sage, such as blogs or wikis. This course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer course materials. Please do not use these sites or course materials on them. Instructors of other classes may use the same textbook, and the materials online may be from another course offered at a different time.

If one member of a study group account is found in violation of this policy, the account will be closed. GroupMe study groups (and other study platforms) are intended for use by students in this course only. They are not to be used for the sharing of course materials or for purposes other than study.

If you are unable to attend class due to a class conflict, please send me an email to request an alternate due date. If you have medical emergencies, please contact Student Care Services.

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 provision of the United States Copyright Act. The copyright owner has granted this reserve for this online course environment and all course materials are for the use of the students in this course only.

If you experience any difficulty or problem, you can always contact your instructor. I do not respond to emails; however, you can always contact me via phone or in person. If you have questions about the content of the course, you can also contact me during office hours.

GroupMe study groups (and other study platforms) are intended for use by students in this course only. They are not to be used for the sharing of course materials or for purposes other than study.

If you are under the weather --if you have a fever, cough, body pain, or any other sign of illness-- I ask that you DO NOT attend class. If you are sick, please contact me as soon as possible.

WebCourses@UCF Support

You will need:

To learn about how to manage an assignment, clicking on the help button next to the assignment will show you how to manage the sources that you used.

Plagiarism:

To avoid plagiarism, you must cite all sources, including the internet, books, and other course materials. You must also use your own words to write your assignments.

How do I get started in the course?

You can start by clicking on the ‘Modules’ button in the course menu. You will find a list of class readings and assignments. You can also view the class calendar and take a look at the course syllabus.

What textbooks will I need?

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills in this course:

- Understanding of research design
- Proficiency in selecting and using research methods
- Critical evaluation of research findings
- Effective communication of research findings
- Understanding of the ethical considerations in research

What will I learn in this course?

The course will cover the following topics:

- Understanding of the anthropological perspective on human behavior
- Understanding of the role of culture in shaping human behavior
- Understanding of the methods used in research in anthropology
- Understanding of the ethical considerations in research
- Understanding of the relationship between research and society

What will I be able to do at the end of the course?

At the end of the course, you will be able to:

- Explain the anthropological perspective on human behavior
- Understand the role of culture in shaping human behavior
- Select and use research methods
- Evaluate research findings
- Communicate research findings
- Understand the ethical considerations in research
- Understand the relationship between research and society

How will I be assessed in this course?

Your grade in this course will be based on the following:

- Class participation
- Assignments
- Exams
- Final project

Grading Scale:

- A: 90% or above
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: Below 60%

What are the main course requirements?

- Readings from the course textbook
- Writing assignments
- Taking exams
- Final project

What are the main course activities?

- Class discussions
- Group assignments
- Individual assignments
- Final project

Where can I find more information about the course?

You can find more information about the course by clicking on the course menu on the left side of the course page. You will find information on class readings, assignments, and takeaways.

COURSE INTRO: Things You Should Know

Dr. Beatriz Reyes-Foster (she/her/ella)

Ediciones del Norte, 2018

Available in paperback, eBook and rental formats

Author: J.W. Creswell and J.D. Creswell

Prerequisites:

There are no specific prerequisites for this course. However, students are expected to have a basic understanding of anthropology and the ability to think critically.

Resources:

The course will use the following resources:

- The textbook
- Course readings
- Web links
- Online databases

Plagiarism:

Plagiarism is the unauthorized use or presentation of someone else's work as your own. It is a form of cheating and is taken very seriously. If you are caught plagiarizing, you will receive a failing grade in the course.

Late or Missed Assignments:

Late or missed assignments will not be accepted. If you have a valid reason for missing an assignment, you must contact me in advance. I will not respond to emails; however, you can always contact me as soon as possible.

How do I communicate with my instructor?

You can communicate with your instructor by email, phone, or in person. If you have questions about the content of the course, you can also contact me during office hours.

Student Rights and Responsibilities:

As a student in this course, you are entitled to certain rights and responsibilities. These include:

- The right to receive an education
- The right to participate in the decision-making process
- The responsibility to meet the expectations of the course
- The responsibility to respect the rights of others

Any student who violates these rights and responsibilities will be subject to penalties.
Course Syllabus

Advanced Topics in Medical Anthropology

ANG6467-001

Spring 2021

Mondays, 6:00pm-8:50pm, with Webcourses support

HPH 409M

Course Overview

Instructor Contact

Professor
Dr. Beatriz Reyes-Foster

Office
HPH409I

Office Hours
Tuesdays, 1-3 (dedicated)

Email
beatriz.reyes-foster@ucf.edu

Phone
(407) 823-2206
Catalog Information and Course Description

ANG 6467 - Advanced Topics in Medical Anthropology. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

Catalog Description: Examination of advanced topics in the cultural construction of health and illness.

Student Learning Outcomes

Upon course completion, students will be able to:

- analytically evaluate the complex relationships between health, illness, wellness, and the role of social and political institutions in shaping health experiences and outcomes.
- applying medical anthropology theoretical paradigms and concepts as explanatory frameworks through which to understand contemporary health problems.
- applying critiques emerging from medical anthropology to evaluate emerging health issues, in both local and global contexts, as well as health policy debates and claims
- qualitative research, including project design, data collection and analysis, and research presentation
- attain the CITI Ethics Training Certification for research with human subjects (if not already complete)

Course Materials and Resources

There are four required ethnographies in this course.

The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande by Angela Garcia. ISBN: 978-0-520-26208-9

Enduring Cancer: Life, Death, and Diagnosis in Delhi by Dwaipayan Banerjee. ISBN: 978-1-4780-0955-9

Food in Cuba: The Pursui of a Decent Meal by Hannah Garth. ISBN: 978-1-5036-1109-1
In addition to the books listed above, supplementary readings will be required. I will post the initial readings in Webcourses but after Week 2 everyone will be responsible for obtaining the readings on your own. These readings will be comprised of book chapters, journal articles, and book excerpts that are available 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:

<table>
<thead>
<tr>
<th>Grade Categories</th>
<th>Description of Requirements</th>
<th>Weight Toward Final Grade</th>
<th>Grading System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly writing assignments</td>
<td>Due each Wednesday at 11:59am on Canvas.</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>All students must participate in all three roles at least three times</td>
<td>30%</td>
<td>400</td>
</tr>
<tr>
<td>Pilot Project</td>
<td>A mini-ethnography on a topic related to medical anthropology</td>
<td>50%</td>
<td>400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Grading scale: (+/- letter grades)**

https://webcourses.ucf.edu/courses/1368781/assignments/syllabus
Course Schedule

You may access the course schedule by following this link. Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library’s document delivery service. YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

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 600-750 words (double spaced, 12-point font, 1” margins) 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 midnight of the day before class (SUNDAY) in the Webcourse Assignment labeled for that week (see week numbers in syllabus schedule).

Class Structure

The amount allotted for participation should make clear how seriously I take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than others. Regardless of your interest in or commitment to the literature in question, it is our expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a socratic panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.
Panelists: Panelists will discuss the week’s readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it’s older reading, how does it play out or serve our thinking on the topic today? If it’s more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slide shows, videos, etc.

Instigators: Instigators work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question and send your questions to the instructor by 12:00 pm the day of class. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions: https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions

Investigators: Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. The presentation should highlight works relevant to the class discussion. Please send us the bibliography by 12:00 pm the day of class.

Final Paper:

Medical Anthropology Pilot Field Project

Student will develop, conduct, and write up a Pilot Field Project based on the medical anthropology topic of their interest. For this project, students will conduct two 40-minute semistructured interviews (can be longer if needed) with a population of interest and about a topic focusing on health. I will work with individual students to adapt this project to their research needs, as long as the framework remains within anthropological methods and the student is developing new ideas or expanding their current project. Three components will be required:

I.) Research Proposal:

- establishing the research topic & reading relevant scholarship
- developing research question/s
• developing the most suitable methods to answer the RQ

II.) Data Collection & Analysis:
• CITI Certificate (free and valid for 3 years; on UCF IRB website)
• interviewing and analyzing the narratives

II.) Write-Up the Project:
• presenting findings and formulating conclusions based on findings

4. Presentations of Pilot Field Projects:
During the last class of the session students will present to their colleagues in class. You will have approximately 30 minutes for your presentation. Please allow a few minutes at the end of your presentation for questions and comments. You may use Power Point for a portion of your presentation or the entire talk but you are not required to do so. More instructions will be provided about how to develop an effective presentation of a research project.

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

Policies

COVID 19 Safety and Our Collective Health
We meet face-to-face once each week during our scheduled class time. However, under the current conditions I will not force anyone to meet face to face who does not feel safe. Therefore, we will always have a synchronous Zoom meeting going during class time for anyone who prefers to join class that way. Also, if you are under the weather --if you have a fever, cough, body pain, or any other sign of illness-- I ask that you DO NOT ATTEND CLASS IN PERSON. If you are feeling sick, but well enough to participate in class, please join us via Zoom. This is also the case if you have a documented exposure to COVID19. Please quarantine for two weeks and join the class via Zoom. Likewise, if I have any reason to believe I am coming down with something, or if I have reason to believe I have been exposed to COVID19, I will lead the class via Zoom. All classes will also be recorded and posted on web courses for anyone who is unable to join class live. However, I do STRONGLY encourage you to attend class (remotely or F2F) during our scheduled class time.

Please note that when we meet face to face, face coverings (a mask or shield) and social distancing of 6 feet apart or more are REQUIRED.

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: https://digitallearning.ucf.edu/newsroom/keeplearning/ (https://digitallearning.ucf.edu/newsroom/keeplearning/).

Live and Recorded Lectures: This course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.

Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

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

Resources:

Other Course Policies

Contacting the Professor

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 “inbox” 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 Online Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Grading and Evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the “Evaluation” section of this syllabus.

Attendance and Participation

Attendance is required for this course. 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

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Academic Integrity

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)

**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/ (http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**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.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> 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>.

### 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.

### 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.

**Inclusive Classroom Statement**

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like us to use specific personal gender pronouns (PGPs) when communicating with you. In this class, we recognize the origins of anthropology in colonialism and white supremacy, and we recognize that we live in a society rife with anti-Blackness.

In this class, Black Lives Matter. No Human Being is Illegal. Water is Life.

**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 15, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1368781/assignments/6944037">Academic Engagement Activity</a> due by 11:59pm</td>
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<td>Sun Jan 24, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1368781/assignments/6944031">Reading Response 1</a> due by 11:59pm</td>
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<td>Mon Jan 25, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1368781/assignments/6948624">Participation 1</a> due by 11:59pm</td>
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# Course Schedule

<table>
<thead>
<tr>
<th>Weeks/Dates</th>
<th>Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1/Jan 11</td>
<td>Introduction</td>
<td>Syllabus review</td>
</tr>
<tr>
<td>Week 2/Jan 18</td>
<td>NO CLASS MLK DAY</td>
<td>NO CLASS MLK DAY</td>
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<pre><code>                 |                                  | (https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)                         |
</code></pre>
|                   |                                  | Shange, S. "Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography."     
                     |                                  | (https://doi.org/10.1111/traa.12143)                                                     |
|                   |                                  | Olson, Kyle. "Disciplinary Futures and Reorienting Research: Reply to Jobson and Rosenzweig on Doing Anthropology in the Age of COVID."  
| Week 4/February 1  | Colonialism, Race, and Racism    | Fanon, F. Black Skin, White Masks. Selections.                                             |
|                   |                                  | Tuana, N. and Sullivan, S. Race and Epistemologies of Ignorance. Introduction.             |
|                   |                                  | Bernasconi, R. "On Needing not to Know and Forgetting What One Never Know: The Epistemology of Ignorance in Fanon's Critique of" |

https://webcourses.ucf.edu/courses/1368781/pages/course-schedule?module_item_id=14194780
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<tr>
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<th>Topic</th>
<th>Reading 1</th>
<th>Reading 2</th>
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https://webcourses.ucf.edu/courses/1368781/pages/course-schedule?module_item_id=14194780
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>9/March 8</td>
<td>Decolonial Epistemologies</td>
<td>America is Evolving Toward Africa. Ch. 1 &amp; 2.</td>
</tr>
<tr>
<td></td>
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<td>DeSousa Santos, Boaventura. Epistemologies of the South: Justice Against Epistemicide. Ch. 4</td>
</tr>
<tr>
<td></td>
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<td>McClaurin, Irma. Black Feminist Anthropology. Introduction and C</td>
</tr>
<tr>
<td></td>
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<td>DeVault, Marjorie. Feeding the Family: The Social Organization of Caring as Gendered Work. Ch.</td>
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<tr>
<td></td>
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<td>Fassin, Didier. &quot;Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals.&quot; Anthropological Theory 133: 234-244</td>
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<tr>
<th>Week</th>
<th>14/April 12</th>
<th>NO CLASS SPRING BREAK</th>
<th>NO CLASS SPRING BREAK</th>
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<tbody>
<tr>
<td>Week</td>
<td>15/April 19</td>
<td>Ethnographic Roundup</td>
<td>Garth, Hannah. <em>Food in Cuba</em>.</td>
</tr>
<tr>
<td>Week</td>
<td>16/April 26</td>
<td>Research Presentations in Class</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

**Assessed Weekly:**

- Reading responses
- Participation responsibilities
ANT 3241 : Magic, Ritual, and Belief

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

Three (3) Credit Hours

Instructor Information

- Instructor: Rachael Root
- Office Location: Howard Philips Hall 309
- Office Hours: Wednesdays 1 to 3 pm online in Webcourses Chat or by appointment in Zoom
- Department Phone: (407) 823-2227
- Digital Contact:
  - rachael.root@ucf.edu (mailto:rachael.root@ucf.edu)
  - Webcourses Inbox

Graduate Teaching Assistant: Rachel Lotze

Office Hours: By appointment only

Digital Contact:
  - Webcourses Inbox

Course Information

- Term: Fall 2021
- Course Number & Section: ANT 3241 - 0W60
- Course Name: Magic, Ritual, and Belief
- Credit Hours: 3 Credit Hours
- Class Location: Online
- Course Modality: W

Course Description

This is a sophomore-level, middle-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is neither a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind and an expectation of exploration. This course is not intended to push a particular point of view, to challenge or belittle your personal beliefs, or as a place for religious recruitment.

Learning Outcomes

As an introduction to the anthropology of religion, this course will survey a variety of global belief systems and related issues:

- You will learn about the history, theories, and methods of cultural anthropologists' study of religion
- You will compare various belief systems and changes over time
- You will explore the concepts of witchcraft, magic, ethnomedicine, and drug use
- You will examine differences among practitioners and their methods
- You will analyze how systems of belief frame and impact everyday life

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

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

Career & Self Development Competency

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

This course will help you develop the Career & Self-Development Competency through class assignments. You will be encouraged to reflect on your own beliefs in the Photovoice assignment; develop your writing skills in the three essays, learn to prepare for an interview in Critical Questions, and practice doing a targeted search in the Society for Anthropology of Religion's peer-reviewed journal. While these assignments are focused on anthropology academic careers, the skills are broadly applicable to all majors and for both personal and professional development. After all, we interact with diverse persons every day!

By reading these chapters, listening to the lecture videos, and completing the assignments, you will learn about a wide variety of belief systems from around the world. This will enable you to expand your awareness of difference, which will facilitate your ability to form relationships with future friends and colleagues from diverse backgrounds, geographies, languages, and cultures.

