The Social Logic of Naloxone: Peer Administration, Harm Reduction, and the Transformation of Social Policy." *Social Science & Medicine* 180: 20-27.

Tuesday, December 2

QUIZ #16

- TOPIC: Harm Reduction – Part 2

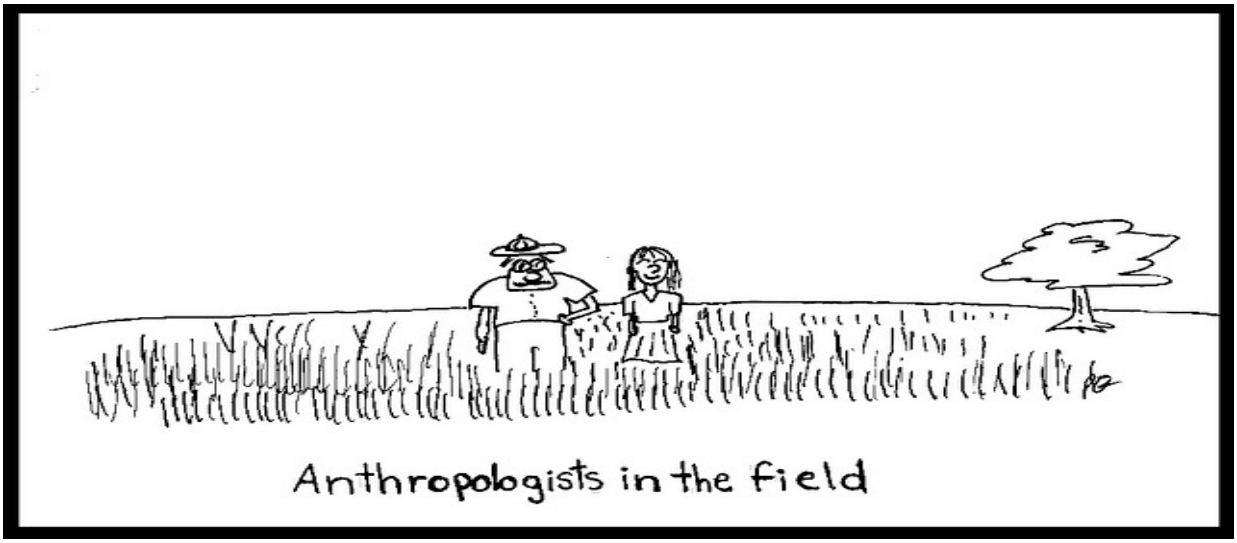
- READING: Szott, Kelly. 2018. "'Heroin is the Devil': Addiction, Religion, and Needle Exchange in the Rural United States." *Critical Public Health* 30(1): 68-78.

Finals Week

Thursday, December 9 – 1:00pm - 3:00pm

FINAL EXAM

Course Syllabus



Course Information

Course name:	Cultural Anthropology: Global Perspectives, Local Contexts
Course ID:	ANT 2410 (0002)
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location & time:	TuTh 9-10:15pm CB1-307

Professor Contact

Professor:	Zachary Hawk
Office Locations:	TBD
Office Times:	Th 10:30-11:15am
Department phone:	407-823-2227
Contact:	Webcourses Messaging

UCF Catalog Description

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

Course Description

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

Course and Student Learning Objectives

"To make the strange familiar and the familiar strange."

1) To understand and articulate the theory, methods, concepts, and major debates of cultural anthropology
2) To understand the diversity of human experiences by examining and comparing world cultures across multiple dimensions including:
    a. Historical connectedness,
    b. Norms, values, and beliefs
    c. Language
    d. Kinship and Marriage
    e. Race and Ethnicity
    f. Sex, Gender, and Sexuality
    g. Subsistence and Economic Systems
    h. Religion and Cosmology
    i. Political Systems

3) To think critically about the ways anthropologists can address human problems/inequality globally and locally

4) To use the viewpoints of anthropology to reflect on your own beliefs and behavior and that of the society and communities to which you belong

5) To be able to utilize the basic theories and methods of cultural anthropology (including the concept of culture, the methods of participant observation, and the perspective of cultural relativism) to understand human diversity and contemporary issues in a global comparative perspective

What textbooks will I need?

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

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

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

What is the course format?

This is a Face to Face Course. This means that we will meet twice per week on Tuesdays and Thursdays for 1 hour and 15 minutes. You will be expected to use Webcourses as well to go over material and complete coursework.

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

If you need any assistance with course materials, assignments or study tips, please message me through webcourses or visit me during **office hours.** If you have a scheduling conflict with the office hour times, please contact me to set an appointment that will reasonably fit your schedule.

What are the course requirements?

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

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

How is respect for diversity maintained?

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

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

How will I be evaluated and graded?

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

Assessment		Points Possible		% Final Grade (Weighted)
Class Assignments		100		40%
Mini-Ethnography		100		25%
Exams		150		35%
Total Possible		350		*100%*

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

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

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

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

What is the Course Outline

CC = Core Concepts in Cultural Anthropology
P = Perspectives: An Open Invitation to Cultural Anthropology
Note: The order of chapter readings and due dates for assignments will be filled in later in the semester.

Unit I - Cultural Anthropology Key Concepts				
Week	**Dates**	**Topics**	**Readings**	**Important Dates**
1	8/23/2021 - 8/29/2021	***Anthropology: An Introduction*** ***History of Anthropology*** ***What is Culture?*** ***Fieldwork and Ethnography*** ***Language***	• CC - Chpts 1, 2, 3, 12 • P – Chpts 1, 2, 3, 4, 13 • Selected Readings • Selected Films	• 8/23 Classes Start • 1/15 Getting Started Quiz Due Friday by 5pm.
2	8/30/2021 - 9/5/2021			
3	9/6/2021 - 9/12/2021			• Labor Day – No Class 9/6
4	9/13/2021 - 9/19/2021			
5	9/20/2021 - 9/26/2021			• Unit 1 Exam 9/26
Unit II – Social Organization and Dimensions of Identity				
6	9/27/2021 - 10/3/2021	***Race and Ethnicity*** ***Sex, Gender, and Sexuality*** ***Relatedness: Kinship, Family, and Marriage*** ***Economic Anthropology*** ***Class Caste and Inequality***	• CC – Chpts 5, 6, 7, 9 • P – Chpts 5, 6, 8, 9, 10 • Selected Readings • Selected Films	
7	10/4/2021 - 10/10/2021			
8	10/11/2021 - 10/17/2021			
9	10/18/2021 - 10/24/2021			
10	10/25/2021 - 10/31/2021			• 11/29 Withdrawal Deadline • Unit 2 Exam 11/2
Unit III – Systems of Power and Change in the Modern World				
11	11/1/2021 - 11/7/2021	***Worldview and Religion*** ***Politics and Power*** ***Globalization*** ***Health, Illness, and the Body***	• CC – Chpts 4, 8, 10, 11 • P – Chpts 7, 11, 12, 16, 17, 18, 19 • Selected Readings	•
12	11/8/2021 - 11/14/2021			• Veteran's Day – No Class 11/11

13	11/15/2021 - 11/21/2021	***Art and Media*** ***Science and Technology*** ***Applied Anthropology***	• Selected Films	
14	11/22/2021 - 11/28/2021			• Thanksgiving - No Classes 11/25-27
15	11/29/2021 - 12/5/2021			
16	12/6/2021 - 12/12/2021			• Final Examination Period ○ Unit 3 Exam

How is academic integrity maintained?

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

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

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

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

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.

Why should I use WebCourses Inbox?

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

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox.**

What are the technology and software requirements?

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

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when

submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the ‘The system deleted my homework’ or 'I took the quiz, but . . .' excuses **can be traced and verified**.

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

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

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

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

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

Is the course accessible for students with disabilities?

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

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility

modifications, but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

What if I am an active duty military student?

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

What should I know about Campus Safety?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site.>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, 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-UCFLinks 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.eduLinks to an external site.> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active

Shooter >).

Course Syllabus

Jump to Today ✎ Edit

General Anthropology
Fall 2021
Department of Anthropology • College of Sciences • University of Central Florida

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0M01)
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location/time:	Tu 3:00PM - 4:15PM, CB2 O106
Course GTA:	Jessica Clark (Primary) George Micheletti (Secondary)
GTA hours:	Jessica: Mondays 1-2 (virtual) George Wednesdays 10-11 (virtual)
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Brigitte Kovacevich
Main office:	Howard Phillips Hall 409P
Phone:	407-823-6554

Phone: 407-823-6554

Office Hours T and Th 10-11:30 and by appointment (all hours are virtual but I can meet in person!)

E-mail: brigitte.kovacevich@ucf.edu

University Catalog Description

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

What is this course about?

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

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

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

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate

scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

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

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

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

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

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

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

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2020) (available as PDF chapters in this course) and full version here: **Callaghan and Williams 2019_OER ANT 2000.pdf** **(https://webcourses.ucf.edu/courses/1386273/files/87905718/download?download_frd=1)**

Perspectives: An Open Invitation to Cultural Anthropology **(http://perspectives.americananthro.org/)** (Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

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

During the next 15 weeks of the Spring 2021 term, you should expect to spend around **1.25 hours of class time each week in Face-to-Face Lectures.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course. On exam weeks you will likely spend more time for studying.

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

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Academic Survey** by **11:59pm EST** on **Friday August 27, 2021**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the course requirements?

Summary

This course begins on **August 23, 2021** and ends on **December 3, 2021**. Over this period, you will be expected to:

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

Academic Activity Assessment (week 1 only)

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

Gen-Ed Pre-Test and Post-Test

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

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. **The Closing for Pretest: September 3 11:59pm. Closing for Posttest: December 3 11:59pm.**

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

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

Attendance

Attendance will not be mandatory. I will attempt to record all lectures during our usual class time and post them to webcourses for people who may be sick or who do not feel comfortable coming to class. I will say that viewing the lectures later will not have the same benefit as coming to class, you will miss the discussions, the ability to ask questions in real time and interact with me and your classmates, and the recordings may not be as high-quality as I would like (audio and video). Many of our exam questions will come from the lecture and it is possible that they may not be found in the readings. There really is no substitute for coming to class but I do understand that there are currently many barriers to it that might otherwise not be there in a "normal" year.

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

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 described in the Golden Rule. Lectures used for other purposes may allow the faculty member to seek "damages plus court costs and reasonable attorney fees, with the total recovery not to exceed $200,000," according to Florida HB 233.

Reading Quizzes (20% of final grade)

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

Online Assignments (20% of final grade)

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

Online Exams (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Friday December 3 at 11:59 PM.**

Quiz Log Audit

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

How will I be evaluated and graded?

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

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

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released** (I will not answer a question about Quiz 1 in the final week of class).

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

Letter Grade	Percentage	Letter Grade	Percentage
A	93.5 - 100%	C+	76.5 - 79.4%
A-	89.5- 93.4%	C	69.5 - 76.4%
B+	86.5 - 89.4%	D	59.5 - 69.4%
B	83.5 - 86.4%	F	59.4% or less
B-	79.5 - 83.4%		

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

FINAL GRADES ARE FINAL. I will not discuss or revisit grades the last week of class, I am generous with extra credit so none will be offered to improve scores at the end of the semester. I suggest that if you are concerned about your grade that you talk to me early in the semester to form a plan to improve!

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

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

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

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

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

Required Statement Regarding COVID-19

With the highly transmissible Delta variant present in Central Florida, we ask that everyone, whether vaccinated or not, wear a mask indoors in accordance with **the latest CDC guidelines (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html)** . Wearing a mask protects you, your loved ones and your fellow Knights. See UCF Policy and Information here: **https://www.ucf.edu/coronavirus/** **(https://www.ucf.edu/coronavirus/)**

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Is the course accessible for students with disabilities?

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

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

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

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

7. Helping another violate academic behavior standards.

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

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

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

GroupMe

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

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

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

Why should I use WebCourses Inbox?

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

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

response until the following Monday.

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

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

What are the technology and software requirements?

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

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

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

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

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

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

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

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

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

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

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

What if there is an Emergency on campus?

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

concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see **http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to **https://my.ucf.edu (https://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video
  You CAN Survive an Active Shooter (https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

What is the course lecture and assignment schedule?

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

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

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

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

learning module.

- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Week	Date	Topic	Readings
1	24-Aug	What is Anthropology?	
	Online	What are the different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-7) (https://webcourses.ucf.edu/courses/1386273/files/87765729/download?dov
2	31-Aug	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20) (https://webcourses.ucf.edu/courses/1386273/files/87765729/download?dov
	Online	Is Cultural Relativity Possible?	Miner, 1956.pdf (https://webcourses.ucf.edu/courses/1386273/files/877 download_frd=1) ; Kratz, 2002.pdf (https://webcourses.ucf.edu/courses/1386273/files/87765738/download?dov
3	7-Sept	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52) (https://webcourses.ucf.edu/courses/1386273/files/87765733/download?dov
	Online	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58) (https://webcourses.ucf.edu/courses/1386273/files/87765733/download?dov Collins, 2007.pdf (https://webcourses.ucf.edu/courses/1386273/files/8 download_frd=1) ; Penn State.pdf (https://webcourses.ucf.edu/courses/1386273/files/87765748/download?dov
4	14-Sept	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 104-119) (https://webcourses.ucf.edu/courses/1386273/files/87765731/download?dov
	Online	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 120-126) (https://webcourses.ucf.edu/courses/1386273/files/87765731/download?dov
5	21-Sept	When did Homo Sapiens Evolve?	Callaghan and Williams (chapter 4, pp. 126-146) (https://webcourses.ucf.edu/courses/1386273/files/87765731/download?dov
	Online	What's it like to find Fossil Hominids?	*The Atlantic* *(https://www.theatlantic.com/science/archive/2017/05/homo* *Scientific American* *(https://www.scientificamerican.com/article/new-ev* *homo-naledi-raises-questions-about-how-humans-evolved/)* Film: *Dawn of Humanity* (https://www.youtube.com/watch?v=RzLJAa5

			(https://www.youtube.com/watch?v=RzLJAa5X4Fo) (%24CANVAS_COURSE_REFERENCE%24/file_ref/gdb8431f2cf5fffc4bdf93e wrap=1)
6	28-Sept	Are Humans still Evolving and are there Human "Races"?	Callaghan and Williams (chapter 3) (https://webcourses.ucf.edu/courses/1386273/files/87765732/download?dov
	Online	**Exam 1**	
7	5-Oct	How de we do Archaeology?	Callaghan and Williams (chapter 5) (https://webcourses.ucf.edu/courses/1386273/files/87765730/download?dov
	Online	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 169-186) (https://webcourses.ucf.edu/courses/1386273/files/87765728/download?dov
8	12-Oct	What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 186-197) (https://webcourses.ucf.edu/courses/1386273/files/87765728/download?dov
	Online	What was life like for the Ancient Maya, and where did they go?	Callaghan and Williams (chapter 6, pp. 197-210) (https://webcourses.ucf.edu/courses/1386273/files/87765728/download?dov (https://www.dailymotion.com/video/x5ihx72)
9	19-Oct	How did Archaeologists Decipher Maya Hieroglyphs?	*Cracking the Maya Code* *(https://www.dailymotion.com/video/x5ihx72)*
	Online	What is Human Language?	*Perspectives* (chapter 4) (https://webcourses.ucf.edu/courses/1386273/files/87765746/download?dov
10	26-Oct	Why is the Sapir-Whorf Hypothesis still	Thomson (1975) (https://webcourses.ucf.edu/courses/1386273/files/87 download?frd=1)

	Oct	Hypothesis still important?	download_frd=1)
	Online	Why do we Miscommunicate if we speak the same Language?	Tannen (1990 ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765 download_frd=1) , 1994 ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765744/download?dov
11	2-Nov	What can language tell us about culture?	
	Online	**Exam 2**	
12	9-Nov	How do Cultural Anthropologists Study Living Groups?	*Perspectives* (chapters 3) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765736/download?dov (2000) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765740/dov download_frd=1)
	Online	How and When do we Learn our Culture?	Henry (1963) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765 download_frd=1) ; Kindergarten Education
13	16-Nov	How do Boys become Men and Girls become Women?	*Perspectives* (chapter 10) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765742/download?dov
	Online	Who are The Sambia of Papua New Guinea?	Film *Guardians of the Flutes* (https://video.alexanderstreet.com/watch flutes)
14	23-Nov	No Face-to Face class	Online class
	Online		Nothing Due-Thanksgiving Holiday
15	30-Nov	How do Boys become Men in Sambia Culture?	Herdt (1983) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/877657 download_frd=1)
	Online	Where do our Relatives come from and why	*Perspectives* (chapter 8) ⬇ (https://webcourses.ucf.edu/courses/1386273/files/87765739/download?dov

		from and why does it Matter?	(https://webcourses.ucf.edu/courses/1386273/files/87765739/download?dov
16	Online (due Dec 3)	**Exam 3**	