Course Format

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

Course Expectations for You and Me

It is my sincere hope that you find this class interesting, engaging, challenging, and useful not only in your future careers but in all aspects of your daily life. To this end I try to be available for questions, comments, and discussions about topics related to class material, the discipline of anthropology, or my professional experiences (such as conference presentations, graduate school, etc.). I encourage you to contact me to make an appointment to chat!

If you want me to provide you with a letter of recommendation, my requirements are:

- A final grade between an A and C in this course
- A conversation in Zoom to get to know you, your career goals, and what you need the letter for
- At least two weeks advanced notice before the letter is due
- Clear directions about where/how to submit the letter

I also understand that you may be anxious to receive grades and feedback promptly. Your assignments graded within a reasonable amount of time and will include specific and useful feedback. However, please note that there are 160 of you but only two of us! Grading your assignments will take time. I ask for your patience and understanding. If there is some reason I or the TA are unable to complete grading within a reasonable timeframe (such as illness, injury, or extended loss of power), I will make an announcement and keep you updated. Remember that you are always welcome to message us or make an appointment to Zoom with us if you’d like to solicit more detailed feedback.

A major difficulty with online communication is a lack of visual and audial context. This can cause miscommunications (i.e. thinking a joke is actually an insult). This is especially true in contexts of discussion posts; please be aware of this and review your responses before posting them. It is a good idea to keep posts professional and polite; remember to respond to the content of the post and not to the person; please refrain from ad hominem, offensive, or argumentative language. I hope you have the opportunity to fully engage in debate and discussion - which I encourage! - but ask that you be alert to how your words could be interpreted. Please review UCF's policies in the "Discrimination and Harassment" section below and in UCF's Golden Rule Handbook at https://goldenrule.sdes.ucf.edu/ (https://goldenrule.sdes.ucf.edu/).

One major expectation I have of you is this: let me or the TA know if you are struggling! We are not mind readers, but we do want to help you succeed in this class! If you are having a hard time with the reading, understanding the content, or completing assignments on time, let us know! We can work something out to give you the best possible opportunity to earn the grade you want. I expect you to reach out to us so we can reach out to you :)”

Contacting Your Instructor

I check for emails and messages several times a day. However, I am also a student and there are blocks of time when I will not be able to check for messages. Therefore, during the week, please give me at least 24 hours to respond to your message. If you are unable to contact me in an emergency, you can contact the anthropology department at (407) 823-2227.

During weekends (Saturday & Sunday), I usually check for messages at least once a day; however, I may not be able to respond immediately. Please give me between 24 and 48 hours to respond to a message sent on the weekend. During weekends that include an exam due date, I will check for messages more frequently to facilitate your successful exam completion and will respond as soon as possible.

Office Hours

Since this is an asynchronous online course, using Webcourses conversations (Inbox) or email should be your go-to method of contacting me. I am happy to set an appointment to talk in real-time using Webcourses Chat (for instant text messaging) or Zoom for video and audio conversations. If you are only able to meet during evenings...
appointment to talk in real-time using Webcourses Chat (for instant text messaging) or Zoom for video and audio conversations. If you are only able to meet during evenings or weekends, I am happy to oblige! While I have evening classes, I am willing to work with you to find a time that works for us both. Please contact me to make an appointment.

What are office hours for? Lots of things! You can ask me questions about class content, theory, the discipline of anthropology, anthropology careers, internship and fieldwork opportunities...just about anything having to do with anthropology! You can also request advice and tips on how to complete assignments and request clarification about grading expectations and procedures. If a personal issue arises that hampers your ability to do the work of this class, we can talk about ways to help you catch up - moving deadlines, completing alternative assignments, or even taking an "Incomplete" or "Medical Withdrawal." If you are not sure if I can help you - ask me! If I cannot help you, I may be able to direct you to someone who can.

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 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 (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

If I become ill during the semester, there may be temporary 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 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 to discuss reasonable adjustments that might need to be made.

Course Materials and Resources

You will need consistent access to Webcourses and the Internet for this class. You may consider downloading the Canvas Student app for your smartphone to monitor class communications (inbox messages, announcements, grade updates, etc.). The app is available through the Apple and Google Play app stores. This app is helpful if you need to message me through Webcourses Inbox in the event of a power or Internet outage.

Required Textbook:
Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion
(Ninth Edition)

Available in the campus bookstore and through several websites for purchase or rental. NOT AVAILABLE AS AN E-BOOK.
Paperback: 512 pages
Authors: Pamela A. Moro
Publisher: McGraw Hill
ISBN-10: 0078034949
Older versions: Use at your own discretion. I cannot provide support or assistance if you chose to use an older version of this text.

Magic Witchcraft and Religion: A Reader in the Anthropology of Religion takes an anthropological approach to the study of religious beliefs and practices, both strange and familiar. The engaging articles on all key issues related to the anthropology of religion grab the attention of students, while giving them an excellent foundation in contemporary ideas and approaches in the field. The multiple authors included in each chapter represent a range of interests, geographic foci, and ways of looking at each subject. Features of the ninth edition include new study questions and articles, as well as updated discussions on religion, illness, healing, and death. (McGraw Hill)

Assignment Submissions

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. As Webcourses is a secure server, I will post all grades in Webcourses. All assignments will be submitted via Webcourses and must be accessible across computing platforms. Your instructor uses a Windows-based PC; if you are using an Apple system, please make sure to export your papers into .doc, .docx, or .pdf format. There are computers available for use in the library. Laptops and tablets may also be checked out from the library for up to seven days at a time. To check availability please visit the library’s home page at http://library.ucf.edu/ (http://library.ucf.edu).

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

Being prepared means having reviewed and/or read the assigned materials, completing the assigned activities and assessments, and contacting your instructor with questions or concerns that are not addressed in course documents. Taking notes, participating in optional discussion boards for study purposes, and exploring provided optional resources is strongly encouraged.

Make-Up Assignments

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

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

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

For Other Late Submissions:

All assignments are due by the date displayed in Webcourses. An automatic two points will be deducted for any assignment submitted after the due date has passed. Five points will be deducted from the graded total for late assignments beginning at 8:00 am the day AFTER it was due. In other words, if an assignment is submitted late but is submitted BEFORE 8 am the next day, only two points will be deducted. If it is submitted after 8 am, five points will be deducted.

For the final project: Five points will be deducted per day it is late, determined by the 8 am cutoff.

Please note: this is a grace period designed to help persons who are running a little late. If you experience difficulty submitting multiple assignments on time, please contact me to discuss your options. It is my hope that all of you can achieve your desired grade and I will do what I can to help you.

The last day to submit all make-up assignments is Sunday, December 5th and require PRIOR approval. The final exam is due on Sunday, December 11th.

No late submissions will be accepted for the final exam or for the final project.

Make-up Exams and Assignments

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

There is no make-up for the final exam.

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

Assessment and Grading Procedures

All activities and assessments total 500 points. Grades will be determined according to this scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 and above</td>
<td>470 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
<td>450 – 469</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>435 – 449</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
<td>420 – 434</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
<td>400 – 419</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79</td>
<td>380 – 399</td>
</tr>
</tbody>
</table>
Course Grade Distribution

This course includes a variety of activities, assignments, exams, projects, and extra credit opportunities. This is designed to give students multiple avenues to demonstrate learning and content mastery in a variety of formats. It is also intended to distribute the final grade evenly across the entire semester. An additional bonus is that this format provides flexibility and opportunity for students who may miss assignments due to personal circumstances or unexpected events.

Activities: 25 points total

At UCF all faculty members are required to document all students’ academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity in Webcourses by 11:59 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

There are a few small activities to start the semester that are designed to check and reinforce understandings of foundational class concepts, facilitate practice with Webcourses, and to introduce yourself to your classmates. You will take a syllabus quiz and complete a discussion where you introduce yourself to the class.

Weekly Assignments: 25 points each (225 total)

Every week, you will be assigned to read selections from one chapter of the textbook and complete an activity that will further explore chapter topics and themes. Details are provided for each week's assignment in the modules. There are three essays, three discussions, and three skill building assignments. Each discussion requires one initial response to the prompt and two responses to classmates. Each essay has been allotted two weeks to give you plenty of time to complete quality work and visit UCF's Writing Center.

The assignments are:
1. Photovoice Reflection
2. Comparative Essay
3. Rituals & Rites Discussion
4. Critical Questions
5. Expository Essay
6. COVID-19 Discussion
7. Academic Article Scavenger Hunt
8. Argumentative Essay
9. Multi-Media Resources Discussion

Exams: 175 points total

There are two unit exams worth 50 points each. Exam 1 will cover material in chapters 1 through 4, while exam 2 will cover material in chapters 5 through 8. The final exam is worth 75 points will cover all material from the semester with an emphasis on chapter 9 content. The final exam has been segmented into three sections to provide you with as much flexibility over your schedule as possible. Exams are not timed. Only one attempt is permitted for each exam.

Exams will be taken in Webcourses and will consist of different types of questions such as multiple choice, true/false, matching, fill-in-the-blank, short response, and/or short essay. Before beginning the exam, ensure that you have your notes and book ready and that you have a steady Internet connection and power supply. If you encounter any technical issues, contact UCF tech support.

You will be provided with a study guide. If you experience any technical issues, contact UCF tech support.

Final Project: 75 points

There will be one project assigned towards the end of the semester. You will design, create, and present a multi-media project that explores the topic of religion from an anthropological perspective. This assignment is designed to give you creative freedom to address a class topic that you find interesting, relevant, or useful. You are able to chose what you present and how you present it - as long as it is uploaded into Webcourses and able to be viewed across computing platforms. Sharing the project with the class will be optional, but not required. Video presentations should be approximately 3 to 5 minutes long; papers should be 3 to 5 pages (not including references or appendices). You will have two weeks to complete this project.

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

1. Your presentation draws on course material and themes
2. Your content is understandable; for example, you may need to include an explanation of your artwork or context for poems/songs
3. Your content is uploaded into or accessible through Webcourses
4. You have permission / use citations for any non-original content you incorporate

5. Your project is created and presented by you - no teams are permitted (if you want to include other actors, please contact me first)

I have a detailed discussion about my expectations and your options in the video for Module 9, and additional information can be found in Module 9 and on the project submission page. I am also happy to answer questions and help you explore options earlier in the semester if you want to get feedback on an idea.

Extra Credit and Rounding of Final Grades:

C 70 – 75 350 – 379
D 60 – 69 300 – 349
F 59 and below 299 and below
**Extra Credit and Rounding of Final Grades.**

I provide ample opportunities to earn extra credit throughout the semester, therefore I do NOT round final grades. Any exceptions will be made at my discretion and on a case-by-case basis.

**Additional Policy Statements**

**Adverse Weather**

The National Hurricane Center provides information about hurricanes and other severe weather at [http://www.nhc.noaa.gov](http://www.nhc.noaa.gov). During any threatening weather, UCF’s Department of Security and Emergency Management monitors this site and sends official weather reports to campus leadership. If a serious storm or hurricane threatens our region, the Governor of Florida and President of UCF have the authority to cancel classes or close campuses. If they cancel classes or close the university, UCF Communications will disseminate details via UCF Alert, social media, local media, and radio outlets, including WUCF 89.9 FM. They also will post this information on the UCF home page at [http://www.ucf.edu](http://www.ucf.edu). Course deadlines and expectations will be modified depending on the severity of the storm and the length of time that the university is closed. A list of other media outlets and hurricane resources is available at [http://emergency.ucf.edu/hurricanes.html](http://emergency.ucf.edu/hurricanes.html).

If classes are cancelled, I will communicate with you as soon as I am able. I will provide announcements and/or Webcourses InBox messages to keep you updated with any changes to course deadlines and/or assignments. It is possible that electricity, Internet, and other utilities will be unavailable for extended periods of time. Since this is an online class and the COVID-19 pandemic is ongoing, it is likely that we will all be impacted differently. Thus, any course changes will follow UCF’s official decisions. If classes resume while you are unable to connect (or experience other weather-related difficulties) please alert me as soon as possible. Once your situation has stabilized, we can discuss your options. The mobile phone Canvas and Outlook apps will make it easier to communicate. Additional information is on the “Student Resources and Support” page in the “Getting Started” module.

**UCF Writing Center**

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

**Withdrawal Policy**

Per UCF policy, a student who withdraws from class before the withdrawal deadline of **Friday, October 29th**, will receive a grade of “W.” A student is not permitted to withdraw after the withdrawal deadline. Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc.

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

**Incomplete**

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

**Academic Integrity**

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

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabus, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism:** Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

- **Helping another violate academic behavior standards.**

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)

- Limit the number of quotes; the bulk of a paper should be your own words

- Limit the size of quotes and always include quotation marks, citations, and references

- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience since the process of writing is in itself a learning
In this course we utilize turnitin.com for written submissions. Turnitin is 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 are expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule, (https://issuu.com/universityofcentralflorida-ocs/docs/goldenrule2020) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for the 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).

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.

Discrimination and Harassment

Discrimination towards fellow students based on gender identity, race, ethnicity, nationality, sexual orientation, disability, religion, or political views will not be tolerated. While not all students share the same values, I will ask that differences be tolerated within this class.

The University of Central Florida's Title IX makes it clear that: "violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. 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 shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties."

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Modules</th>
<th>Assignments</th>
<th>Textbook Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, August 23 - Sunday, August 29</td>
<td>Getting Started Optional: Review Module</td>
<td>Academic Activity Syllabus Quiz This is Anthropology Discussion Extra Credit: NACE Pre-Survey</td>
<td>Acquire Textbook Access NO EBOOK AVAILABLE</td>
<td>Activity: 5pm Friday Quiz: 11:59 pm Saturday Discussion Initial post: 11:59 Saturday Extra Credit: NACE Pre-Survey: 11:59 pm Saturday Discussion Response Post: 11:59 pm Sunday</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Module</td>
<td>Chapter</td>
<td>Activity</td>
<td>Time</td>
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</tr>
<tr>
<td>2</td>
<td>August 30 - Sept 5</td>
<td>Module 1</td>
<td>1</td>
<td>Photovoice</td>
<td>1:59 pm Saturday</td>
</tr>
<tr>
<td>3</td>
<td>September 6 - 12</td>
<td>Module 2</td>
<td>2</td>
<td>Comparative Essay</td>
<td>None</td>
</tr>
<tr>
<td>4</td>
<td>September 13 - 19</td>
<td>Module 3</td>
<td>3</td>
<td>Rituals &amp; Rites Discussion</td>
<td>Comparative Essay: 11:59 pm Saturday</td>
</tr>
<tr>
<td>5</td>
<td>September 20 - 26</td>
<td>Module 4</td>
<td>4</td>
<td>Critical Questions</td>
<td>Rituals &amp; Rites Initial: 11:59 pm Saturday</td>
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<td></td>
<td>Rituals &amp; Rites Responses: 11:59 pm Sunday</td>
</tr>
<tr>
<td>6</td>
<td>September 27- Oct 3</td>
<td>Exam 1: Chapters 1-4</td>
<td></td>
<td>Study for Exam 1</td>
<td>Critical Questions: 11:59 pm Saturday</td>
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<td>Exam #1: 11:59 pm Saturday</td>
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<td>7</td>
<td>October 4 -10</td>
<td>Unit 2 Overview Module 5</td>
<td>Expository Essay</td>
<td>Chapter 5</td>
<td>None</td>
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<tr>
<td>8</td>
<td>October 11-17</td>
<td></td>
<td></td>
<td>continue work on essay</td>
<td>Expository Essay: 11:59 pm Saturday</td>
</tr>
<tr>
<td>9</td>
<td>October 18 - 24</td>
<td>Module 6</td>
<td>6</td>
<td>COVID-19 Discussion</td>
<td>COVID-19 Initial: 11:59 pm Saturday</td>
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<td>COVID-19 Response: 11:59 pm Sunday</td>
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<td>10</td>
<td>October 25 - 31</td>
<td>Module 7</td>
<td>7</td>
<td>Academic Article Scavenger Hunt</td>
<td>Academic Article Hunt: 11:59 pm Saturday</td>
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<tr>
<td>11</td>
<td>November 1 - 7</td>
<td>Module 8</td>
<td>8</td>
<td>Argumentative Essay</td>
<td>None</td>
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<tr>
<td>12</td>
<td>November 8 - 14</td>
<td>Exam 2: Chapters 5-8</td>
<td>Continue work on essay</td>
<td>Chapter 8</td>
<td>None</td>
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<td></td>
<td>Study for Exam 2</td>
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<td>Exam #2: 11:59 pm Saturday</td>
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<tr>
<td>13</td>
<td>November 15 - 21</td>
<td>Module 9</td>
<td>9</td>
<td>Multi-Media Resources Discussion</td>
<td>None</td>
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<tr>
<td>14</td>
<td>November 22 - 28</td>
<td>Final Project</td>
<td></td>
<td>continue chapter 9</td>
<td>Multi-Media Discussion Initial: 11:59 pm Saturday</td>
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<td>15</td>
<td>November 29 - Dec 5</td>
<td>Final Project</td>
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<td>Multi-Media Discussion Responses: 11:59 pm Sunday</td>
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<td>Extra Credit: NACE Post-Survey: 11:59 pm Saturday</td>
<td>Extra Credit: UCF Writing Center: 11:59 pm Sunday</td>
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<tr>
<td>16</td>
<td>December 6 - SATURDAY, December 11</td>
<td>Final Exam Week</td>
<td>Study for Final Exams</td>
<td></td>
<td>All Final Exam Sections Due 11:59 pm SATURDAY</td>
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<td>Final Exam Part 1: Chapters 1-4</td>
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<td>Final Exam Part 2: Chapters 5-8</td>
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<td>Final Exam Part 3: Chapter 9</td>
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</table>
Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend at least 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

**University Course Catalog Description**
The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

**Course Overview**
The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

**Student Learning Outcomes**
- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques
ANG5525c: Human Osteology

- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Enrollment Requirements
ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

Course Materials and Resources

Required Text (available at the bookstore)
*Osteology, Third Edition* (2011) by Tim White, Michael Black, and Pieter Folkens

Recommended Text (available at the bookstore)
Atlas of Human Anatomy, 7th edition, by Frank Netter
Publisher: Saunders, ISBN: 9780323393225

Course Handouts
Supplemental course handouts for class and lab will be posted on Webcourses

Assessment and Grading Procedure
We will go over exams and quizzes during class time, and they will be returned to Dr. Schultz after they are reviewed during class. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for all graded assignments will be posted on Webcourses.

Your final grade will be based out of a total of 680 possible points.

**Academic Activity Posting (1 point) – What I expect to achieve by completing this class.**
Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

1) What is your major or anthropology subdiscipline?
2) Why did you enroll in this class?
3) What do you expect to achieve by completing this class?

All postings must be completed by Friday August 27 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 27, 11:59pm.

**Quizzes (5 quizzes for a total of 71 points)**
Quiz 1 is written and will cover anatomical terminology and skeletal biology. Quiz 2 is a practical and will cover the skull. Quiz 3 is written and will cover the skull and dentition. Quiz 4 is a practical and will cover the wrist and hand. Also, Quiz 5 is a practical and will cover the ankle and foot.
Exams (3 exams for a total of 330 points: Exam 1 is 114 points, Exam 2 is 108 points, and Exam 3 is 108 points)
Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Outline, Presentation and Literature Review Paper (160 points)
You will be required to write a fully referenced (AJPA style) literature review paper that is a minimum of 20 pages not including, cover page, literature cited, figures (including flow chart) and tables (double spaced, 1 inch margins, and Times New Roman Font). The subject of your paper will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz no later than September 3. Your outlines are due October 8 and should be a maximum of three pages not including references). Website references are not permitted, while your outline should include a minimum of 20 references, your final paper should have over 30 citations. I am happy to review complete drafts of your paper to provide feedback if you submit them by November 7. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations will occur on November 26 (time to be determined), and final paper drafts will be due on December 3 by 3:30 pm. Refer to handout for specific directions.

- September 3: Approved paper topics – nothing to turn in
- October 8: Paper outlines and Bibliography
- November 7: Complete draft of paper (optional)
- November 23 or an additional day will be scheduled if needed: Graduate Presentations
- December 3: Final day to turn in completed paper (3:30 pm)

Final Exam (118 points)
The final exam will occur on Tuesday, December 7 from 1:00-3:50pm in MSB 149. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale
You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>Grading Scale (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>
Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Grades of “Incomplete”
Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Final Grades
Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Course Policies and Expectations
Email
I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

Webcourses
You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage
Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders
I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy
I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.
Obtaining Notes for Missed Lectures
If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy
Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you’re writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class
Attend class regularly and don’t wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don’t waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember
- Drop/Swap Deadline August 27
- Add Deadline August 27
- Withdrawal Deadline October 29
- Grade forgiveness Deadline December 3

Course Schedule
This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>LAB TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tu</td>
<td>Aug. 24</td>
<td>Introduction; Basic Bone Biology &amp; Anatomical Terminology</td>
<td></td>
<td>Chp. 2</td>
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<td></td>
<td></td>
<td></td>
<td>Discuss Poster Topics</td>
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<td></td>
<td>Th</td>
<td>Aug. 26</td>
<td>Basic Bone Biology &amp; Anatomical Terminology (Class Ends at 2:00: football game)</td>
<td></td>
<td>Chps. 2 &amp; 3; handout</td>
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<td>Introduction to the lab</td>
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<td>2</td>
<td>Tu</td>
<td>Aug. 31</td>
<td>Hyoid &amp; Vertebral Column</td>
<td></td>
<td>Chp. 6</td>
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<td></td>
<td>Th</td>
<td>Sept. 2</td>
<td>Sternum &amp; Ribs</td>
<td>Bone Biology, Hyoid &amp; Vertebra</td>
<td>Chp. 7</td>
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<td>Paper topic finalized</td>
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<td>3</td>
<td>Tu</td>
<td>Sept. 7</td>
<td>Skull –Calvarium and Mandible</td>
<td></td>
<td>Chp. 4</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<td>Th</td>
<td>Sept 9</td>
<td>Skull -Splanchnocranium</td>
<td>Chp. 4</td>
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<tr>
<td>4</td>
<td>Tu Sept. 14</td>
<td>Skull Fragments</td>
<td>Chp. 4</td>
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<td><strong>Quiz 1-written</strong></td>
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<td>Sept. 16</td>
<td>Study for Exam #1</td>
<td>Chp. 4; handout</td>
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<td>5</td>
<td>Tu Sept. 21</td>
<td><strong>Exam Practical Prep: No Class</strong></td>
<td>Chp. 5; handout</td>
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<td>Th</td>
<td>Sept. 23</td>
<td>Dentition</td>
<td>Chp. 5; handout</td>
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<td>6</td>
<td>Tu Sept. 28</td>
<td>Clavicle &amp; scapula</td>
<td>Chp. 8</td>
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<td><strong>Quiz 2-practical</strong></td>
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<td>Dentition, Clavicle &amp; Scapula</td>
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<td>Sept. 30</td>
<td>The Arm</td>
<td>Chp. 9</td>
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<td>7</td>
<td>Tu Oct. 5</td>
<td>The Arm</td>
<td>Chp. 9</td>
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<td>Th</td>
<td>Oct. 7</td>
<td>Hand &amp; wrist</td>
<td>Chp. 10</td>
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<td>8</td>
<td>Tu Oct. 12</td>
<td>Os Coxa and the Leg</td>
<td>Chps. 11 and 12</td>
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<td>Exam #2 Review; Hand, Wrist and Os Coxa</td>
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<td>Oct. 14</td>
<td>Study for Exam #2</td>
<td>Chp. 12</td>
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<tr>
<td>9</td>
<td>Tu Oct. 19</td>
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<td>Th</td>
<td>Oct. 21</td>
<td>Tarsals &amp; foot bones</td>
<td>Chp. 13</td>
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<td>10</td>
<td>Tu Oct. 26</td>
<td>Lab activities</td>
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<td>Biological Profile: Sexing the Skeleton</td>
<td>Chp. 18; handouts</td>
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<td>Th</td>
<td>Oct. 28</td>
<td>Biological Profile: Sexing the Skeleton</td>
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<td>11</td>
<td>Tu Nov. 2</td>
<td>Skeletal Pathological Conditions</td>
<td>Chp. 18; handouts</td>
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<td>Biological Profile: Sexing the Skeleton</td>
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<td>Th</td>
<td>Nov. 4</td>
<td>Skeletal Pathological Conditions</td>
<td>Chp. 19</td>
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<tr>
<td>12</td>
<td>Tu Nov. 9</td>
<td>Study for Exam #3</td>
<td>Chp. 19</td>
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<td><strong>Exam #3 Review; skeletal pathology review</strong></td>
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<td>Th</td>
<td>Nov. 11</td>
<td><strong>Holiday: Veterans Day</strong></td>
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<td>13</td>
<td>Tu Nov. 16</td>
<td><strong>Exam Practical Prep: No Class</strong></td>
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<td>Th</td>
<td>Nov. 18</td>
<td>Student Presentations</td>
<td>Chp. 18; handouts</td>
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<td>14</td>
<td>Tu Nov. 23</td>
<td>Student Presentations</td>
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<td><strong>Student Presentations; open lab</strong></td>
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<td>Th</td>
<td>Nov. 25</td>
<td><strong>Thanksgiving: No Class</strong></td>
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UCF Policy Statements

COVID-19 Statements

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

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

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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.
- Soliciting assistance with academic coursework and/or degree requirements.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

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

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

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

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

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

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

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

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

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.

Human Osteology Lab Rules
In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout… only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected Dr. Schultz that you treat all material with respect and handle it with care. However, please alert Dr. Schultz or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.

**GOOD LUCK!!!!!!**
ANT 2000 The Human Species

Section 0003

Fall 2021 (3 credits)

1. Course Information

Room: HS1 0119

Modality: Face to Face

Dates: August 23-December 11, 2021

Class Times: T/R 1:30-2:45 pm

Prerequisites: None

Final Exam Time: Tues 12/7 1:00-3:50 pm in our normal classroom.

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

Office hours will be held in HPH 309c at the times below.

Peter.sinelli@ucf.edu
Mondays: 8:45-11:15 AM.
Tuesdays: 8:45-10:15 AM.
Wednesdays: 8:45-11:15 AM.

In office hours you can ask questions about the material or anthropology in general.

2b. GTAs:
Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:
Brenna - Thursdays: 11-1 PM in HPH 309
Brianna - Wednesdays: 3-5 PM in HPH 309

Email: Contact via Webcourses message

3. Course Description:
The focus of this course is a general overview of the discipline of anthropology. We will introduce each of the four major subfields of American anthropology: Cultural Anthropology, Archaeology, Physical Anthropology, and Linguistic Anthropology. We will also examine human physical and cultural variation from a cross-cultural perspective.

4. Learning Outcomes:
- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans.
- 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.
5. Course Schedule:
The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:
Your grade in this course will be based out of 400 total points. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:
- **Three Midterm Exams**—270 points (90 points each)
There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).
- **Final Exam**—90 points
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).
- **Four Announced In Class Quizzes**—40 points (10 points each)
There will be 4 quizzes worth 10 points each for a total of 40 points. These will be administered at the end of the remote lecture on the days they are scheduled. See the course schedule for details. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).
- **Extra credit Pop Quizzes** (20 points total)
Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term via webcourses at the end of lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

A = 376 or more
A- = 360-375
B+ = 348-359
B = 336-348
B- = 320-335
C+ = 308-319
C = 296-307
C- = 280-295
D+ = 268-279
D = 256-267
D- = 240-255
F = 239 or less

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

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

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

The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have to tools you need.

Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.
7. Course Materials:

Good news...your textbooks are FREE in this class! We are using open source materials developed by our own UCF Anthropology faculty. Individual chapters from these works will be posted to the webcourses modules each week in accordance with the course schedule.

- Exploring Our World, by M. Callaghan and L. Williams
- Perspectives: An Open Invitation to Cultural Anthropology (2nd Edition)

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.
ANT 2511 The Human Species

Fall 2021 (3 credits)

8. University Core Policies

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:


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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

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

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

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

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at
Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

8i. Recording policy

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.

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.

Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** ([http://www.ucf.edu](http://www.ucf.edu)) will help find UCF resources
- **Learning Online** ([http://learn.ucf.edu](http://learn.ucf.edu)) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** ([http://learn.ucf.edu/webcourses/support.html](http://learn.ucf.edu/webcourses/support.html))
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
**ANT 2000 General Anthropology**

**COURSE SCHEDULE**

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

*EOW = Exploring Our World*

*PCA = Perspectives on Cultural Anthropology*

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment (chapter)</th>
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| Week 1 | T: Course Introduction and What is Anthropology?  
R: Culture and Cultural Relativity | EOW 1 |
| Week 2 | T: Anthropological methods  
R: Anthropological ethics | EOW 5 |
| Week 3 | Darwin, natural selection, and the modern evolutionary synthesis | EOW 2 |
| Week 4 | T: Wrap up and **Announced Quiz 1**  
R: 9/16 **Exam 1** | - |
| Week 5 | T: The Living Primates | - |
| Week 6 | R: Protohominins and Australopithecus | EOW 4 |
| Week 7 | T: Genus Homo  
R: Modern human biodiversity | EOW 3 |
| Week 8 | T: Language and communication and **Announced Quiz 2**  
R: 10/14 **Exam 2** | PCA 4 |
| Week 9 | T: The First Farmers—The Neolithic  
R: The rise of “civilization” | EOW 6 |
| Week 10 | T: Subsistence  
R: Economics | PCA 5  
PCA 6 |
| Week 11 | T: Politics and Social Organization and **Announced Quiz 3**  
R: 11/4 **Exam 3** | PCA 7  
PCA 8  
PCA 9 |
| Week 12 | T: Family and Marriage  
R: What is “Race” and “Ethnicity” | PCA 10  
PCA 11  
PCA 12 |
| Week 13 | T: Gender  
R: Religion | PCA 17 |
| Week 14 | T: The Modern World System and Globalization  
R: Thanksgiving! | -  
-  
- |
| Week 15 | T: Health and Medicine  
R: Wrap up and Final Exam Review and **Announced Quiz 4** | -  
-  
- |
| Week 16 | **Final Exam Tuesday 12/7 1:00-3:50 pm** | - |

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: 8/27
- Withdrawal deadline for this course: 10/29
ANT 2511 The Human Species
Section 0M01
Fall 2021 (3 credits)

1. Course Information

Room: HS1 0112
Modality: M mode
Dates: August 23-December 11, 2021
Class Times: MW 12:30-1:20
Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227
Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:
Office hours will be held in HPH 309c at the times below.

- Mondays: 8:45-11:15 AM.
- Tuesdays: 8:45-10:15 AM.
In office hours you can ask questions about the material or anthropology in general.