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	ASSIGNMENT: Academic Activity Survey (https://webcourses.ucf.edu/courses/1386273/assignments/7172337)	due by 11:59pm
Mon Aug 30, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421599&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 1 (https://webcourses.ucf.edu/courses/1386273/assignments/7172342)	due by 11:59pm
Fri Sep 3, 2021	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1386273/assignments/7172347)	due by 11:59pm
Mon Sep 6, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421600&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 2 (https://webcourses.ucf.edu/courses/1386273/assignments/7172331)	due by 11:59pm
Fri Sep 10, 2021	ASSIGNMENT 2: Reconciling Faith and Evolution (https://webcourses.ucf.edu/courses/1386273/assignments/7172346)	due by 11:59pm
Mon Sep 13, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421601&include_contexts=course_1386273)	1pm to 2pm

Date	Details	Due
	QUIZ: Reading Quiz 3 (https://webcourses.ucf.edu/courses/1386273/assignments/7172343)	due by 11:59pm
Fri Sep 17, 2021	ASSIGNMENT 3A: Early Hominid Location Labeling (https://webcourses.ucf.edu/courses/1386273/assignments/7172350)	due by 11:59pm
	ASSIGNMENT 3B: Hominid Matching Timeline (https://webcourses.ucf.edu/courses/1386273/assignments/7172351)	due by 11:59pm
Mon Sep 20, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421602&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 4 (https://webcourses.ucf.edu/courses/1386273/assignments/7172335)	due by 11:59pm
Fri Sep 24, 2021	ASSIGNMENT 4: Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1386273/assignments/7172352)	due by 11:59pm
Mon Sep 27, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421603&include_contexts=course_1386273)	1pm to 2pm
Fri Oct 1, 2021	EXAM: Exam 1 (https://webcourses.ucf.edu/courses/1386273/assignments/7172336)	due by 11:59pm
Mon Oct 4, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421604&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 5 (https://webcourses.ucf.edu/courses/1386273/assignments/7172340)	due by 11:59pm
Fri Oct 8, 2021	ASSIGNMENT 5: Archaeology of a Room (https://webcourses.ucf.edu/courses/1386273/assignments/7172353)	due by 11:59pm
Mon Oct 11, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421605&include_contexts=course_1386273)	1pm to 2pm

Date	Details	Due
	QUIZ: Reading Quiz 6 (https://webcourses.ucf.edu/courses/1386273/assignments/7172338)	due by 11:59pm
Fri Oct 15, 2021	ASSIGNMENT 6: Materializing Myth (https://webcourses.ucf.edu/courses/1386273/assignments/7172354)	due by 11:59pm
Mon Oct 18, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421606&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 7 (https://webcourses.ucf.edu/courses/1386273/assignments/7172339)	due by 11:59pm
Fri Oct 22, 2021	ASSIGNMENT 7: Dialect Lexicons (https://webcourses.ucf.edu/courses/1386273/assignments/7172348)	due by 11:59pm
Mon Oct 25, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421607&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 8 (https://webcourses.ucf.edu/courses/1386273/assignments/7172330)	due by 11:59pm
Fri Oct 29, 2021	ASSIGNMENT 8: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1386273/assignments/7172349)	due by 11:59pm
Mon Nov 1, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421608&include_contexts=course_1386273)	1pm to 2pm
Fri Nov 5, 2021	EXAM: Exam 2 (https://webcourses.ucf.edu/courses/1386273/assignments/7172333)	due by 11:59pm
Mon Nov 8, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421609&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 9 (https://webcourses.ucf.edu/courses/1386273/assignments/7172332)	due by 11:59pm

Date	Details	Due
Fri Nov 12, 2021	ASSIGNMENT 9: Socialization through Stories (https://webcourses.ucf.edu/courses/1386273/assignments/7172345)	due by 11:59pm
Mon Nov 15, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421610&include_contexts=course_1386273)	1pm to 2pm
	QUIZ: Reading Quiz 10 (https://webcourses.ucf.edu/courses/1386273/assignments/7172334)	due by 11:59pm
Fri Nov 19, 2021	ASSIGNMENT 10: "Playing" with Gender: Creating Gender through Toys (https://webcourses.ucf.edu/courses/1386273/assignments/7172344)	due by 11:59pm
Mon Nov 22, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421611&include_contexts=course_1386273)	1pm to 2pm
Mon Nov 29, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421612&include_contexts=course_1386273)	1pm to 2pm
Fri Dec 3, 2021	EXAM: Exam 3 (https://webcourses.ucf.edu/courses/1386273/assignments/7172341)	due by 11:59pm
Mon Dec 6, 2021	ANT2000-21Fall 0M01 (https://webcourses.ucf.edu/calendar?event_id=2421613&include_contexts=course_1386273)	1pm to 2pm

Syllabus

ANT 3163: Mesoamerican Archaeology
Dr. Brigitte Kovacevich
Syllabus

Instructor Contact

Instructor	 Dr. Brigitte Kovacevich brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu)
Office	HPH 309P
Office Hours (Virtual and Phone)	Various methods for contacting me during office hours: 1. Email/Inbox (during office hours, I will respond quickly!)

	2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Office hours: Tuesdays and Thursdays 10 AM-11:30 AM **For phone or virtual calls, please make an appointment first!!** **I can meet in person if you would like, but please do let me know ahead of time!**
Phone	Office Phone: 823-6554
E-mail/Response time	brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) **(when emailing, please include the class title in your subject!)** I have two young daughters, As such, I will respond to emails from 9am to 5pm on weekdays (quickest during office hours) and sporadically on evenings and weekends when I have time. I will respond within 12-36 hours, unless you are notified otherwise.
GTA	George Micheletti (Primary TA) Jessica Clark (Secondary TA)
GTA Email	via webcourses inbox
GTA Office Hours	George: Wednesdays from 10-11 Jessica: Mondays from 1-2

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

Course Information

Course Name	ANT 3163- Mesoamerican Archaeology
Credit Hours	3 hrs
Prerequisites	Sophomore standing
Corequisites	none
Semester/Year	Fall 2021
Location	100% Online (Asynchronous-no set class meetings)

Course Description

This survey course is designed to provide a broad introduction to the prehistory of the peoples of Mesoamerica, a culture area that includes all of Guatemala and Belize and parts of Mexico, El Salvador, and Honduras. The class will move chronologically; we will begin with earliest human occupation in this region and end with the arrival of the Spanish. Some examples of cultural groups we will discuss include the Olmec, the Maya, the peoples of Teotihuacan and Tula, and the Aztec Empire. Furthermore, we will explore the archaeological record of this region to discuss topics such as religion, increasing complexity, hieroglyphics, and fascinating artifacts, to name a few. As a Gordon Rule course, students will engage in scientific writing; for example, learning how to write artifact descriptions, abstracts, and an analysis of a pyramid.

Course Catalog Description: An introduction to the prehistory of Mexico. Guatemala and upper Central America from earliest times through the Spanish conquest.

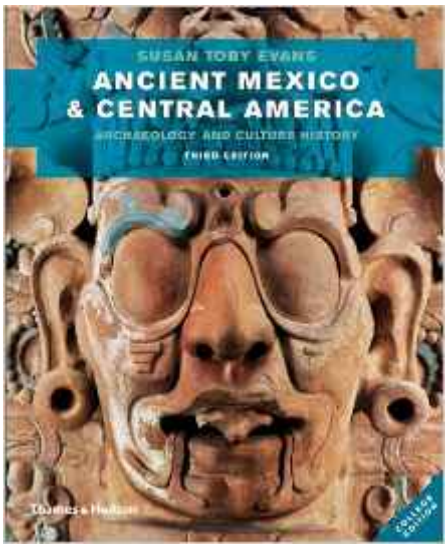
Course Objectives

The specific objectives for this course are that students:

- develop a geographic understanding of Mesoamerica,
- learn the temporal diversity of Mesoamerica,
- understand the various different cultures that comprise Mesoamerica, and
- understand the dynamic field of Mesoamerican archaeology, especially how archaeologists gather information and interpret the past.