2b. GTAs:

Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:

Brenna - Thursdays: 11-1 PM in HPH 309
Brianna - Wednesdays 3-5 PM in HPH 309
Stephanie - Mondays 2-4 PM in HPH 309

Email: Contact via Webcourses message

3. Course Description:

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

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

4. Learning Outcomes:

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

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

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

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

- **Related Assessments:** Quiz 5

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

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

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

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

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

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

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple
Choice questions and all will be administered in class according to the course schedule.
Makeup exams after the due date require a documented excuse as defined by the syllabus
(see “6c. Make-up Policy” below).

- **Final Exam**—75 points

The exam will not be cumulative and will only cover material discussed since the third exam. It
will consist of True/False and Multiple Choice questions and will be held during the finals week.
scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Six Announced In Class Quizzes—60 points (10 points each)**
  There will be 6 quizzes worth 10 points each for a total of 60 points. These will be administered after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

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

- **Extra credit Pop Quizzes (20 points total)**
  Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.
6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

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

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

The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have the tools you need.

Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.
7. Course Materials:

**Essentials of Biological Anthropology 4th Edition**, by Clark Larsen

Available at various bookstores or **BUY THE EBOOK FOR ONLY $50 VIA THE ONLINE LINK IN WEBCOURSES!**

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

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

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

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.
Fall 2021 ANT 2511-0M02 (M/W 11:30-12:20) COURSE SCHEDULE:
The course schedule is tentative and I reserve the right to make reasonable modifications.

Weekly Modules and their associated quizzes will go live on Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them). It is the student’s responsibility to complete them within the allotted time. Module quizzes will NOT be “reopened” for anyone who does not complete them by the deadline unless there is a documented excuse as described under “Make ups” in the syllabus.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Topic</th>
<th>Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 August 23</td>
<td>M 8/23: Course Introduction</td>
<td>Module 0 Course Activity Quiz. Due FRIDAY August 27 at 11:59pm for Course Activity.</td>
</tr>
</tbody>
</table>
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
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|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
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|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
|                       | W 8/25: Class Lecture: Intro to Biological Anthropology  
|                       | • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | |
| Week 2 August 30      | M 8/31: Class Lecture: The Nature of Science  
|                       | • Quiz 1 (Nature of Science Pretest) at the start of the class period. | Module 1 (Chapter 2)  
|                       | W 9/1: The Nature of Science, cont. | Due Sep 3 at 11:59 pm |
| Week 3 Sep 6          | M 9/6: No class! Labor Day!  
|                       | Posted Lecture: Before Darwin, the Rise of Science.  
|                       | W 9/8: Class Lecture: Natural Selection | Module 2 (Chapters 3 and 4)  
|                       | Due Sep 10 at 11:59 pm |
| Week 4 Sep 13         | M 9/13: Class Lecture: Population Genetics  
|                       | W 9/15: Wrap up and review for Exam 1  
|                       | • Quiz 2 (Nature of Science Posttest) at the end of class | Module 3 (Chapter 5)  
|                       | W 9/17 at 11:59 pm |
| Week 5 Sep 20         | M 9/20: Exam 1 in class  
|                       | • Inquizitives due Monday at 11:30 am before the exam starts: "How to do Use Inquizitive" and Chapters 1-5 | Module 4 (Chapter 9)  
|                       | W 9/22: Movie Day: The Living Primates  
|                       | • Exam 2 Inquizitives open: Chapters 6, 7, and 9 | Due Sep 24 at 11:59 pm |
| Week 6 Sep 27         | M 9/27: Class Lecture: Primate Anatomy  
|                       | W 9/29: Class Lecture: Primate Anatomy, Cont. | Module 5 (Chapter 6)  
|                       | Due Oct 1 at 11:59 pm |
| Week 7 | Oct 4 | M 10/4: **Class Lecture: Primate Evolution**  
\begin{itemize}  
\item W: 10/6 **Class Lecture: Primate Evolution, cont.**  
\item Quiz 3 at the end of class.  
\end{itemize} | Module 6 (Chapter 7) Due Oct 8 at 11:59 pm |
|---|---|---|---|
| | | **W 10/6 Class Lecture: Primate Evolution, cont.**  
\begin{itemize}  
\item Quiz 3 at the end of class.  
\end{itemize} | |
| Week 8 | Oct 11 | M 10/11: **Exam 2 in class**  
\begin{itemize}  
\item Inquizitives due Monday at 11:30 am before the exam starts: Chapters 6, 7, and 9  
\end{itemize} | Module 7 (Chapter 8) Due Oct 15 at 11:59 pm |
| | | **W 10/13: Class Lecture: Hominin Adaptations**  
\begin{itemize}  
\item Exam 3 Inquizitives open: Chapters 8 and 10  
\end{itemize} | |
| | | **W 10/18: Class Lecture: Hominin Adaptations, con't.** | |
| | | Watch the movie “The Dawn of Humanity” that will be posted to Webcourses. | |
| | | **W 10/20: Class Lecture: Protohominins, Ardipithecus, and Early East African Australopithecus.** | |
| Week 9 | Oct 18 | M 10/25: **Class Lecture: Lucy, A. afarensis and A. garhi**  
\begin{itemize}  
\item Quiz 4 at the end of class  
\end{itemize} | No Module This Week!! |
| | | **W 10/27: Class Lecture: East African robust hominins.** | |
| | | | |
| Week 10 | Oct 25 | M 11/1: **Class Lecture: South African hominins** | No Module This Week!! |
| | | **W 11/3: Class Lecture: Early Homo.**  
\begin{itemize}  
\item Quiz 5 at the end of class.  
\end{itemize} | |
| | | | |
| Week 11 | Nov 1 | M 11/8: **Exam 3 in class**  
\begin{itemize}  
\item Inquizitives due at 11:30 am before exam starts: Chapters 8 and 10.  
\end{itemize} | Module 9 (Chapter 11) Due Nov 12 at 11:59 pm |
| | | **W 11/10: Class Lecture: Homo erectus**  
\begin{itemize}  
\item Final Exam Inquizitives open: Chapters 11, 12 and 13.  
\end{itemize} | |
<p>| | | | |
| | | | |
| Week 12 | Nov 8 | M 11/15: <strong>Class lecture: Homo erectus, con’t.</strong> | Module 10 (Chapter 12) Due Nov 19 at 11:59 pm |
| | | <strong>W 11/17: Class Lecture: Homo heidelbergensis</strong> | |
| | | Watch the movie “Neanderthals parts 1 and 2” that will be posted to Webcourses. | |
| | | | |
| Week 13 | Nov 15 | M 11/22: <strong>Class Lecture: Neanderthals</strong> | No Module this week! |
| | | <strong>W 11/24: No Class for Thanksgiving!</strong> | <strong>Eat Turkey!</strong> |</p>
<table>
<thead>
<tr>
<th>Week 15 Nov 29</th>
<th>M 11/29: Class Lecture: Neanderthals, Denisovans, and You</th>
<th>Module 11 (Chapter 13) Due Dec 3 at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W 12/1: Wrap up and review for Final Exam.</td>
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<td></td>
<td>• Quiz 6 at the end of class.</td>
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<tr>
<td>Week 16 Finals week</td>
<td>Final Exam in class, Date and Time TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inquizitives due before the final starts (Weds. 12/8 at 10:00 am): Chapters 11, 12 and 13</td>
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</tbody>
</table>

**IMPORTANT DATES & INFORMATION:**
- Late registration, Add/Drop: August 27
- Withdrawal deadline for this course: October 29
ANT 2511 The Human Species

Fall 2021 (3 credits)

8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

8a. Academic Integrity. Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:
1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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

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

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

8i. Recording policy

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.

9. Protocols

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

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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page**  [http://www.ucf.edu](http://www.ucf.edu) will help find UCF resources
- **Learning Online**  [http://learn.ucf.edu](http://learn.ucf.edu) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements**  [http://learn.ucf.edu/webcourses/support.html](http://learn.ucf.edu/webcourses/support.html)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
ANT 2511 The Human Species

Section 0M02

Fall 2021 (3 credits)

1. Course Information

Room: HS1 0112

Modality: M mode

Dates: August 23-December 11, 2021

Class Times: MW 11:30-12:20

Prerequisites: None

Final Exam Time: Weds. 12/8 10:00 am - 12:50 pm in our normal classroom.

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

Office hours will be held in HPH 309c at the times below.
In office hours you can ask questions about the material or anthropology in general.

2b. GTAs:
Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:
Brenna - Thursdays: 11-1 PM in HPH309
Brianna - Wednesdays: 3-5 PM in HPH309
Stephanie - Mondays 2-4 PM in HPH 309

Email: Contact via Webcourses message

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

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

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

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

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

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

- **Related Assessments:** Quiz 5

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

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

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

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

5. **Course Schedule:**

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

6. **Course Evaluation:**

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

6a. **Assessments and Point Values:**

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

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Final Exam**—75 points
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Six Announced In Class Quizzes—60 points (10 points each)**
  There will be 6 quizzes worth 10 points each for a total of 60 points. These will be administered after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

- **Inquizitive Homework Assignments—50 points**
  These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.
  Because they are designed to be used as a study too, Inquizitives are due in groups at the same time as exams. See the "How Inquizitive Works" in this module for details on which chapters are due when. I will not reopen closed inquizitives after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Extra credit Pop Quizzes (20 points total)**
  Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the
lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

- A 470 or more
- A- 450-469
- B+ 435-449
- B 420-434
- B- 400-419
- C+ 385-399
- C 370-384
- C- 350-369
- D+ 335-349
- D 320-334
- D- 300-319
- F 299 or fewer

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

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

The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have the tools you need.

Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.
7. Course Materials:

![Essentials of Biological Anthropology 4th Edition, by Clark Larsen](image)

Available at various bookstores or BUY THE EBOOK FOR ONLY $50 VIA THE ONLINE LINK IN WEBCOURSES!

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

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

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

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.
ANT 2511 The Human Species

Fall 2021 (3 credits)

8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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

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

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at [http://registrar.ucf.edu/ferpa](http://registrar.ucf.edu/ferpa).

8i. Recording policy

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.

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.

4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.

8. Sign your e-mail messages.

9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).

3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

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7. Respect each other’s ideas, feelings and experience.

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13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
Fall 2021 ANT 2511-0M02 (M/W 11:30-12:20) COURSE SCHEDULE:
The course schedule is tentative and I reserve the right to make reasonable modifications.

Weekly Modules and their associated quizzes will go live on **Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them)**. It is the student’s responsibility to complete them within the allotted time. Module quizzes will NOT be “reopened” for anyone who does not complete them by the deadline unless there is a documented excuse as described under “Make ups” in the syllabus.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Topic</th>
<th>Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 August 23</td>
<td>M 8/23: Course Introduction</td>
<td>Module 0 Course Activity Quiz. Due FRIDAY August 27 at 11:59pm for Course Activity.</td>
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<td></td>
<td>W 8/25: <em>Class Lecture: Intro to Biological Anthropology</em></td>
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<td></td>
<td>• Exam 1 Inqizitives open: &quot;How to do Use Inqizitive&quot; and Chapters 1-5</td>
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<td></td>
<td>W 8/27: <em>Course Activity Quiz Due FRIDAY August 27 at 11:59pm</em></td>
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<tr>
<td>Week 2 August 30</td>
<td>M 8/31: <em>Class Lecture: The Nature of Science</em></td>
<td>Module 1 (Chapter 2) Due Sep 3 at 11:59 pm</td>
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<td>• Quiz 1 (Nature of Science Pretest) at the start of the class period.</td>
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<td>W 9/1: <em>The Nature of Science, cont.</em></td>
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<tr>
<td>Week 3 Sep 6</td>
<td>M 9/6: No class! Labor Day! <em>Posted Lecture: Before Darwin, the Rise of Science.</em></td>
<td>Module 2 (Chapters 3 and 4) Due Sep 10 at 11:59 pm</td>
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<td>W 9/8: <em>Class Lecture: Natural Selection</em></td>
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<tr>
<td>Week 4 Sep 13</td>
<td>M 9/13: <em>Class Lecture: Population Genetics</em></td>
<td>Module 3 (Chapter 5) Due Sep 17 at 11:59 pm</td>
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<td>W 9/15: Wrap up and review for Exam 1</td>
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<td></td>
<td>• Quiz 2 (Nature of Science Posttest) at the end of class</td>
<td></td>
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<tr>
<td>Week 5 Sep 20</td>
<td>M 9/20: Exam 1 in class</td>
<td>Module 4 (Chapter 9) Due Sep 24 at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Inqizitives due Monday at 11:30 am before the exam starts: &quot;How to do Use Inqizitive&quot; and Chapters 1-5</td>
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<td></td>
<td>W 9/22: Movie Day: The Living Primates</td>
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<td></td>
<td>• Exam 2 Inqizitives open: Chapters 6, 7, and 9</td>
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<tr>
<td>Week 6 Sep 27</td>
<td>M 9/27: <em>Class Lecture: Primate Anatomy</em></td>
<td>Module 5 (Chapter 6) Due Oct 1 at 11:59 pm</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Details</td>
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</tbody>
</table>
| Week 7 | Oct 4 | M 10/4: Class Lecture: Primate Evolution  
W: 10/6 Class Lecture: Primate Evolution, cont.  
- Quiz 3 at the end of class. |
| Module 6 (Chapter 7) | Due Oct 8 at 11:59 pm |
| Week 8 | Oct 11 | M 10/11: Exam 2 in class  
- Inquizitives due Monday at 11:30 am before the exam starts: Chapters 6, 7, and 9  
W 10/13: Class Lecture: Hominin Adaptations  
- Exam 3 Inquizitives open: Chapters 8 and 10 |
| Module 7 (Chapter 8) | Due Oct 15 at 11:59 pm |
| Week 9 | Oct 18 | M 10/18: Class Lecture: Hominin Adaptations, con’t.  
Watch the movie “The Dawn of Humanity” that will be posted to Webcourses.  
W 10/20: Class Lecture: Protohominins, Ardipithecus, and Early East African Australopithecus. |
| Module 8 (Chapter 10) | Due Oct 22 at 11:59 pm |
| Week 10 | Oct 25 | M 10/25: Class Lecture: Lucy, A. afarensis and A. garhi  
- Quiz 4 at the end of class  
| No Module This Week!! |
| Week 11 | Nov 1 | M 11/1: Class Lecture: South African hominins  
- Quiz 5 at the end of class. |
| No Module This Week! |
| Week 12 | Nov 8 | M 11/8: Exam 3 in class  
- Inquizitives due at 11:30 am before exam starts: Chapters 8 and 10.  
W 11/10: Class Lecture: Homo erectus  
- Final Exam Inquizitives open: Chapters 11, 12 and 13. |
| Module 9 (Chapter 11) | Due Nov 12 at 11:59 pm |
| Week 13 | Nov 15 | M 11/15: Class lecture: Homo erectus, con’t.  
W 11/17: Class Lecture: Homo heidelbergensis  
Watch the movie “Neanderthals parts 1 and 2” that will be posted to Webcourses. |
| Module 10 (Chapter 12) | Due Nov 19 at 11:59 pm |
| Week 14 | Nov 22 | M 11/22: Class Lecture: Neanderthals  
W 11/24: No Class for Thanksgiving! |
<p>| No Module this week! | Eat Turkey! |</p>
<table>
<thead>
<tr>
<th>Week 15 Nov 29</th>
<th>M 11/29: Class Lecture: Neanderthals, Denisovans, and You</th>
<th>Module 11 (Chapter 13) Due Dec 3 at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W 12/1: Wrap up and review for Final Exam.</td>
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<tr>
<td></td>
<td>● Quiz 6 at the end of class.</td>
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<tr>
<td>Week 16 Finals week</td>
<td>Final Exam in class, Date and Time TBA</td>
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<tr>
<td></td>
<td>● Inquizitives due before the final starts (Weds. 12/8 at 10:00 am): Chapters 11, 12 and 13</td>
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</tbody>
</table>

**IMPORTANT DATES & INFORMATION:**
- Late registration, Add/Drop: August 27
- Withdrawal deadline for this course: October 29
8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

7. Helping another violate academic behavior standards.

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

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

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

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

9. Protocols

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

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

9b. Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:
1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).