Required Text

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



Title: *Ancient Mexico and Central America: Archaeology and Culture History* ***3rd edition***
Publisher: Thames and Hudson
Year: 2013 ISBN: 978-0500290651

Required Tools

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

Course Requirements

This course begins on August 23rd, 2021 and ends on December 3rd, 2021. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines**

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

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

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

Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	-	10	5	August 27
1	1 & 2	5	10	September 5
2	3 & 4	5	10	September 12
Exam 1	-	100	-	September 19
3	5 & 6	5	10	September 26
4	7 & 8	5	25	October 3
5	9	5	15	October 10
Exam 2	-	100	-	October 17
6	10	5	10	October 24
7	11 & 12	5	10	October 31
8	13 & 14	5	10	November 7

Exam 3	-	**100**	-	**November 14**
9	**15**	**5**	**15**	**November 21**
10	**16 & 17**	**5**	**30**	**November 28/ December 5**
11	**18 & 19**	**5**	**10**	**December 5 /December 12**
Exam 4 (Final) *not cumulative	-	**100**	-	**December 12**
TOTAL		**465**	**160**	

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

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

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

Grading Scheme

This course weights grades to emphasize your writing accomplishments.

Assignment Group	Percentage of your Final Grade
Exams	30%
Mini-Quizzes	10%
Written assignments	60%

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 40%, 10%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in Group A, 86% in

Group B, and 94% in Group C, the final score would be calculated as (.75 x .40) + (.86 x .10) + (.94 x .50) = .856, or 85.6%.

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

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

Timed Assignments: Mini-Quizzes and Exams:

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

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

Important Dates and Information

Add class deadline Friday, August 27 ; Drop class deadline: Friday, August 27
Withdrawal deadline for this course: Friday, October 29
Final course closing date: Sunday December 12

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 27.** Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

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

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

*If late work is accepted or approved, they will likely be subject to penalties.

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

COVID-19 and Illness Notification

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

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

In case of Faculty Illness

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

Discussion Board Appropriateness

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

Student non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without

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

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

Email Appropriateness

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

GroupMe

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

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

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

Online Technology

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

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Academic Integrity

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

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

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

For more information about Academic Integrity, students may consult **UCF Center for Academic Integrity** (https://scai.sdes.ucf.edu/) (http://www.academicintegrity.org/icai/assets/FVProject.pdf)

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

(https://youtu.be/NlKYajEx4pk)

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 and provide documentation.

Copyright

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

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

Third-Party Software and FERPA

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

My expectations of you for taking Mesoamerican Archaeology

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

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

What You Can Expect From Me

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

Final Comments

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

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

ANT 2410-0M01-LEC: Introduction to Cultural Anthropology
Class Time: Tuesday 10:30-11:45
Class Location: CB2 O105

Instructor: Russell Manzano
Email: Russell.manzano@ucf.edu
Office Location: HPH 309E
Office Hours: Thursday 10am- 12:00 pm and by appointment
Please email me if you plan to attend office hours. All office hours are virtual unless other arrangements are made prior to the meeting. You can also schedule an appointment outside of office hours if you are unavailable during these times.

TA: Chelsea Daws
Email: chelsead@knights.ucf.edu
Office Hours: by appointment
Office Location: HPH 309E

Course Description

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

Anthropology is the study of humans, past and present, and the diversity of the human experience. This course is an introduction to one of the subfields of the discipline, cultural anthropology. We will explore relationships between topics such as language, race and racism, ethnicity, sex, gender, family, class, the global economy, art, migration, health, inequality, and power. Through readings, lectures, class discussions, activities, and films, we will examine other cultures, our own cultural beliefs, and how we understand the world around us. We will explore the diverse experiences of people around the world and what it means to be human in a global context.

Learning Outcomes:

• Students will demonstrate through assignments and discussion that they have read and comprehended the course material and concepts.
• Students will demonstrate through assignments and discussions that they have acquired the capability to be analytical when addressing aspects of cultures.
• Students will demonstrate through assignments and discussion that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Course Materials

Books:

Cassaniti, Julia. 2015. Living Buddhism: Mind, Self, and Emotion in a Thai Community. Cornell University Press.

Lavenda, Robert and Emily A. Schultz. 2020. *Core Concepts in Cultural Anthropology, Seventh Edition.*

Films:

Students are required to see all films/videos shown in and out of class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

Grading System

The final grade will be weighted using the following calculation:

Quizzes	15%
Discussion	20%
Book Review	20%
Exams	45% (3 exams—15 % each)

Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

95-100 A	85-89 B	75-79 C+	65-69 D	+ <60 F
90-94 A-	80-84 B-	70-75 C	60-65 D-	

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

Quizzes 15%
Students are expected to attend class and participate in group discussion. All quizzes are due the day before class at 11:59 pm.

Discussion 20%
Students will write weekly discussion posts based on the prompt for the week. Discussions will be posted in Canvas.

Book Review 20%
Students will write a 2-3 page book review based on the ethnography assigned for the class. The prompt for the book review will be provided on Canvas. Please keep quotes to a minimum. No more than 5% of your paper can be direct quotes.

Exams 45%
Students will complete three in-class exams. Each exam is worth 15%. The third exam will serve as the final exam for the course.

A WRITING TIP: In this class you'll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. http://uwc.ucf.edu/

Writing Parameters: All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12.

Extra Credit

You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

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

Course Policies:

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

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

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity.

Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see https://scai.sdes.ucf.edu/.

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

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

Campus Safety Statement

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

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

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Mixed Mode Course

Courses include both required classroom attendance and online instruction in a blended format. In-person classroom activities are more than 20% of the instructional time during the semester.

Attendance

Attendance for this class is not required in person. A virtual option will be made available to students who cannot attend class. If you cannot attend class, you should log in to the "conferences" or "Big Blue Button" tab for the virtual class for that day. Your participation will be limited if you participate virtually but this option will be there for you throughout the semester if you should need it.

Late Assignment Policy

Late assignment submissions must be discussed with the instructor prior to the assignment due date.

Steps for academic continuity in the event of campus closure:

In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USF, College, and department websites, and emails for important general information.

COVID-19 Polices

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.

Per UCF policy, we expect that all members of our community take personal precautions, including wearing masks indoors and getting vaccinated to protect themselves, in accordance with the CDC's latest guidance. Our plans to return to pre-pandemic operations remain in place and are in alignment with directives from the State of Florida and Florida's State University System. You can find updated information about UCF policies at https://www.ucf.edu/coronavirus/

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 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 before missing class.

Course Schedule

Date	Topic	Reading	Assignment
8/24	Syllabus	Syllabus	Academic Activity Record
8/26	Course Introduction		
8/31	Anthropology	Chapter 1	Quiz
9/2	Anthropology	Chapter 1	Discussion Post
9/7	Culture	Chapter 2	Quiz
9/9	Culture	Cassaniti: Introduction, Ch 1	Discussion Post
9/14	Language	Chapter 3	Quiz
9/16	Language	Cassaniti: Ch 2	Discussion Post
9/21	Religion	Chapter 4	Quiz
9/23	Religion	Cassaniti: Ch 3	Discussion Post
9/28	Exam	Exam Review	
9/30	Exam	Exam 1	Exam 1
10/5	Social Organization	Chapter 5	Quiz
10/7	Social Organization	Cassaniti: Ch 4	Discussion Post
10/12	Sex, Gender, and Sexuality	Chapter 6	Quiz
10/14	Sex, Gender, and Sexuality	Cassaniti: Ch 5, Conclusion	Discussion Post
10/19	Kinship	Chapter 7	Quiz
10/21	Kinship		Discussion Post
10/26	Political Anthropology	Chapter 8	Book Review Due Quiz
10/28	Political Anthropology		Discussion Post
11/2	Exam	Exam Review	
11/4	Exam	Exam 2	Exam 2
11/9	Economic Anthropology	Chapter 9	Quiz
11/11	Economic Anthropology		Discussion Post
11/16	Globalization	Chapter 10	Quiz
11/18	Globalization		Discussion Post
11/23	Science, Technology, and Medicine	Chapter 11	Quiz
11/25	Science, Technology, and Medicine		Discussion Post
11/30	Theory in Cultural Anthropology	Chapter 12	Quiz
12/2	Exam review		Discussion Post
12/7	Exam 3		Exam 3

*The syllabus and course schedule are subject to change and revision.

Course Syllabus

Jump to Today Edit

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
Office	HPH309
Office Hours	Tuesdays, 10-11:30 (dedicated)
Email	Ty.matejowsky@ucf.edu
Phone	(407) 823-4611

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.pdfLinks 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.eduLinks 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.

Emergency Procedures

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

· In case of an emergency, dial 911 for assistance.

· Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site.>.

· Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

· If there is a medical emergency during class, 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-UCFLinks 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.eduLinks to

	an external site.> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” . · Students with special needs related to emergency situations should speak with their instructors outside of class. · 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.) >).
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 Informe 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 Berriro, 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 was 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
Fri Dec 10, 2021	Assignment Discussion Leadership
	Assignment Final Paper
	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

Welcome to:

Global Health in Anthropological Perspective

ANT 4480 M - Fall 2021

Mondays & Wednesdays: 2:30 – 3:20 pm, & Online Component: to be completed between Thur. and Sun. (unless stated otherwise)
Location: Business Administration Building #1 (BA1), in room 122

Professor: Joanna Mishtal, Ph.D.
Professor of Cultural & Medical Anthropology

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- https://sciences.ucf.edu/anthropology/people/mishtal-joanna/
- https://joannamishtal.com/

Office Hours: Wed. 3:40 – 5 pm via Zoom & by appointment if necessary in HPH 409Q
E-mail: jmishtal@ucf.edu (this email preferred; please don't email in webcourses)
My COVID-19 Status: I am fully vaccinated! to protect myself and you.
Please vaccinate and mask up!

Course Description:

"Global health concerns require more than medical intervention." In addition to medicine and research, "to make a difference to the lives of the 2 billion poorest people in next decade, [t]he skills in demand are management, cultural understanding and an anthropological viewpoint."
-- "The Global Challenge," *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences related to health and wellness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we'll consider are emergent "superbugs" and other infectious diseases, including COVID-19, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions and contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

→ **Credit:** This class counts toward these programs and requirements (or prereq):
Global Health Certificate (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6390)
Medical Anthropology Minor (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6587)
Diversity GEP Credit

Learning Outcomes:
Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
- diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
- global health governance in the cultural, historical, and political-economic contexts
- the application of cultural concepts to contemporary global health dilemmas

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COVID-19 UCF RULES:
MASK UP & VACCINATE!

University-Wide Mask Policy for Indoor Classes:
Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.
Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.
Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

COVID-19 and Illness Notification
If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.
You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
You should contact me as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact me before missing class.

Course Materials (required):
1. Book:
Peter Piot. (2013) *No Time To Lose: A Life in Pursuit of Deadly Viruses.* New York: Norton Press.
[on Amazon for about $5]

2. Articles (provided):
Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them.

3. Films/videos (provided):
Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

Office Hours
Office hours will be via Zoom. The Zoom link will be available on Canvas. Please let me know if you plan to see me to minimize having to wait in the virtual "waiting room" line.
If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Expectations:
I hope that you will want to attend this class and enjoy the material.
Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic *safe space*, which 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) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences*. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Examinations and Grading Policy:

Descriptions of exams, online work, and papers:

1. Examination #1: 25 points
The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Examination #2: 25 points
The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3. Assignments online (scaffolds) to build the Research Paper: 20 points
Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Four Online Assignments at 5 points each are designed as a step-by-step process known as "scaffolding" to develop and write a great research paper. The 4 assignments are: (1) topic choice, (2) preliminary references, (3) annotations, and (4) rough paper outline. Due dates for components of the paper are on Canvas and in the schedule below.

4. Research Paper (30 points)

Your global health research paper is an excellent opportunity to research and write a paper about a global health topic, disease, challenge, success story, etc., that interests you. Students will analyze in their papers some of the aspects of health experiences we will discuss in class, including how health and wellbeing are experienced differently in different contexts and based on such lines of division as race, ethnicity, class, gender, sexual orientation, and so on. Students can write a comparative analysis or focus in-depth on one cultural and geopolitical context, or on a specific global health issue. Regardless of your topic choice, I hope these research papers will be fun for you!

The papers will be 2800-3000 words (5-6 pages) in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles or research book chapters that go together. In-depth analysis of fewer references is better than superficial review of too many references. You will receive a rubric for this paper. Topic: choose any topic relevant to global health. I will give you a long list of topic ideas which will help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshops. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

- **Lateness with Online Assignments toward the Research Paper**: assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, assignments submitted late will be graded down or receive zero points, in fairness to students who have met the deadline.

- **Punctuality for testing:** is expected for all exams. After the first student who completed the test left the room, the test is "DEAD" and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:

1.) Exam #1: **25 points**
2.) Exam #2: **25 points**
3.) Assignments (scaffolds) for Research Paper: **20 points**
4.) Research Paper: **30 points**
5.) Attendance, class participation, and computer or phone abuse will be used in borderline cases

Total: 100 points (100%)

The Grade Scale:
94 – 100 = A
90 – 93 = 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-
0 – 59 = F

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Weekly Schedule

WEEK 1: *Week's Topics:* **Syllabus and Overview of Class.**

Mon, 8/23: First class – introduction of the course and overview of the syllabus.

Wed, 8/25: Defining Global Health and its Challenges
Read for Wed:
"Towards a common definition of global health" by Jeffrey P Koplan, T Christopher Bond, Michael H Merson, K Srinath Reddy, Mario Henry Rodriguez, Nelson K Sewankambo, Judith N Wasserheit. *The Lancet* 2009; 373: pages 1993–1995.

Browse relevant websites:

- World Health Organization – Global Health Observatory
  https://www.who.int/data/gho
- Center for Global Health – Center for Disease Control and Prevention
  https://www.cdc.gov/globalhealth/index.html
- Society for Medical Anthropology
  http://www.medanthro.net/about/about-medical-anthropology/

Online Component: none

WEEK 2: ***Week's Topics:*** **Environment, Disease, and Culture - Complex Interactions**

Mon, 8/30: Environmental events and health impact, part I
Read for Mon: (first half of this chapter)
"Environmental Disruption, Pluralea Interactions, and Infectious Diseases" by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.
Pp: 125-139 (stop before "Air Pollution" section)

Wed, 9/1: Environmental events and health impact, part II
Read for Wed: (second half of this chapter)
"Environmental Disruption, Pluralea Interactions, and Infectious Diseases" by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.
Pp: 139-155 (start reading from "Air Pollution and Lung Infection")

Online Component:
→ Assignment Wk 2: Instructions on Canvas
(*Submit 1st of 4 online assignments: preliminary paper topic ideas. **DUE 9/5/2021** by midnight)

WEEK 3: ***Week's Topics:*** **Research Paper Preparation**

Mon, 9/6: Labor Day – No Class

Wed, 9/8: Research Paper Workshop I
Please bring questions about your research papers to class.

Online Component:
→ Assignment Wk 3: Instructions on Canvas (proceed with search for articles)

WEEK 4: ***Week's Topics:*** **Water Security, Health, and Rights**

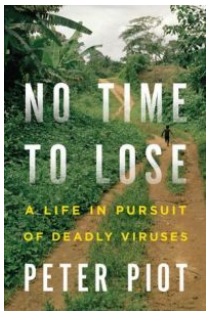
Mon, 9/13: Mental health & water in Bolivia
Read for Mon:
"Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health" by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.

Wed, 9/15: Water security and insecurity
- *Film screening/discussion*: "The Water of Ayole" 30 min, 1998

Read for Wed: None

Online Component:
→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

WEEK 5: Superbugs - Emerging & Reemergent Infectious Diseases.



Mon, 9/20: Chasing viruses and the detective work of research
Read for Mon:
Book: *No Time to Lose* – Read pages ix - 41

Wed, 9/22:
Read for Wed: Ebola
Book: *No Time to Lose* – Read pages 43-83

Online Component:
→ Assignment Wk 5: Instructions on Canvas (proceed with search for articles)

WEEK 6: ***Week's Topics:*** **Superbugs - Emerging & Reemergent Infectious Diseases, cont.**

Mon, 9/27: Infection & sex
- *Film screening/discussion about infectious diseases & epidemics*

Read for Mon:

Book: *No Time to Lose* – Read pages 87 - 132

Wed, 9/29: HIV/AIDS
Read for Wed:
Book: No Time to Lose – Read pages 133-165

Online Component:
→ Assignment Wk 6: Instructions on Canvas
(*Submit 2nd of 4 online assignments: preliminary list of proposed articles/references – **DUE 10/3/2021** by midnight)

WEEK 7: ***Week's Topic:*** **Superbugs - Emerging & Reemergent Infectious Diseases, finish.**

Mon, 10/4: An epidemic unfolds
Read for Mon:
Book: *No Time to Lose* – Read pages 166 - 189

Wed, 10/6: The politics of epidemics
Read for Wed:
Book: *No Time to Lose* – Read pages 335-376
(*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

Online Component:
→ Assignment Wk 7: Instructions on Canvas
(read and annotate)

WEEK 8: Week's Topic: Lessons from Ebola for COVID-19: Future Solutions

Mon, 10/11:
Read for Mon:
"Diary – Ebola" by Paul Farmer. London Review of Books. Oct. 23, 2014. Pp. 1-9.