3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn’t work" are today’s equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.
9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- **UCF Home Page** \( (\text{http://www.ucf.edu}) \) will help find UCF resources
- **UCF Computer Service Desk** \( (\text{http://servicedesk.ucf.edu/}) \) – You can also call the Service Desk at 407-823-5117.
- **Learning Online** \( (\text{http://learn.ucf.edu}) \). This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – **http://www.cstore.ucf.edu/** \( (\text{http://www.cstore.ucf.edu/}) \)
- **Hardware/Software Requirements** \( (\text{http://learn.ucf.edu/webcourses/support.html}) \)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
ANT 3174 Battlefield Archaeology

Fall 2021 (3 credits)

1. Course Information

Classroom: BA1 0122
Modality: M Mode
Dates: August 23 to December 11, 2021
Final Exam: TBA
Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227
Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:
Office hours will be held in HPH 309c at the times below.
In office hours you can ask questions about the material or anthropology in general.

2b. GTAs:
Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:
Brenna - Thursdays: 11-1 PM in HPH 309
Brianna - Wednesdays: 3-5 PM in HPH 309
Stephanie - Mondays 2-4 PM in HPH 309
Email: Contact via Webcourses message

3. Course Description:
This course will provide students an archaeological perspective of fields of combat and military infrastructure (e.g. forts) from the Classic period to the early 20th The course begins with an overview of the unique theoretical and methodological issues and approaches that are relevant to this subdiscipline of archaeology. Thereafter, the course surveys the results of archaeological excavations of individual battle sites and military installations that influenced the social and political evolution of the Western World. In each segment the discussion will focus on how the evolution of weaponry, strategy, and tactics is evidenced in the archaeological record, and how systematic survey and excavation of fields of combat and military infrastructure can add context to the human and cultural dimension of battle that is not always available in historical documents.

4. Learning Outcomes:
Outcome 1: Introduce students to the anthropological subdiscipline of historical archaeology.
Outcome 2: Provide an overview of the specific methods and theories that guide archaeological research of battlefields and combat infrastructure.

Outcome 3: Explore ways that archaeology helps add context and detail to formal, recorded accounts of what transpired at a particular battle or point of conflict.

Outcome 4: Explain how archaeology plays an important role in reconstructing individual perspectives of warfare and conflict that are infrequently represented in formal accounts.

Outcome 5: Survey the results of battlefield and military archaeological research and excavations to enhance student understanding of important events of the past.

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

6. Course Evaluation:

6a. Students’ grades will be based out of 400 total points. Grades can be calculated by dividing the total number of points earned by 400. Grades for every assignment will be posted online. Below is a list of assessments for the course:

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 27, 2021 at 11:59pm. Failure to do so will result in a delay in the disbursement of your financial aid.

Two exams – 200 points (100 each).

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

Assignments: 100 points total (variable points each).

These consist of both in-class quizzes and homework assignments

Research Paper (100 points).
In an 8-10 page paper, students will research and discuss the results of archaeological excavations at a battlefield of their choice, pending approval of the instructor.

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

A = 376 or more
A- = 360-375
B+ = 348-359
B = 336-348
B- = 320-335
C+ = 308-319
C = 296-307
C- = 280-295
D+ = 268-279
D = 256-267
D- = 240-255
F = 239 or less

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

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

The following are NOT legitimate excuses and are not eligible for makeups:
"I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.

"I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!

"My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have to tools you need.

7. Course Materials:


Students will also be assigned additional readings from a variety of sources. Book chapters, articles, links to UCF library resources, links to relevant websites, etc. will be posted to Webcourses in weekly Modules.
## COURSE SCHEDULE

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed. Additional articles may also be assigned depending on the topic.

**Note as to abbreviations:**
- **HAMS** = Historical Archaeology of Military Sites
- **FAB** = Archaeology of Forts and Battlefields

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Associated Readings</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to the course  
Introduction to Historical Archaeology | Complete Class Participation Quiz  
Orser, Ch. 1 |
| Week 2 | Method and Theory | FAB ch. 1 and 2  
Pratt 2007  
Carman and Carman 2007  
**Assignment 1: Source Analysis** |
| Week 3 | Methods of Forensic Analysis of Battlefield Casualties | **Introduce Paper**  
HAMS 3-4  
FAB 8 |
| Week 4 | Archaeology of a Roman Battlefield  
The Crusades | Rost 2007  
Wilbers-Rost 2007  
Boas 1999  
Mitchell et al 2006  
**Paper proposal due!** |
| Week 5 | European colonialism and indigenous resistance | HAMS 11 and 18  
FAB 3 |
| Week 6 | The French and Indian War  
The Revolutionary War | FAB 4-5  
Babits 2013  
HAMS 15 |
| Week 7 | “The Second War of Independence”  
(AKA The War 1812)  
Balaklava: The Charge of the Light Brigade | Cornelison and Lowe 2014 (1812)  
HAMS 13  
Wason ch. 6 |
| Week 8 | **Exam 1**  
Chalk Talk: The Civil War | N/A |
| Week 9 | Civil War forts and battlefields: Archaeology vs. the written record. | HAMS 6-7  
FAB 6  
TBA |
| Week 10 | War from a soldier’s perspective | HAMS 8, 14  
Abel 2014  
**Assignment 2: Civil War Letters Analysis** |
| Week 11 | Archaeology of the Battle of Little Big Horn | FAB 7  
HAMS 19  
Wason ch. 7  
**Assignment 3: Academic vs. Popular depictions of the past** |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>WWI Chalk Talk: War is different…how?</th>
<th>WWI and the Archaeology of Modern, large scale conflict.</th>
<th>HAMS 12 De Meyer and Pype 2009 TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>POWs and the archaeology of internment</td>
<td>Chalk talk: the material culture of POWs</td>
<td>Mytum and Carr 2013 Thomas 2011 Jameson 2013 Paper Due!</td>
</tr>
<tr>
<td>Week 14</td>
<td>Thanksgiving!</td>
<td></td>
<td>Eat Turkey, watch football, etc.</td>
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<tr>
<td>Week 15</td>
<td>Maritime Military Archaeology</td>
<td></td>
<td>HAMS 5, 6, and 17 Assignment 4: Primary Sources</td>
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<tr>
<td>Week 16</td>
<td>Final TBA In Class</td>
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</tbody>
</table>
1. Course Information

Classroom: CB1 307

Modality: M Mode

Class times: T 10:30-11:45

Dates: August 23 to December 11, 2021

Final Exam: TBA

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:
Office hours will be held in HPH 309c at the times below.

- Mondays: 8:45-11:15 AM.
- Tuesdays: 8:45-10:15 AM.
- Wednesdays: 8:45-11:15 AM.

In office hours you can ask questions about the material or anthropology in general.

2b. GTAs:
Stephanie Fuehr, Brianna Muir, and Brenna Raisor

Office Hours:
Brenna - Thursdays: 11-1 PM in HPH 309
Brianna - Wednesdays: 3-5 PM in HPH 309
Stephanie - Mondays 2-4 PM in HPH 309

Email: Contact via Webcourses message

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

**Outcome 1:** Develop knowledge of the physical geography and natural history of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

**Outcome 2:** Comprehend the historical and political factors behind the origins of New World piracy and its evolution into an established profession.

**Outcome 3:** Demonstrate knowledge of underwater archaeology method and theory, and apply this to interpret the archaeological record of pirate ships, havens, and hideouts.

**Outcome 4:** Conceptualize a scientifically-based reconstruction of the reality of “the pirate life” and contrast this to the romanticized pop culture and Hollywood versions.

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

6. Course Evaluation:

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

**Course Policy Quiz (10 Extra Credit points)**

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 27, 2021 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

This quiz will be administered in Week 2 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

**Two exams – 180 points (90 each) to assess Learning Outcomes 2, 3 and 4.**
Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

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

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

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

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

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

Refer to the POW directions and the course schedule for details. These are posted to Webcourses.

BAPOW! Showdown: (20 points total) to assess Learning Outcomes 3 and 4.

Who is the "Baddest-Ass Pirate of the Week?" We will have an election toward the end of the semester in which students will nominate their favorite, campaign on his (or her) behalf, and vote. The pirate who garners the most votes (straight up, no electoral college) will win the coveted 2021 BAPOW! Award. Detailed instructions are posted in the POW instructions in Webcourses.

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

A 470 or more
A- 450-469
B+ 435-449
B 420-434
Individual exams and quizzes will not be curved. Neither will the final course distribution.

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

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn’t open the file". You signed up for an M class and it is your responsibility to ensure that you have the tools you need.

7. Course Materials: Both books are available on Amazon

• All readings for POW assignments will be posted to Webcourses.
• Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.
ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2020 (3 credits)

8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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

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

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

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

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

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

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

9. Protocols

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

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

9b. Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion
1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).

3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** ([http://www.ucf.edu](http://www.ucf.edu)) will help find UCF resources
- **Learning Online** ([http://learn.ucf.edu](http://learn.ucf.edu)). This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** ([http://learn.ucf.edu/webcourses/support.html](http://learn.ucf.edu/webcourses/support.html))
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
ALL POW ASSIGNMENTS ARE DUE ON FRIDAYS AT 11:59PM ON THE DATE NOTED.

CASE STUDIES ARE DUE ON SUNDAYS AT 11:59PM ON THE DATE NOTED.

Fairly warned be thee says I. Ye na'er be complainin' 'bout not knowin'.

*If late ye be, no quarter for thee.*

<table>
<thead>
<tr>
<th>Week and Dates</th>
<th>Lectures for the week/module.</th>
<th>Assignments and Due Dates</th>
<th>Textbook Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1</strong></td>
<td>All will open up on Mondays at 7am.</td>
<td>Everything opens on Mondays at 7am and is due as noted.</td>
<td>POE = Pieces of Eight</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>TUESDAY 8/24: Assign Syllabus and Course Policies Quiz. Due Friday 8/27 at 11:59pm to comply with financial aid rules.</td>
<td></td>
<td>UTBF = Under the Black Flag</td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>Course Overview and Orientation</td>
<td></td>
<td>Other readings will be attached to the modules as PDFs.</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture</td>
<td>Assign POW</td>
<td>Due Date</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Underwater Archaeology Lecture</td>
<td></td>
<td>TUESDAY 8/24: Assign Caribbean Geography Quiz. Due Sunday 9/5 at 11:59pm to accommodate the drop/add period.</td>
</tr>
<tr>
<td>Aug. 30-Sept. 5</td>
<td></td>
<td>Assign POW 1. Due Friday 9/3 at 11:59pm</td>
<td>POE Ch. 2</td>
</tr>
<tr>
<td>Module 3</td>
<td></td>
<td>REMINDER: Caribbean Geography Quiz. Due Sunday 9/5 at 11:59pm</td>
<td>POE Ch. 5</td>
</tr>
<tr>
<td>Week 3</td>
<td>Excavation and Ethics Lecture</td>
<td>Assign POW 2. Due Friday 9/10 at 11:59pm</td>
<td>POE Ch. 6</td>
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<tr>
<td>Sept. 6-12</td>
<td></td>
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<tr>
<td>Module 4</td>
<td></td>
<td>Assign POW 3. Due Friday 9/17 at 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Pirate Origins Lecture</td>
<td><strong>Assign POW 4. Due Friday 9/24 at 11:59pm</strong></td>
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<tr>
<td><strong>Sept. 20-26</strong></td>
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**MODULE 6**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>The Buccaneers Lecture</th>
<th><strong>Assign POW 5. Due Friday 10/1 at 11:59pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sept. 27-Oct. 3</strong></td>
<td></td>
<td>UTBF Ch. 3</td>
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</tbody>
</table>

**MODULE 7**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Pirate Ships Lecture</th>
<th><strong>Assign POW 6. Due Friday 10/8 at 11:59pm</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Oct. 4-10</strong></td>
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</table>

**MODULE 8**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Pirate Weapons and Pirate Stuff Lecture</th>
<th><strong>Assign POW 7. Due Friday 10/15 at 11:59pm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oct. 11-17</strong></td>
<td></td>
<td>POE Ch. 12</td>
</tr>
</tbody>
</table>

**Tuesday 10/12:**
Exam 1 in class over Modules 1-7

**MODULE 9**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Pirate Weapons and Pirate Stuff Lecture</th>
<th><strong>Assign POW 8. Due Friday 10/22 at 11:59pm</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Soulat and DeBry 2019</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment Details</td>
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<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 18-24</td>
<td>Pirate Health Lecture</td>
<td>Assign POW 9. Due Friday 10/29 at 11:59pm</td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td></td>
<td>Assign Pirate Crew and ARRticles Case Study.</td>
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<tr>
<td>Week 10</td>
<td></td>
<td>Assign POW 10. Due Friday 11/5 at 11:59pm</td>
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<tr>
<td>Nov. 1-7</td>
<td>Pirate Politics Lecture</td>
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<tr>
<td>Week 11</td>
<td></td>
<td>Assign POW 11. Due Friday 11/12 at 11:59pm</td>
</tr>
<tr>
<td>Nov. 8-14</td>
<td>Pirate Tactics Lecture</td>
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<tr>
<td></td>
<td></td>
<td>REMINDER: Pirate Crew and ARRticles Case</td>
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</tbody>
</table>
**MODULE 13**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Pirate Lairs Lecture</td>
<td>Assign POW 12. Due Friday 11/19 at 11:59pm</td>
<td>11/19</td>
<td>POE Ch. 11, UTBF Ch. 8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pirate Hunter Case Study.</td>
<td>Sunday Dec. 5 at 11:59pm</td>
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</table>

**MODULE 14**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Pirate Fighters Lecture</td>
<td>BAPOW Showdown assigned Monday 11/22. All discussions due Friday 12/3 at 11:59pm</td>
<td>12/22</td>
<td>UTBF Ch. 11-12, POE Ch. 4</td>
</tr>
</tbody>
</table>

**MODULE 15**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Pirate Wrecks Movie: Sin City, Jamaica Movie: The Queen Anne's Revenge Shipwreck Project</td>
<td>REMINDER: BAPOW Showdown discussions due Friday 12/3 at 11:59pm</td>
<td>12/3</td>
<td>POE Ch. 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pirate Hunter Case Study</td>
<td>Sunday Dec. 5 at 11:59pm</td>
<td></td>
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<tr>
<td>Dec. 5 at 11:59pm</td>
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</table>

**MODULE 16**

**Tuesday 12/7 at 10:00 am - 12:50 pm**

*Exam 2 on Modules 8-15.*

**Drop/Add Period: August 24-28**

*Withdrawal Deadline: Friday October 30*
Instructor Contact

| Instructor         | Dr. J. Marla Toyne  
|                   | Associate Professor |
| Office             | Howard Phillips Hall, 409R |
| Meeting Time & Location | MSB 149 |

Office Hours

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 10:00-12:00pm or by apt, ZOOM via Calendly</th>
</tr>
</thead>
</table>

Phone

| Phone      | (407) 823-1927 |

E-mail

| E-mail      | j.marla.toyne@ucf.edu |

I. Welcome!

II. University Course Catalog Description

Theoretical and methodological aspects of stable isotope analysis of contemporary and archaeological materials for the determination of human migration, origins, diet, and physiology.