Wed, 10/13:
Read for Wed (2 items):
a.) "Coronavirus Crisis: The Dread Of Responsibility — Paul Farmer On The Pandemic And Poor Countries" NPR interview, March 24, 2020
b.) "Systemic racism, chronic health inequalities, and COVID-19: A syndemic in the making?" Clarence C. Gravlee. 2020. *American Journal of Human Biology* 32(5):e23482, pp. 1-8.

Online Component:
→ Assignment Wk 8: Instructions on Canvas
(*Submit 3rd of 4 online assignments: annotated bibliography. **DUE 10/17/2021** by midnight)

WEEK 9: Exam #1 Week

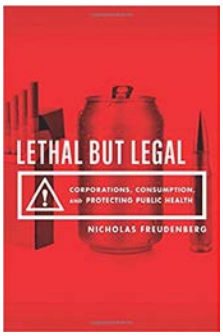
Mon, 10/18: Review for Exam #1

Wed, 10/20: EXAM #1

Online Component:
→ Assignment Wk 9: none

WEEK 10: *Week's Topic:* Food – Consumption, Diabetes, & Global Health

Mon, 10/25: "Fun to Eat Foods" and Disease Production: Diabetes and African American population
→ Quiz 4
Read for Mon:
"Manufacturing Disease: Unhealthy Products Become Ubiquitous" by Nicholas Freudenberg. In: Lethal but Legal: Corporations, Consumption, and Protecting Public Health. 2014. Pp. 3-36.



Wed, 10/27: Case Study: China
Read for Wed:
None

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* "Introduction" by Raj Patel. 2012.

Online Component:
→ Assignment Wk 10: Instructions on Canvas
(*Submit 4th of 4 online assignments: a rough outline of your research paper ideas. **DUE 10/31/2021** by midnight)

WEEK 11: *Week's Topic:* Global Pharmaceuticals, and Research Paper Workshop II

Mon, 11/1: Pharma business and science
Read for Mon:
"Markets and Molecules: A Pharmaceutical Primer from the South" by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.

Wed, 11/3: Global Pharmaceuticals, cont.
Read for Wed: None.

Online Component:
→ Assignment Wk 11: Instructions on Canvas
(Proceed with writing)

WEEK 12: ***Week's Topic:*** **Global Reproductive & Sexual Health Issues**

Mon, 11/8: Fertility control, reproductive autonomy, and global health challenges
Read for Mon: none

Wed, 11/10: Reproductive and sexual health as human rights
Read for Wed:
"Where Human Rights Begin" – Introduction by W. Chavkin and E. Chesler. 2005. Rutgers University Press. Pp. 1-34

Online Component:
→ Assignment Wk 12: Instructions on Canvas
(Proceed with writing)

WEEK 13: ***Week's Topic:*** **Migrant Health. Future Directions in Global Health.**

Mon, 11/15:
Read for Mon:
"Deservingness: migration and health in social context" SM Holmes, E Castañeda, J. Geeraert, H. Castaneda, U. Probst , N. Zeldes, S. Willen, Y. Dibba, R. Frankfurter, A Kveim Lie, J. Fredrik Askjer H. Fjeld. *BMJ Global Health* 6:1-5.

Wed, 11/17: Future Directions in Global Health
Read for Wed:
"Planetary healthy publics after COVID-19" 2021. S. Hinchliffe, L. Manderson, M. Moore. *Lancet Planet Health* 5(4): e230–e236.

Online Component:
→ Assignment Wk 13: Instructions on Canvas (Proceed with writing)

WEEK 14: ***Week's Topic:***

Mon, 11/22: Research Paper Workshop II
Read for Mon: none

Wed, 11/24:. **"Thanksgiving Wednesday" – UCF Classes not held**
Read for Wed: None
But please continue to advance your research paper.

Online Component:
→ Assignment Wk 14: Instructions on Canvas
(Proceed with writing and final editing)

WEEK 15: Exam #2 week.

Mon, 11/29: Review for Exam #2

Wed, 12/1: EXAM #2

Online Component:
→ Assignment Wk 15: None.
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: FINAL RESEARCH PAPERS

→ **RESEARCH PAPERS DUE**: **Sunday, Dec. 6th, 2021 by midnight** via Canvas (can submit early)

~~~~~~~ *End of Class Schedule* ~~~~~~~

UCF Core Syllabus Statements:

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
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another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices" http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should 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 have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.
If due to COVID-19 accommodations 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 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.

In-Class Recording
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, 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 UCF's Student Code of Conduct as described in The Golden Rule.

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 note the guide's physical location and

review the online version 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 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 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, please view this video https://youtu.be/NIKYajEx4pk

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make 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. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

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

~~~~~~~ Have a restful winter break! ~~~~~~~

Welcome to:

Public & Applied Anthropology – ANG 6701

Fall 2021

Mondays: 6:00 – 8:50 pm in room HPH 0409M

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Professor: Joanna Mishtal, Ph.D.
Office Hours & Location: Wed 3:30 - 5 pm via Zoom during the ongoing pandemic, and when necessary by appointment
E-mail: jmishtal@ucf.edu – this is the preferred email (please don't email via Canvas)

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Course Description: This course will explore how anthropology can be relevant to important present-day cultural, political, social, economic, and environmental issues. Anthropological knowledge, skills, theories, and methods have proven to be vital tools in bringing attention to contemporary human concerns related to health, globalization, inequalities, migration, human rights, environmental damage, and poverty. Public and applied (or public interest) anthropologists' engagement with these concerns, working inside and outside of academia, is driven by the commitment to social justice, equity, diversity, and inclusivity. This includes bringing attention to the experiences of marginalized and invisible communities. In other words, public anthropology addresses public problems. We will also examine the ways in which research can be designed to address important social problems and used in informing and/or re-framing public and policy debates.

Learning outcomes - upon completion of the course, the students will:
1.) understand how anthropological work and concepts are relevant to current cultural, political, economic, and environmental issues
2.) be familiar with ethical considerations for public/applied anthropology work
3.) gain insight about specific applications of anthropological analyses of social justice issues
4.) understand anthropology's role in public policy and policy debates

Prerequisites: Admission to Anthropology MA program or to the anthropology PhD program

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COVID-19 UCF RULES:
MASK UP & VACCINATE!

University-Wide Mask Policy for Indoor Classes:
Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.
Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.
Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.
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COVID-19 and Illness Notification
If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place. You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
You should contact me as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact me before missing class.

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Required Books:

1.) Javier Auyero and Debora Alejandra Swistun, 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford University Press. [$4 on Amazon]

2.) Sangaramoorthy, Thurka. 2014. *Treating Aids: Politics of Difference, Paradox of Prevention*. Rutgers University Press. [$20 on Amazon]

3.) Albahari, Maurizio. 2015. *Crimes of Peace: Mediterranean Migrations at the World's Deadliest Border*. University of Pennsylvania Press. [$10 on Amazon]

Required Articles: I'm making these available for to you as PDFs on Canvas or you can locate them yourself via the UCF library databases.

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Seminar Structure:
Graduate seminars are normally discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided, while discussions will focus on specific readings assigned for that week. We'll take a 15 minute break at halftime. Please be mindful of COVID-19 guidelines during this time and don't congregate.

Office Hours
Office hours will be via Zoom. The Zoom link will be available on Canvas. Please let me know if you plan to see me to minimize having to wait in the virtual "waiting room" line. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

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Course Requirements:
1. Reaction Paper: 3 Questions/Comments
Each student is expected to read all assigned material for a given week in advance of the class and write 3 substantive questions and/or comments in a word document for our class discussion based on those readings. Please submit this document to via Canvas by midnight the day before the class (i.e., Sunday), and read other students' entries before coming to class the next day. These questions/comments should be thoughtful reflections and reactions to
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the ideas in the texts that can help us generate discussion. For example your questions and/or comments can be related to:

- The strengths of the paper (remember that all texts assigned have strengths and merit because, first of all, they have gone through a peer review process and been published, but also because I have selected them as meaningful texts for this class)
- Any weaknesses or critiques of the paper (it's possible for you to develop a critique of a text but this will have to be well substantiated, i.e., just saying you didn't like an article isn't a meaningful or scholarly critique)
- Which argument or points or examples did you find interesting or surprising regarding the study or arguments made, and why?
- Etc..

We will use your questions and/or comments during class to move our discussion along.

Due: Sundays, by midnight, via Canvas

2. Discussions, Participation, and Attendance

Much of the success of this class as well as a portion of your grade will depend on the quality of your participation in every class discussion. In class discussions I will stress shared learning by encouraging you to interact with each other based on the comments and questions. Each student will need to participate, but please don't dominate the discussion either. Let's find a good balance.

Respectful attitude:

Some of the topics and issues we will tackle during this course will be controversial and many students might have strong feelings about them. Everyone's opinion is welcome and encouraged, however I assume that respectful behavior is the norm in all class discussions, including toward your fellow peers as well as me. This class is an academic *safe space*, which 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) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences.* The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology.

Let's make our seminar productive and enjoyable.

To help our discussions move along each class meeting two students will be assigned the role of Discussion Leaders. The two students will be expected to meet ahead of time and work together to create a plan of key ideas that will stimulate and guide the discussion. Please use questions submitted by the students and you may also prepare your own questions for the purpose of generating discussion or to introduce additional information obtained from websites or print media (no videos please, unless very short and approved by me). I will also facilitate discussion during the class to assist the Leaders. Power Points with a list of questions are discouraged. The Leaders should let the discussion evolve organically when possible. Leaders are asked to meet with me in my office 15 minutes before class on their day. The work of the Leaders should be interesting and enjoyable.

Attendance is expected in every class at the graduate level (like in a job), unless there are clear extenuating circumstances preventing the student from attending and documented in some manner with me, and when possible ahead of the class. We are relying on your role in

each class, which may be as the leader of the discussion, a participant in discussions, or a presenter. This class is a community effort that we will share and build together.

3. Community Project OR Research Paper Project

3a.) Option I: Community Project & Report

This option would be encouraged if it wasn't the pandemic.
Much of public/applied anthropological work involves working with community organizations. Increasingly, experience with a community organization is not only the key factor for successfully seeking jobs in non-academic settings, but is central to engaged citizenship, regardless of your future career or educational direction. Thus, you have the option of completing a minimum of 20-hour Community Service Project (could consist of a few events) with an approved community organization. There are 2 main ways of arranging this: (1) you can develop your own contact and project – feel free to talk with me about your ideas and I can make suggestions based on previous students' experiences, and (2) seek assistance from the Volunteer UCF office; browse their links with local organizations and pursue from there:
http://osi.ucf.edu/vucf/
https://knightconnect.campuslabs.com/engage/event/7129046
Recently confirmed active organizations are:

- Hope & Health: https://www.hopeandhelp.org
- IDEA Orlando Syringe Exchange: https://www.hopeandhelp.org/ideaorlando - Adam Troy (adam.troy@hopeandhelp.org)
- IDEA Miami website: https://ideaexchangeflorida.org

Products:

Personal Log of Activities:
Please keep track of the hours and activities in your community service project, and turn this document to me with the Report below.

Report will be a 3,500 – 4,000 (7-8 pages) word paper, not including references, discussing the project experience and incorporating class material related to anthropological theories, skills, and/or methods using references from the course. Due 12/6/2021, Monday, by midnight. (Can submit earlier.)

3b.) Option II: Research Paper Project

Due to the on-going pandemic, this paper option may be a safer way to complete this requirement.
This will be a 6,000 – 6,500 word (12-13 pages), not including references, research paper on a topic relevant to public anthropology. Your topic has to be approved by the professor before you can begin. Please incorporate in your paper the readings from the course that are relevant to your topic. The use of scholarly journal articles and book chapters is expected. Information from sources such as website or other non-scholarly sources may be used, if relevant to your analysis.
Due: 12/6/2021, Monday, by midnight. (Can submit earlier.)

4. Proposal for Option I or II

Please turn in a brief statement (1-2 paragraphs is enough) to let me know your chosen path. I encourage you to chat with me if you'd like feedback ahead of this decision. Happy to Zoom to help you think through ideas.
Due: 9/13/2021, Monday, by midnight. (Feel free to submit earlier.)

5. Presentations of Final Papers (both Options)
During the last weeks of the semester students will present central ideas from their Community Service Projects or Research Papers to their colleagues in class. This is an extremely important learning experience through which additional and new topics and case studies in public anthropology will enrich to the course content. But this is also an important experience in learning how to present scholarly ideas, how to prepare for presentations, how to engage your audience, and how to field questions about your work.
You will have approximately 20-25 minutes for your presentation. We will then follow with a Q&A, and a discussion at the end of your presentation. You are required to use Power Point for a portion of your presentation or the entire talk, because currently this is the primary way of scholarly presentations. We will do a friendly and constructive peer-review of presentations.

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Writing Parameters:
All writing assignments should be standard: single-spaced, 1" margins on all sides, Times New Roman size 12. Always insert page numbers in every paper, even if only a single page.

- **For Reaction Papers**: please write your name, and reaction date or paper number at the top.
- **For Final Papers**: please use a cover sheet with your name, date, course number, word count with and without references, and the title of your paper.

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Grading Policy:
1.) 9 Reaction Papers: 20% **(due every Sunday by midnight on Canvas, so others can read them; lateness will be reflected in the grade)**
2.) Attendance, Discussions, and Participation: total 25% **(absences and lateness will reduce your grade)**
3.) Proposal (for 1 of 2 options): 5%
4.) Presentation (of papers/work completed for 1 of the 2 options): 20%
5.) Final Paper (product from 1 of the 3 options): 30%

Grading scale:

Reaction Papers: ✓+, ✓, ✓- (i.e., "check +," "check," "check -"). It's not the end of the world to get a check minus in the first 2-3 weeks, but if you get more than one check minus, please make an appointment to see me so we can strategize for your improvement.
Participation and Leadership work: generally our graduate students do a good job and earn full points in these areas of effort, but if I see you have some room for improvement, then I will provide that feedback.
Final Papers: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

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Seminar Schedule

Week 1, August 23: Overview of Public & Applied Anthropology
Organizational Meeting:
Sign-Up for Discussion Leaders
Sign-Up for Presentations

- **Reading for August 23**:
  "Making Anthropology Public" by Nancy Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.

  Optional (can read later in the semester):
  Haugerud, Angelique. 2016. "Public Anthropology in 2015. "Charlie Hebdo, Black Lives Matter, Migrants, and More." *American Anthropologist* 118(3):585-601.

Week 2, August 30: Key Concepts and Approaches in Public and Applied Anthropology: Ethically-grounded research, structural violence, structural vulnerability, influencing policy, social justice.

- **Reading**:
  1.) Scheper-Hughes, Nancy. 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 1995. 36(3):409-440.
  → Read Comments/Replies from these scholars (at the end of this article), and please choose the most compelling and the least compelling reply, and be ale to explain why:
  Vincent Crapanzano, Jonathan Friedman, Marvin Harris, Adam Kuper, Laura Nader, J. Tim O'Meara, Aihwa Ong, Paul Rabinow,…..and Scheper-Hughes' reply to the above

  2.) Catherine Besteman. 2010. "In and Out of the Academy: Policy and the Case of a Strategic Anthropology," *Human Organization 69, 4: 407-417*

  3.) Barbara Rylko-Bauer and Paul Farmer. 2016. "Structural Violence, Poverty, and Social Suffering" *Oxford Handbook of the Social Science of Poverty*, Eds. David Brady and Linda M. Burton.

  Optional text:
  "Anthropology in Pursuit of Public Policy and Practical Knowledge." Shirley J. Fiske. 2006. *NAPA Bulletin* 26:82-107.

  Websites relevant to public/applied anthropology (please browse):
  - National Association for the Practice of Anthropology (NAPA): http://www.practicinganthropology.org/
  - Society for Applied Anthropology: http://www.sfaa.net/
  - The Association for the Anthropology of Policy: https://www.anthofpolicy.org/

- Center for a Public Anthropology: http://www.publicanthropology.org/about/
- American Anthropological Association: http://www.aaanet.org/
- National Association of Student Anthropologists (NASA): https://studentanthropologists.wordpress.com/

Journals most relevant to public and applied anthropology:
Human Organization
https://www.appliedanthro.org/publications/human-organization
Annals of Anthropological Practice
https://anthrosource.onlinelibrary.wiley.com/journal/21539588
Practicing Anthropology
https://practicinganthropology.sfaa.net/

Week 3, September 6: No class – Labor Day

Week 4, September 13: Global Emergencies: Covid-19, food security, conflict zones.

- **Reading** (in this order)**:**
  1.) Merrill Singer. 2012. "Syndemics of War: Malnutrition-Infectious Disease Interactions, and the Unintended Health Consequences of Intentional War Policies." Ostrach, B, and Singer, M. 2012 *Annals of Anthropological Practice* 36.2:257-273.

  2.) Clarence C. Gravlee. 2020. "Systemic racism, chronic health inequalities, and COVID-19: A syndemic in the making?" *American Journal of Human Biology* 32(5):e23482, pp. 1-8.