III. Course Description

This course focuses on primary literature in stable isotope ecology, which uses naturally occurring variation in $\delta^{13}C$, $\delta^{15}N$, $\delta^{18}O$, and $^{86}/^{87}Sr$ as markers of organismal and ecological processes. The focus will be on human studies (both archaeological and contemporary), including dietary and food web analysis, nutrient allocation, migration, and metabolic processes specific to stable isotope analysis.

IV. Course Objectives

- To develop an understanding of current methodological and theoretical approaches using stable isotopes in anthropological research.
- Understand isotopes in natural systems and key concepts of stable isotope fractionation.
- Be able to explain how isotopes of carbon and oxygen are used to understand the carbon and hydrological cycles and to reconstruct the Earth’s climate history, including recent anthropogenic changes.
Be able to explain how isotopes of carbon, nitrogen, oxygen, and strontium can be used to reconstruct life history and how they are used to infer paleo/diets and paleo/migration of animals and humans.

To review comprehensively the literature (original and recent) to develop critical thinking skills in research.

V. Learning Objectives

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

- To develop competency in understanding the basic principles of stable isotope ecology, analysis, and interpretation.
- To learn the history of isotopic studies and summarize current published literature on new advances in the field.
- To develop working knowledge of the mechanics and methods for sample preparation and laboratory protocols.
- To explore data organization, analysis, and interpretation using data sets for a regional survey research.
- To examine the value of isotope studies for studying the human past and present to higher order questions of anthropological interest.

VI. Course Prerequisites

Acceptance in the MA or PhD in Integrative Anthropological Sciences.

VII. Course Credits

3 credit hours

VIII. Course Requirements

- Regular attendance and participation in course lectures and discussions.
- Submission of written summaries, graded assignments, final paper/presentation, and individual in-class discussion of readings.
- Collaboration in the creation of stable isotope bibliographies.
- Each class will include a weekly Discussion lead by a selected student.

Seminar Structure:
Graduate seminars are 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 in a lecture style format, while discussions will focus on specific readings assigned for that week.

IX. Recommended Texts

Main books: (Available at UCF BOOKSTORE or alternative sources as PDFs)

Other Recommended Resources: (Available as PDFs on Webcourses)

Weekly Supplemental Readings:
• **Required Articles**: these will be available for download as PDFs on Canvas or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed in the SCHEDULE and READING LIST. In addition to these required articles, I may post “Supplements” – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics.
• Additional important website or news reports will be linked to the course Webcourses.
• Students will also be expected to independently find resources and present new materials to the class.

X. Evaluation

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Discussion and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Bring/Find Discussion leadership</td>
<td>10%</td>
</tr>
<tr>
<td>Written Summaries</td>
<td>20%</td>
</tr>
<tr>
<td>Activity 1 through 3:</td>
<td>25%</td>
</tr>
<tr>
<td>Research Proposal/Outline:</td>
<td>5%</td>
</tr>
<tr>
<td>Regional Research Paper:</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Presentation:</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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**Reminder:** Graduate Students should be aware that a minimum of a B is required to demonstrate adequate progress in a graduate level course and for this course to count towards your degree and graduation.

**XI. Grade Dissemination**

Grades and feedback will be made available via Webcourses.

**XII. Learning Assessment**

**Participation:**
Regular attendance and participation in class and assignments are required. Attendance will be considered. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. We will also take time to discuss our research paper ideas as topics come up. I also expect students to participate in the collaborative bibliography pages.

**Weekly Seminar Discussions:**
There is a lot of reading in this course. Each week will include a topical discussion of a series of 4-6 assigned readings. Everyone will be responsible for reading and summarizing (see below) each article or chapter and participating in the class discussion with questions and comparisons. Each student will be responsible for 2 Bring/Find week and will be evaluated on their selection and discussion leadership. On weeks that we have a Bring/Find, 1 student will sign up to add 1 article each (posted to Discussion Board minimum the week before). ALL students must read the new Bring/Find articles in addition to the required readings. They will also contribute a brief summary and LEAD a critical discussion with the class of all the weekly articles including what they found and contributed to the broader discussion. Since it is meant to be a conversation among scholars – Powerpoints or handouts are not necessary unless there is some relevant diagram or model that you would like to share. See Webcourses for more information about formatting and suggestions for Bring/Find.

**Topical Summaries:**
10 short written topical summaries (2 pages single-spaced) will be submitted weekly during this course. These directed and referenced annotation-like summaries are based on required weekly readings and additional sources are designed to provide a student with critical thinking and synthesizing skills. You may use diagrams/illustrations to support your answers, but they must be necessary and correctly sourced and referenced. All bibliographic referencing must follow AJPA style (separate page after summary). Assignments will be due online by Monday by noon before the class discussion. These will be peer-reviewed with a rubric provided. This involves evaluating each other’s submissions for content, language, and critical approach. See Webcourses for more information about formatting and suggestions for Summaries.

**Written Assignments/Activities:**
There will be 4 analytical activities. 1) Sample and method selection, 2) Using δ¹³C and δ¹⁵N for data organization and dietary analysis, 3) Using δ¹⁸O and Sr ratio data for data organization
and mobility analysis; 4) Final regional research activity. The Final Regional Research summary project will require a meeting with the professor to identify a topic, a proposal, and outline review, and the final presentation in class during final exams. See Webcourses for more information about formatting and suggestions for each activity.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for AJPA (American Journal of Physical Anthropology) referencing (APA) and formal academic papers (12-point Times New Roman or Calibri font, single-spaced, 1 inch margins, always include page numbers, even if only a single page). Spelling, grammar, and writing style are also very important and will be taken into consideration.

XIII. Course Policies: Grades

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 on the “Evaluation” page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

Late Work Policy: You also should note that late assignments, reports, and term papers will be penalized by one percent of Final Grade per day unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Major extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

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

XIV. 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.

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

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

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course. Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

COVID-19 and Illness Notification
Students who believe they may have 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.

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.

XV. Course Policies: Technology and Media

Email: In order to protect your private information and keep everything in one place, communication between the students and the professor will take via Webcourses. Please observe appropriate netiquette and use professional language when emailing your professor.

Contacting the professor: In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at J.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do
not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards.

**Webcourses@UCF:** This is a Face to Face course, but some live synchronous meetings may also take place via ZOOM during our schedule class time. In additional, course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

**XVI. Course Policies: Student Expectations**

**Accessing On-line Course Content:** You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday at 5pm.

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

**Attendance and Participation:** Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.

Participation is an important component of this class and coming to class prepared each week by reading all assigned materials (articles, chapters, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. Let’s not get distracted together!
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
- **Be polite, please.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Let’s chat!** Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class...
interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.

- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Zoom Policy: **Meeting Expectations:** Since we may be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- **Join early.** Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance.
- **Find a quiet place to attend class,** with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise.
- **Enable video.** Have your video on unless you truly are experiencing connection issues.
- **You’re on camera!** Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- **Avoid using zoom backgrounds.** Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue.
- **Lighting.** Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- **Camera level.** Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- **Microphone.** Mute your microphone when not talking.
- **Raising your hand.** If you have a question or comment, use Zoom’s “Raise Hand” function so that Dr. Toyne can call on you. This will prevent you from speaking over / speaking at the same time as other participants. Chat can be used to set up questions if we have time to discuss them. But live questions are best.

**Deadlines and Make-ups:** There can be accommodations for in-class/online exams or quizzes or the final exam. No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor’s note).

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

University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at [http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf).
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered.

**Late Work Policy and Grades of ‘Incomplete’**:
Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Professionalism Policy**: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule may be asked to leave the classroom immediately so as not to disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

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

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

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

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

7. Helping another violate academic behavior standards.


**Turnitin.com**: In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

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

**Accessibility Statement**: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/) (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

**University Writing Center**: This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at [http://www.uwc.ucf.edu](http://www.uwc.ucf.edu), stop by MOD 608, or call 407.823.2197.

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

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

• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>)

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

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

**Religious Observances:** Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

**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.

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

**XVII. Important Dates to Remember**

The FALL Academic calendar can be found online at: [http://calendar.ucf.edu/2021/fall](http://calendar.ucf.edu/2021/fall)
- Drop/Swap Deadline: August 27th
- Withdrawal Deadline: October 20th
- Holidays: Labor Day – September 6th; Thanksgiving - November 25th
I. Welcome!
This undergraduate level course explores bioarchaeology in the Andes.

II. University Course Catalog Description
Demonstrates the potential of human skeletal remains for reconstructing past lifeways in the ancient Andean civilizations of South America (Peru and Bolivia).

III. Course Description
This course will demonstrate the potential of human skeletal remains for reconstructing past lifeways in the ancient Central Andean civilizations of South American (coastal and highland areas of Peru, Ecuador, Chile, and Bolivia). We will take a historical approach but also focus on major transitions and their impact on specific regional populations as case studies. Readings, discussions, and exercises are designed to develop students’ understanding of the variation and complex relationship between the living and dead using the bioarchaeological approach, which uses the contextual analysis of human burials (bodies and grave features) to reconstruct aspects of lived experience as well as mortuary practices and beliefs.

Topics to be covered include an introduction to bioarchaeology and methods, and the impact on patterns of LIFE (skeletal indicators of health, diet, disease), and DEATH (mortuary practices and concepts of ancestors) in 1) the origins and evolution of early societies associated with domestication; 2) the development of early states and urbanism; 3) the coalescence of later states and social conflict and religious violence (human sacrifice), and 4) the rise of the Inca Empire all within the landscape and geography of the Andean region. We will consider the different skeletal changes associated with quality of life including evidence of trauma, dental pathology, dietary changes in stable isotopes, and osteoarthritis. We will also recognize the importance of burials as biocultural, socially-constructed, and meaningful spaces.

IV. Course Learning Outcomes
By the end of this course you will be able to:
- Identify the major Central Andean geographical regions and the significant socio/political changes.
- Understand how bioarchaeology identifies different skeletal changes in the bones and teeth to define patterns in health in past populations.
- Describe the skeletal patterns of health associated with each major transition in relation to social complexity.
- Understand how different mortuary practices reflect ideas about death and ancestorhood.
- Discuss the evidence and importance of human sacrifice in the Ancient Andes.
Locate and evaluate scholarly sources about Andean bioarchaeology.

V. Course Prerequisites:
ANT2511 or or ANT2410 or ANT2000, or sophomore standing.

VI. Course Credits:
3 credit hours

VII. Course Requirements
This course will include face-to-face and online lectures, online pages, and readings that explore diverse aspects of bioarchaeology from the Andean region of South America. The course will include weekly online assignments, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success.

In the case of an emergency ONLY we may have to shift this course to a remote instruction mode due to the COVID-19 pandemic. IF NECESSARY, we will use Zoom for synchronous (“real time”) class lectures. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

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

VIII. Student Success
This is my goal. This is a mixed-mode course with a lab. So this is an exciting opportunity to do a lot of things. This means there are F2F meetings and online learning activities. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class and lab are essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.

Recommendations for Success:
1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
3) Please use a subject title that clearly identifies your course and the topic of inquiry.
Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.

If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

IX. Textbook and Readings

Quilter J. 2014. The ancient central Andes. New York: Routledge. Available at UCF bookstore or online vendors. (Q2014 in readings section)

Additional required Andean and Bioarchaeology specific readings will be made available through WebCourses as PDFs.

X. Student Evaluation

Grade Scale (+/- system is used in this course)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
</tr>
</tbody>
</table>

Final Grades will be based on your performance in the following:

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (in class)</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes/ Reflections (online)</td>
<td>15%</td>
</tr>
<tr>
<td>04 Written Assignments/Discussions (online)</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exams (online)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (take home submitted online)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade Dissemination

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

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

Exam Discussions: Unfortunately, I will not be able to review exams in class, but will retain copies if you wish to review the exam assessment. Please make an appointment or during office hours, I will be happy to go over the exam with you on an individual basis.

Each module will have a reading and comprehension quiz associated as well as short reflection responses as the online learning component. There will also be 4 short written assignments based on readings and additional research about a selected topic to demonstrate critical thinking. Group online discussions of these assignments will be used to have students engage with each other on topics related to major discoveries and methods and new interpretations. Three major exams will assess student learning of concepts.
XI. LEARNING ASSESSMENT
Regular attendance and participation in class and labs is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge-base week by week. This syllabus is your guide to the class – Know it. If you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

XII. Class Assignments
PARTICIPATION. This course includes in-class discussion, review of new materials, and other activities that are vital to your course learning and that cannot be made up through text reading or other independent learning. I highly encourage you to attend the classroom sessions as we will discuss concepts that you will be expected to critique in the exams. Test and assignment grades may be impacted for students who miss too many classes. However, if you are sick, please stay home. Contact me as soon as possible if you are unable to attend class in any fashion.

MINI-QUIZZES will occur weekly online based on required readings. These are multiple choice or short answer questions based on REQUIRED weekly readings and provided questions available in Webcourses modules. Quizzes will be due on the Sunday before class. See Assignments tab for deadlines.

REFLECTIONS are specific questions based responses based on additional required articles. Reflections will be due Tuesday before class meetings. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.). See Assignments tab for deadlines.

Written Assignments
There will be 4 independent written assignments/discussions due online. POST to discussion by Wednesday, reply by Friday.

2) Review article. Students will be assigned a research article that they will need to summarize, review, and critique. 50 pts.
3) Article Research. Students will be required to use online library resources to find a new article related to an assigned reading to compare and contrast the perspectives presented.
4) Annotated Bibliography. Students will be required to research and review 10 scholarly articles related to a specific topic that they select. Topics that may be selected include: Climate change and life in the Andes; Warfare in Pre-Inca societies; Domestication of different foods; The role of animals domesticated and hunted in diet and lifestyle; Marine resources; Mobility and migration in the Andes; Ancient use of medicinal plants or coca leaf; etc.. OR a particular archaeological culture, Sican, Chimu, Recuay, Lima, Tiwanaku, Atacama, Yschma, Cupisnique, Salinar, etc…

Examinations
There will be 2 midterm exams Online – non-cumulative. See schedule for due dates. MIDTERM EXAMS Review questions will be provided to the students one week before in class exams. Exams will include multi-choice, definitions, and short answer questions, as well as longer written answers based on reading and class discussions. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.), see below for policy.
There will be a **take home Final exam** that is cumulative based on overall themes covered in the course. This will be a cumulative exam that includes essay questions based on prepared selected topics from the semester. This will take place during the final exam period. It will be a take home exam, with essay format synthesis questions handed out in the last class, and answers to be handed in during the exam time by **1pm** (see attached schedule for final exam date).

**XIII.  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.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**
To protect members of our community, UCF **expects** that all members of our campus community who are able to do so get vaccinated, and we **expect** all members of our campus community to wear masks indoors, **in line with the latest CDC guidelines**. ([https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf)). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality**
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](http://Webcourses@UCF) or Knights email about changes specific to this course. 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.

**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.

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

**XIV.  Course PROCEDURES AND POLICIES**
**Contacting the professor**
In this class our official mode of communication is through the email located inside Webcourses or through UCF email – [J.marla.toyne@ucf.edu](mailto:J.marla.toyne@ucf.edu). All communication between student and instructor and between student and student should be respectful and professional. It is the student’s responsibility to check the "coursemail" tool and announcements frequently.
Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available. Also check Webcourses for common questions asked and their answers via the discussion boards.

Webcourses@UCF
This is a Mixed Mode course. Some course materials and assignments 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 by Friday at 5pm.

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

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

Course Etiquette
• Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
• Cell phones will be turned off and put away during class. No texting. No messaging. No internet. Let’s not get distracted together!
• While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
• Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
• Let’s chat! Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
• Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

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

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

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

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of ‘Incomplete’

Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Assignments turned in late will be assessed a penalty: 5% of assignment for each day late. Major assignments will not be accepted if overdue by more than five days.

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

Academic Integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infractions of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. The UCF Rules of Conduct apply to all UCF students - http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

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.

Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

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

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

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

**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/chapters/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>In-Class Dates</th>
<th>Topic</th>
<th>Assignment (online)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Aug 26</td>
<td>Introduction to Course Bioarchaeology and Human Osteology</td>
<td>Q1; RR1</td>
<td>Knüsel 2012</td>
</tr>
<tr>
<td>2</td>
<td>Online Sept 2</td>
<td>Introduction to Andean Geography and Mortuary Practices</td>
<td>Q2; RR2</td>
<td>Q2014 chap2; Rowe 1995</td>
</tr>
<tr>
<td>3</td>
<td>Online Sept 9</td>
<td>Formative coastal peoples – Paloma and Chinchorro</td>
<td>Q3; RR3</td>
<td>Q2014 Chap 3; chap4; Benfer 1990; Arriaza 2005</td>
</tr>
<tr>
<td>4</td>
<td>Online Sept 16</td>
<td>Initial Period: Development of Agriculture</td>
<td>Q4; Write1</td>
<td>Q2014 chap5 Alfonso et al. 2007</td>
</tr>
<tr>
<td>5</td>
<td>Online Sept 23</td>
<td>Early Complex Societies: Highland Chavin and Coastal Paracas Necropolis</td>
<td>Q5; RR4</td>
<td>Q2014 chap6; Dwyer/Dwyer 1975; Tomasto et al. 2009</td>
</tr>
<tr>
<td>6</td>
<td>Sept 28 Sept 30</td>
<td>MIDTERM EXAM – ON ONLINE Nasca</td>
<td>-</td>
<td>- Q2014 chap7;</td>
</tr>
<tr>
<td>7</td>
<td>Online Oct 7</td>
<td>Nasca and trophy heads</td>
<td>RR5; Write 2</td>
<td>Q2014 chap7; DeLeonardis 2004; Williams 2001</td>
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<tr>
<td>8</td>
<td>Online Oct 14</td>
<td>Urbanism, Warfare, and the Moche</td>
<td>Q6; RR6</td>
<td>Q2014 chap7; Verano 2014; Gagnon et al. 2013</td>
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<tr>
<td>9</td>
<td>Online Oct 21</td>
<td>Expansion of the Wari</td>
<td>Q7; RR7</td>
<td>Q2014 chap8; Isbell 2015; Tung 2007</td>
</tr>
<tr>
<td>10</td>
<td>Online Oct 28</td>
<td>LIP Non-state Chachapoya and Mummification</td>
<td>RR8; Write 3</td>
<td>Q2014 chap9; Nystrom et al. 2010; Friedrich et al. 2011</td>
</tr>
<tr>
<td>11</td>
<td>Nov 2 Nov 4</td>
<td>MIDTERM EXAM – ON ONLINE Inca Empire</td>
<td>-</td>
<td>- Q2014 chap10;</td>
</tr>
<tr>
<td>12</td>
<td>Online No Class</td>
<td>Inca Empire – ONLINE VETERANS DAY</td>
<td>-</td>
<td>Kaulicke 2015; Andrushko 2006</td>
</tr>
<tr>
<td>13</td>
<td>Online Nov 18</td>
<td>Human Sacrifice and the Ancestors</td>
<td>Q9; RR9 (pick Write 4)</td>
<td>Wilson et al. 2007 Toyne 2011 TBD</td>
</tr>
<tr>
<td>14</td>
<td>Online No Class</td>
<td>Conquest – ONLINE THANKSGIVING</td>
<td>Write 4</td>
<td>Salomon 1995; Velasco 2014</td>
</tr>
<tr>
<td>15</td>
<td>Online Dec 2</td>
<td>Early Colonial transformations</td>
<td>Q10; RR10</td>
<td>Klaus 2015; Murphy et al. 2017</td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM- December 9th, 10 am</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dates to remember:** The FALL Academic calendar can be found online at: [http://calendar.ucf.edu/2021/FALL](http://calendar.ucf.edu/2021/FALL)
Late registration, Add/Drop: August 23-27th, 2021
Withdrawal deadline for this course: October 20th, 2021
Course Syllabus

Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Ph.D. in Integrative Anthropological Sciences, Anthropology MA, or CI.

Fall 2021: Thursdays at 6-8:50pm at MSB 0149

Instructor Contact Information

Professor: John Walker
Office: Howard Phillips Hall 409o
Course-Related Email: Webcourses Email Client
Secondary Email: john.walker@ucf.edu
Phone: (407) 823-3798
Office Hours: 10:00 - 12:00 Tuesdays and Thursdays, or by appointment

COVID related information:

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.

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.

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.

Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology’s subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:

1) articulate how theory informs archaeological research;

2) explain the principles behind some of the major archaeological methods;
3) articulate the basic tenets of the major theoretical schools of archaeology in the 20th and 21st centuries and understand how these connect to broader trends in anthropology as a whole;

4) recognize theoretical approaches in published research;

5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;

6) articulate the principles governing ethical archaeological practice; and

7) apply theoretical approaches and ethical principles to their own research.

Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library’s databases or as PDFs on Webcourses. The Johnson text is available for 21-day checkout in the library and individual chapters can be downloaded. Note that there are often limits to the number of students who can check out a book at once, so you may find that you need a hard copy of the book.


Useful Web Sites

- Society for American Archaeology: saa.org (Links to an external site.)
- American Anthropological Association: aaanet.org (Links to an external site.)
- Archaeological Institute of America: archaeological.org (Links to an external site.)
- The Archaeology Channel (archaeology streaming video/audio): archaeologychannel.org (Links to an external site.)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): http://www.americanarchaeology.com/aawelcome.html (Links to an external site.)
- Shovel Bums (a site to find jobs in archaeology): shovelbums.org (Links to an external site.)

Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:
<table>
<thead>
<tr>
<th>Grade Categories</th>
<th>Description of Requirements</th>
<th>Due Date</th>
<th>Weight Toward Final Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>Routinely contributing to the class discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class. Submitted in person</td>
<td>Weekly</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Discussion leadership</td>
<td>Leading part of the class discussion for one week of class</td>
<td>Once per semester</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Weekly written assignments</td>
<td>The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries. Submitted through Webcourses.</td>
<td>11:59am the day after class</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Bibliography</td>
<td>A 15-source bibliography for your term paper, with the five most important sources annotated. Submitted through Webcourses.</td>
<td>October 23 at 11:59pm</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Term paper</td>
<td>A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words).</td>
<td>Due December 10 at 9:00am</td>
<td>40</td>
<td>400</td>
</tr>
</tbody>
</table>
Presentation | A 15-minute, SAA-style presentation of the subject matter of the term paper, followed by 5 minutes of Q&A | December 3 & 10 in class | 15 | 150
Final Exam | There is no final exam in this course | | 0 | 0

| TOTAL | | | 100 | 1000

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.
- You may need to work as a team to complete the discussion leadership requirement. If you don’t pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

### Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent of Total Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

### Covid Policies for 2020 School Year

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

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

**Notifications in Case of Changes to Course Modality**

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

**COVID-19 and Illness Notification**

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

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

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

**In Case of Faculty Illness**

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

**Accessing the Synchronous Component of Class**

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

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

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.

You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

**Professionalism and Parenting during Zoom Sessions**

While Zoom sessions obviously cannot have the same formality as a classroom setting, it is expected that you will treat classes in as professional manner as possible. This includes wearing attire appropriate for a university course, removing distractions from your environment, finding a place where you can sit upright and focus on your classmates.

That said, parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.

**(Usual) Policies**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacting the professor</td>
<td>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 &quot;coursemail&quot; tool frequently.</td>
</tr>
<tr>
<td>Webcourses@UCF</td>
<td>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.</td>
</tr>
<tr>
<td>Accessing On-line Course Content</td>
<td>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.</td>
</tr>
<tr>
<td>Grading and evaluation</td>
<td>Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide</td>
</tr>
<tr>
<td>Readings unavailable through the UCF Libraries website will also be available through Webcourses.</td>
<td></td>
</tr>
<tr>
<td>Grading and evaluation</td>
<td></td>
</tr>
</tbody>
</table>
announcements. The grading scale used in this course is on the “Evaluation” page of this syllabus.

If you receive two √ grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three √ grades on weekly written assignments will result in your final grade being dropped by 1 letter.

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter.

If you receive a √ grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three √ grades in participation will result in your grade being dropped by 1 letter.

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.

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 written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.

I will give students one opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).

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

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.

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 (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.

Summary of Topics:

<table>
<thead>
<tr>
<th>Week-Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27</td>
<td>What is Archaeological Theory?</td>
</tr>
<tr>
<td>2</td>
<td>September 3</td>
<td>Archaeology as Anthropology</td>
</tr>
<tr>
<td>3</td>
<td>September 10</td>
<td>Fieldwork (term paper topic preferences due this week)</td>
</tr>
<tr>
<td>4</td>
<td>September 17</td>
<td>Early Professional Archaeology</td>
</tr>
<tr>
<td>5</td>
<td>September 24</td>
<td>Dating techniques</td>
</tr>
<tr>
<td>6</td>
<td>October 1</td>
<td>New Archaeology</td>
</tr>
<tr>
<td>7</td>
<td>October 8</td>
<td>The Postprocessual Critique</td>
</tr>
<tr>
<td>8</td>
<td>October 15</td>
<td>Processual, Processual-plus, and Marxist Archaeologies</td>
</tr>
<tr>
<td>9</td>
<td>October 22</td>
<td>Agency and Agency-Related Approaches</td>
</tr>
<tr>
<td>10</td>
<td>October 29</td>
<td>Gender and Identity</td>
</tr>
<tr>
<td>11</td>
<td>November 5</td>
<td>Landscape and Geospatial Methods</td>
</tr>
<tr>
<td>12</td>
<td>November 12</td>
<td>Curation, Stakeholders, and the Public (annotated bibliography due this week)</td>
</tr>
<tr>
<td>13</td>
<td>November 19</td>
<td>Where we go from here (final weekly writing assignment due this week)</td>
</tr>
<tr>
<td>14</td>
<td>December 3</td>
<td>Presentations</td>
</tr>
<tr>
<td>15</td>
<td>December 10</td>
<td>Presentations</td>
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</table>
Course Summary:

<table>
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<tr>
<th>Date</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Thu Aug 27, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
</tr>
<tr>
<td></td>
<td>Calendar Event ANG6110-20Fall 0001</td>
</tr>
<tr>
<td>Thu Sep 3, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
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<td></td>
<td>Calendar Event ANG6110-20Fall 0001</td>
</tr>
<tr>
<td>Thu Sep 10, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
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<td>Calendar Event ANG6110-20Fall 0001</td>
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<tr>
<td>Thu Sep 17, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
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<td></td>
<td>Calendar Event ANG6110-20Fall 0001</td>
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<td>Thu Sep 24, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
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<td>Calendar Event ANG6110-20Fall 0001</td>
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<tr>
<td>Thu Oct 1, 2020</td>
<td>Calendar Event Virtual Office Hours</td>
</tr>
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<tr>
<td>Date</td>
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<td>Thu Oct 8, 2020</td>
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<td>Thu Nov 5, 2020</td>
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<td>Thu Dec 3, 2020</td>
<td>Calendar Event <a href="#">Virtual Office Hours</a></td>
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<td>Date</td>
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<td>Calendar Event <strong>Virtual Office Hours</strong></td>
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<td>Calendar Event <strong>Virtual Office Hours</strong></td>
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<td>Calendar Event <strong>ANG6110-20Fall 0001</strong></td>
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<tr>
<td>Sat Aug 28, 2021</td>
<td>Assignment <strong>Week 1 Writing Assignment</strong></td>
</tr>
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<td>Sat Sep 4, 2021</td>
<td>Assignment <strong>Week 2 Writing Assignment</strong></td>
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<tr>
<td>Sat Sep 11, 2021</td>
<td>Assignment <strong>Week 3 Writing Assignment</strong></td>
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<td>Sat Sep 18, 2021</td>
<td>Assignment <strong>Week 4 Writing Assignment</strong></td>
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<td>Sat Sep 25, 2021</td>
<td>Assignment <strong>Week 5 Writing Assignment</strong></td>
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<td>Assignment <strong>Term Paper Topics</strong></td>
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<td>Sat Oct 2, 2021</td>
<td>Assignment <strong>Week 6 Writing Assignment</strong></td>
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<td>Sat Oct 9, 2021</td>
<td>Assignment <strong>Week 7 Writing Assignment</strong></td>
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<td>Sat Oct 16, 2021</td>
<td>Assignment <strong>Week 8 Writing Assignment</strong></td>
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<td>Sat Oct 23, 2021</td>
<td>Assignment <strong>Week 9 Writing Assignment</strong></td>
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<td>Assignment <strong>Bibliography</strong></td>
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<tr>
<td>Sat Oct 30, 2021</td>
<td>Assignment <strong>Week 10 Writing Assignment</strong></td>
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<tr>
<td>Date</td>
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<td>Sat Nov 6, 2021</td>
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<td>Assignment [Week 12 Writing Assignment]</td>
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<td>Fri Nov 19, 2021</td>
<td>Assignment [Discussion Leadership]</td>
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<td>Sat Nov 20, 2021</td>
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<td>Sat Dec 4, 2021</td>
<td>Assignment [Class Participation]</td>
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<td>Fri Dec 10, 2021</td>
<td>Assignment [Presentation]</td>
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<td>Sat Dec 11, 2021</td>
<td>Assignment [Final Paper]</td>
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<td>Thu Dec 16, 2021</td>
<td>Assignment [Final Grade]</td>
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<td>Assignment <strong>Week 6</strong></td>
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<td>Assignment <strong>Week 7</strong></td>
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<td></td>
<td>Assignment <strong>Week 8</strong></td>
</tr>
<tr>
<td></td>
<td>Assignment <strong>Week 9</strong></td>
</tr>
</tbody>
</table>

**Course assignments are not weighted.**
Environmental Anthropology

Anthropology 4051-0001  
Fall 2021

Tuesday, Thursday 3:00-4:20 PM  
Business Administration 1 O122

Dr. John H. Walker  
john.walker@ucf.edu  
409O Howard Phillips Hall

Teaching Assistant:  
Megann Phillips  
megannphillips@Knights.ucf.edu  
309 Howard Phillips Hall

Office Hours: Tuesdays and Thursdays, 10:00 AM-12:00 PM; by appointment, or contact me through Webcourses and I will try to reply in 24 hours. All email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

Course Goals

To place 21st century environmental issues in local context through anthropological research.

To look at anthropological scholarship in the context of academic debate.

To help students critically evaluate anthropological arguments.