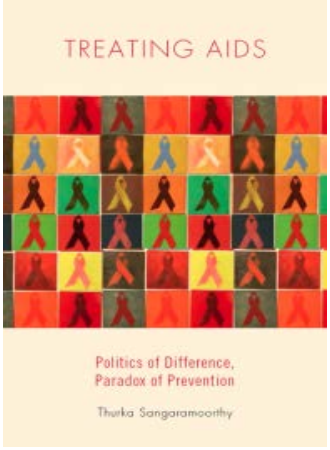
  3.) Callejas, Linda M., Anna Davidson Abella, and Flandra Ismajli. 2020. "Rapid Ethnographic Assessment of Pandemic Restrictions in Child Welfare: Lessons from Parent and Provider Experiences." *Human Organization* 79(4):304-312.

  4.) D. Himmelgreen and N. Romero-Daza. 2009. "Anthropological Approaches to the Global Food Crisis: Understanding and Addressing the 'Silent Tsunami.'" *Annals of Anthropological Practice* 32(1):1-11.

  Optional:
  Mishtal, J., S. De Zordo, I. Capelli, A. Martino, L. Rahm, G. Zanini. 2020. "Political (in)action in abortion governance during COVID-19 in Europe: a call for a harmonized EU response during public health crises." Special Collection: "COVID-19 and Sexual and Reproductive Health/ Maternal and Newborn Health" E. Varley, and A. Strong (eds.) *Medical Anthropology Quarterly* (June)

  Gray, Deven, David Himmelgreen, and Nancy Romero-Daza. 2020. "Anthropological Engagement with COVID-19" *Human Organization* 79(4):247-249,

<u>Week 5, September 20</u>: HIV/AIDS and the concept of risk: A case study through the Haitian experience.



- **Reading:**
  Thurka Sangaramoorthy. 2014. *Treating AIDS: Politics of Difference, Paradox of Prevention.* Rutgers University Press.

  Websites to browse:
  Partners in Health NGO, Paul Farmer
  https://www.pih.org/country/haiti?form=Haiti-Earthquake&ms=lb

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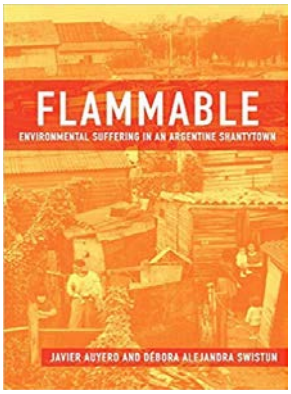
<u>Week 6, September 27</u>: Working and Conducting Research with National and International Institutions: The US Government Veteran Affairs and the Center for Disease Control.

- **GUEST Scholar: Dr. Jacqueline Sivén, PhD, MPH/CPH, MA**
  Research Behavioral Scientist
  Centers for Disease Control and Prevention, Cincinnati, OH

- If time allows: **Conducting research for the World Health Organization:**
  Presentation of WHO sponsored study lead by J. Mishtal in 2020-2021

<u>Week 7, October 4</u>: Environmental Issues and Public Effects: A Case Study from Argentina.



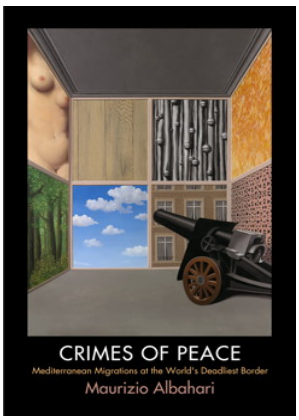
- **Reading:**
  Javier Auyero and Debora Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown.* Oxford University Press.

  <u>Optional</u>:
  - Donna M. Goldstein. 2017. "Invisible harm: science, subjectivity and the things we cannot see." *Culture, Theory and Critique* 58(4):321–329.
  - Melissa Checker. 2011. "Wiped Out by the 'Greenwave': Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210-229.

  <u>TED Talk to watch (recommended):</u>
  "Merrill Singer: Global Warming: Deconstructing our Society as we Know It

Professor, University of Connecticut"
http://tedxuconn.com/2015-2/2015-speakers/merrill-singer/

<u>Week 8, October 11</u>: Migration, Displacement, Human Rights: A Case Study from the Europe - Africa sea border.



- **Reading:**

Maurizio Albahari. 2015. *Crimes of Peace Mediterranean Migrations at the World's Deadliest Border*. University of Pennsylvania Press.

<u>Optional</u>:
Manzano, Russell, Joanna Mishtal, and Shana Harris. "The Effect of Second Reception Center Practices on Refugee Experiences in Sicily." *Human Organization* 77(2): 79-89.

<u>Week 9, October 18</u>: Race and Science - Biological Anthropology and the Public

- **GUEST Scholar: Dr. Donovan Adams, PhD, MPH, MS**
  Anthropology, College of Sciences, UCF

<u>Title of talk:</u> "Biological Anthropologists and Serving the Public Good"

Reading:
Carolina Llorente ,Gema Revuelta, Mar Carrió, Miquel Porta. 2019. "Scientists' opinions and attitudes towards citizens' understanding of science and their role in public engagement activities." *PLoS ONE* 14(11): e0224262.

[potential additional text TBD]

<u>Week 10, October 25</u>: Sexual and Gender Minority Wellbeing - Designing Research for Public Good

- **GUEST Scholar: Dr. Lindsay Taliaferro, PhD, MPH, MS**
  Department of Population Health Sciences, College of Medicine, UCF

<u>Title of talk</u>: "Understanding gender minority young adults' experiences with healthcare to inform policy and system-level changes associated with improved care."

Reading:
"It's kind of hard to go to the doctor's office if you're hated there." 2020. A call for gender affirming care from transgender and gender diverse adolescents in the U.S.

Marla E. Eisenberg, Barbara J. McMorris, Nic Rider, Amy L. Gower, Eli Coleman. *Health Soc Care Community*. May ; 28(3): 1082–1089

"Social Connectedness Factors that Facilitate Use of Healthcare Services: Comparison of Transgender and Gender Nonconforming and Cisgender Adolescents" 2019 Lindsay A. Taliaferro, Brittany M. Harder, Nik M. Lampe, Shannon K. Carter, G. Nic Rider, and Marla E. Eisenberg. *Journal of Pediatrics* 211:172-178.

Week 11, November 1: Public Engagements through Archaeology, History, and Ethnography: Multimodal Anthropology

- **GUEST Scholar: Dr. Edward González-Tennant, PhD, RPA**
  Department of Anthropology, UCF

  Title: "Multimodal Anthropology and Restorative Justice in Rosewood, Florida"
  Please read this book, with special attention on chap. 6:
  The Rosewood Massacre: An Archaeology and History of Intersectional Violence by Edward González-Tennant. 2018. University Press of Florida → available via UCF Library.

Week 12, November 8: Workshop of Papers and/or Presentation drafts.

- **In class:** We will go over strategies for preparing presentations and papers, including content, types of analyses, referencing, structure, and formatting.
  - Please bring questions and any challenges you are encountering with these projects.

Week 13, November 15: Student Presentations Part I, Discussion & Peer-Review

- **Presentation – Student #1: _____**
  - **Q&A; Debrief**
- **Presentation – Student #2: _____**
  - **Q&A; Debrief**
- **Presentation – Student #3: _____**
  - **Q&A; Debrief**

Week 14, November 22: Student Presentations Part II, Discussion & Peer-Review

- **Presentation – Student #4: _____**
  - **Q&A; Debrief**
- **Presentation – Student #5: _____**

- **Q&A; Debrief**

➢ **Presentation – Student #6: _____**
- **Q&A; Debrief**

Week 15, November 29: Student Presentations Part III, Discussion & Peer-Review

➢ **Presentation – Student #7: _____**
- **Q&A; Debrief**

➢ **Presentation – Student #8: _____**
- **Q&A; Debrief**

➢ **Presentation – Student #9: _____**
- **Q&A; Debrief**

Week 16, December 6:

➢ **Final Papers Due: Dec. 6, 2021 by midnight. (Can submit early)**

UCF Core Syllabus Statements:

Academic Integrity: Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student's own academic work. (5) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org

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

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should 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 have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.
If due to COVID-19 accommodations 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 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.

In-Class Recording
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, 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 UCF's Student Code of Conduct as described in The Golden Rule.

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 note the guide's physical location and review the online version 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 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 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, please view this video https://youtu.be/NIKYajEx4pk

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make 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. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

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

~~~~~~~ Have a restful winter break! ~~~~~~~