To practice using the art of writing to develop and communicate ideas

Required Textbooks


These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to make sure that you get the correct edition. The abbreviations are used in the class schedule (see below).

**Grading**

The requirements for this course are weighted as follows:

- Class participation 10%
- Weekly papers 50%
- Midterm exam 20%
- Final exam 20%

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone’s participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

1) Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]

2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.

3) Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1” margins all around. Use page numbers, and make the final product look neat and clear.

4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.

5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions.**

6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week’s readings.
7) There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.

8) The essays will be graded on a simple 10-point scale (7=not so good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of a few objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Anthropology Websites**

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropologists are on Twitter and other social media outlets.

- American Anthropological Association (www.aaanet.org)
- UCF Library (library.ucf.edu)
  - see especially the Anthropology Plus database and online journals
- Google Earth (earth.google.com)
- Anthro{dendum} (https://anthrodendum.org/)
- Sapiens (https://www.sapiens.org/)
- HAU (https://www.haujournal.org/index.html)

**Strategies for studying**

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

1) Prepare for each class by doing all of the **readings before class**.
2) Come to every class.
3) Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don’t need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.

4) **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

*Writing Center*

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (uwc.cah.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

*Classroom decorum*

In order for many humans to coexist in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do I **might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights (also quaint) handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule a time for a make-up exam.

*Revisions and the syllabus*

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed through webcourses, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, please feel free to drop the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>DC reading</th>
<th>T reading</th>
<th>Mushroom reading</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8</td>
<td>Introductions</td>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nature/Culture</td>
<td>1-2 (Posey, Fairhead+Leach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>T</td>
<td></td>
<td>1 Introduction</td>
<td></td>
<td>Paper 1 Nature/Culture</td>
</tr>
<tr>
<td>17</td>
<td>R</td>
<td>The Problem with Cattle</td>
<td>3-4 (Evans-Pritchard, Harris)</td>
<td>2 Steward</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>T</td>
<td>Ecology and Social Organization</td>
<td>5-6 (Mauss, Steward)</td>
<td>3 Ethno-ecology</td>
<td>Paper 2 Ecology/Society</td>
</tr>
<tr>
<td>24</td>
<td>R</td>
<td>Case Study 1 Mushroom</td>
<td>Prologue, Chapters 1, 2, 3</td>
<td>Paper 3 Case study I</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>T</td>
<td>Ecosystems with Humans</td>
<td>7-8 (Barth, Geertz)</td>
<td></td>
<td>Paper 4 Ecosystems</td>
</tr>
<tr>
<td>31</td>
<td>R</td>
<td></td>
<td>4 Pigs for the Ancestors</td>
<td></td>
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</tr>
<tr>
<td>Feb. 5</td>
<td>T</td>
<td>Disasters?</td>
<td>9-10 (Firth, Waddell)</td>
<td>6 Climate Change</td>
<td>Paper 5 Disasters?</td>
</tr>
<tr>
<td>7</td>
<td>R</td>
<td>Case study 2 Mushroom</td>
<td>Chapters 4-10</td>
<td>Paper 6 Case study II</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>Slash and Burn</td>
<td>11-12 (Conklin, Carneiro)</td>
<td></td>
<td>Paper 7 Slash and Burn</td>
</tr>
<tr>
<td>14</td>
<td>R</td>
<td></td>
<td></td>
<td>5 Amazonian hunters</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>T</td>
<td>Cybernetics</td>
<td>13-14 (Rapoport, Hawkes et al.)</td>
<td></td>
<td>Paper 8 Cybernetics</td>
</tr>
<tr>
<td>21</td>
<td>R</td>
<td></td>
<td>6 Complex Societies</td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td>T</td>
<td></td>
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<tr>
<td>28</td>
<td>R</td>
<td>Midterm exam</td>
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<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Chapters</td>
<td>Paper No.</td>
<td>Notes</td>
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<tr>
<td>Mar. 5</td>
<td>T</td>
<td><strong>Case study 3</strong> Mushroom</td>
<td></td>
<td>Paper 9</td>
<td>Case study III</td>
</tr>
<tr>
<td>7</td>
<td>R</td>
<td>Bounded and Balanced</td>
<td>15-16 (Solway+Lee, Netting)</td>
<td>Paper 10</td>
<td>Bounded and Balanced</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td><strong>Spring Break</strong></td>
<td></td>
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<tr>
<td>14</td>
<td>R</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>T</td>
<td>8 Climate Change</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>21</td>
<td>R</td>
<td>Indigeneity and Politics</td>
<td>17-18 (Ellen, Li)</td>
<td>Paper 11</td>
<td>Indigeneity and Politics</td>
</tr>
<tr>
<td>26</td>
<td>T</td>
<td>9 Holy Ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>R</td>
<td>Campaigns and Collaborations</td>
<td>19-20 (Brosius and Tsing)</td>
<td>Paper 12</td>
<td>Campaigns and Collaborations</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>10 Population</td>
<td></td>
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<tr>
<td>Apr. 4</td>
<td>R</td>
<td><strong>Case study 4</strong> Mushroom</td>
<td></td>
<td>Paper 13</td>
<td>Case study IV</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>T</td>
<td>12 Being Green</td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>R</td>
<td>Limits of Knowledge</td>
<td>23-24 (Bateson, Ingold)</td>
<td>Paper 15</td>
<td>Limits of Knowledge</td>
</tr>
<tr>
<td>Apr. 30</td>
<td>T</td>
<td>Final Exam</td>
<td></td>
<td></td>
<td>1:00 PM-3:50 PM</td>
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</tbody>
</table>

ANT 4051 Environmental Anthropology, Walker, Fall 2021
**Course Overview**

**Course Title:** Disease and Human Evolution: Ancient Plagues

This course is a survey of human epidemics from the perspective of both archaeology and anthropology. The focus of the course is on understanding how infectious diseases have shaped human societies and cultures from their emergence in the Neolithic world to the recent COVID-19 pandemic. We will explore the impact of disease on human development and the evolution of human societies. The course will cover topics such as the history of plague and other pandemics, the role of disease in shaping human migrations and cultures, and the current state of pandemics and public health. The course will also consider how modern pandemics such as COVID-19 are changing the way we understand and respond to disease.

**Course Objectives**

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

- Describe the history and evolution of major infectious diseases
- Understand the role of disease in shaping human societies and cultures
- Analyze the impact of disease on human migration and cultural development
- Discuss the current state of pandemics and public health
- Evaluate the role of technology and policy in responding to pandemics
- Reflect on the ethical and moral implications of disease and public health policies

**Required Textbooks**

- *Human plagues: the impact of pestilence on civilizations* by J. T. Ruelle
- *Disease and human evolution: the Plague Project* by J. T. Ruelle

**Course Evaluation**

- **Assignments:** 10%
  - Plague Project Final and Peer Feedback
  - Plague Papers

- **Exams:** 30%
  - Quiz 1
  - Quiz 2
  - Quiz 3
  - Quiz 4
  - Quiz 5
  - Quiz 6
  - Quiz 7
  - Quiz 8
  - Quiz 9
  - Quiz 10
  - Quiz 11
  - Quiz 12

- **Final Exam:** 60%
  - Exam 1
  - Exam 2
  - Exam 3

**Grading Policy**

- A: 90-100%
- B+: 87-89%
- B: 85-86%
- C+: 82-84%
- C: 80-81%
- D+: 77-78%
- D: 75-76%
- F: 0-74%

**Class Schedule**

- ** Lecture Schedule:**
  - Mon 7/12 - Sun 11/21
  - Mon 7/19
  - Mon 7/26
  - Mon 8/2
  - Mon 8/9
  - Mon 8/16
  - Mon 8/23
  - Mon 8/30
  - Mon 9/6
  - Mon 9/13
  - Mon 9/20
  - Mon 9/27
  - Mon 10/4
  - Mon 10/11
  - Mon 10/18
  - Mon 10/25
  - Mon 11/1
  - Mon 11/8
  - Mon 11/15
  - Mon 11/22
  - Mon 11/29
  - Mon 12/6
  - Mon 12/13
  - Mon 12/20
  - Mon 12/27

- **Quiz Dates:**
  - Quiz 1: 7/20
  - Quiz 2: 7/27
  - Quiz 3: 8/3
  - Quiz 4: 8/10
  - Quiz 5: 8/17
  - Quiz 6: 8/24
  - Quiz 7: 8/31
  - Quiz 8: 9/7
  - Quiz 9: 9/14
  - Quiz 10: 9/21
  - Quiz 11: 9/28
  - Quiz 12: 10/5

- **Exam Dates:**
  - Exam 1: 10/11
  - Exam 2: 10/18
  - Exam 3: 10/25

**Important Dates**

- **First Day of Class:** Sun 7/11
- **Last Day for Drop:** Mon 7/19
- **Last Day for with/without:** Mon 8/23
- **Final Exam:** Mon 12/20

**Attendance Policy**

Attendance is mandatory. Late work will be accepted within 3 days of the due date with a maximum of 5%. After 3 days, late work will not be accepted. Make-up work is not allowed.

**Plagiarism Policy**

Plagiarism is prohibited. You are expected to complete all assignments on your own. If you are found to have plagiarized, your assignment will be graded at 0% and you will receive a failing grade for the class. Plagiarism includes copying material directly from another source without proper citation and paraphrasing material as if it were your own. All assignments must be submitted through the UCF Canvas system.

**Academic Conduct Standards**

Academic conduct standards are subject to academic behavior standards. Any student who violates these standards may face penalties, including probation, suspension, or expulsion. Violations include cheating, plagiarism, and academic dishonesty.

**Contact Information**

Sandra Wheeler, Instructor

E-mail: Sandra.Wheeler@ucf.edu

Office Hours: MWF 10am - 12pm

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

**Accessibility Information**

If you have a disability, a medical condition, or other special need, you should contact the Accessibility Resource Center (ARC) to discuss accommodations. You can also contact the instructor to discuss any needs you may have.

**Syllabus Update**

This syllabus is subject to change. If changes are made, they will be announced in class and posted to the UCF Canvas system.
Course Schedule Snapshot: Readings and Due Dates

ANT 3538 Ancient Plagues Required Readings and Assignments. Fall 2021

Please check the assignment pages or Syllabus for exact due date or times listed. Notes: All Required Readings are found in this text. Required Readings from Text have been removed from this course.

Exams:
- Exam 2 (due online Sunday, Oct 31 and in class on Monday, Nov 1, 2021)
- Exam 3 (due online Sunday, Dec 6 and in class on Monday, Dec 7, 2021)
- Final Exam (due online Sunday, Dec 13 and in class on Monday, Dec 14, 2021)

Assignments:
- Quiz 1 DUE
- Quiz 2 DUE
- Quiz 3 DUE
- Quiz 4 DUE
- Quiz 5 DUE
- Quiz 6 DUE
- Quiz 7 DUE
- Quiz 8 DUE
- Plague Paper 1 DUE
- Plague Paper 2 DUE
- Plague Paper 3 DUE
- Plague Paper 4 DUE
- Plague Paper 5 DUE
- Plague Project Final DUE
- Plague Project Draft DUE
- Plague Project Approval

Topics:
- Module 1: Introduction, the Prehistoric Baseline, and Plagues of Ancestral Humans
- Module 2: The Archaeology of Plague from the Biological and Historical Record
- Module 3: The Prehistoric Baseline (Ch 1) and The War Between Microbes and Humans
- Module 4: The Seeds of Change (Ch 4)
- Module 5: Introduction to Plagues: Disease and Human Evolution (Ch 5)
- Module 6: Plagues of Animals and Disease (Ch 8)
- Module 7: Neolithic Transitions, Agriculture, and Urbanism (Ch 9)
- Module 8: The Rise of Plague (Ch 10)
- Module 9: The Tangled Web (Ch 11)
- Module 10: The Great Pox Syphilis (Ch 12)
- Module 11: The Insect-vector, Plague, and Rats (Ch 14)
- Module 12: Plagues of Ancestral Humans: The Archaeological, Historical, Paleopathological and Clinical Approaches (Ch 15)
- Module 13: The Medieval Globe (Ch 16)
- Module 14: The Power of Plagues

Required Readings from Text:
- Barnes E. 2005. The Seeds of Change (Ch 4).
- Sherman IW. 2006. The Great Pox Syphilis (Ch 12).
- Barnes E. 2005. Plagues of Animals and Disease (Ch 8).
- Prehistoric Baselines: Hunter-Gatherers and Infection

Required Readings from Text:
- Barnes E. 2005. The Incessant Changes (Ch 3).
- Sherman IW. 2006. The War Between Microbes and Humans
- Prehistoric Baselines: Hunter-Gatherers and Infection

Additional Readings:
- Barnes E. 2005. Introductions, Human Genetics, and Epilepsy

Note:
- Additional Required Readings are found in the Intro pages of each Module. Required Readings from Text have been removed from this course.

Exam 3 topics are covered Sept 29 (Due online Monday, Oct 11, 2021)
Course Summary:

Students must not engage in activities that may undermine the academic integrity of this course. This includes, but is not limited to, plagiarism, cheating, and other forms of academic misconduct. The instructor will take appropriate action against students who violate academic conduct standards and may face penalties.

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 course design, course learning objectives, and course access and accommodations. Students with disabilities should contact their instructor(s) or the Services (SAS) for more information.

Students must not engage in any activities that may undermine the academic integrity of this course. This includes, but is not limited to, plagiarism, cheating, and other forms of academic misconduct. The instructor will take appropriate action against students who violate academic conduct standards and may face penalties.

Course Requirements:

The following table provides the breakdown of the course requirements:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and Post-Quizzes</td>
<td>14%</td>
</tr>
<tr>
<td>Meet a Mummy</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>22%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>28%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>30%</td>
</tr>
</tbody>
</table>

To access specific resources and information, please visit the Learning Management System (LMS) or the Course Website.

Who Should Take This Online Course?

This course is designed for students who are interested in studying the mummies of the 20th century. It is especially suitable for those who have a background in anthropology, archaeology, or related fields.

To find out more about the course and additional resources, please visit the following link: [Course Website](#)
<table>
<thead>
<tr>
<th>Module</th>
<th>Reading References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Why Mummify? (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 2</td>
<td>A Natural (some &quot;mes&quot;) Process (Quigley, 2006)</td>
</tr>
<tr>
<td>Module 3</td>
<td>Modern Methods of Mummy Study (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 4</td>
<td>The Ethics of Display of Human Remains (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 5</td>
<td>Mummies of North and Central America (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 6</td>
<td>Mummies of Egypt (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 7</td>
<td>Mummies of the Middle East, Asia and Oceania (Aufderheide, 2003)</td>
</tr>
<tr>
<td>Module 8</td>
<td>Mummies of Central America (Gill-Frerking, 2021)</td>
</tr>
<tr>
<td>Module 9</td>
<td>Mummies of the 5300-year-old Tyrolean Iceman (Hill et al., 2019)</td>
</tr>
<tr>
<td>Module 11</td>
<td>Mummies of the 5300-year-old Tyrolean Iceman (Pringle, 2001)</td>
</tr>
<tr>
<td>Module 12</td>
<td>Mummies of the 5300-year-old Tyrolean Iceman (Taylor and Antoine, 2014)</td>
</tr>
</tbody>
</table>

*Note: All readings are available in the course materials on Webcourses.*
Dashboard

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ANT4521-21Fall 0M01

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

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59% or below

Assignments are weighted by

Assignments are weighted by

Total

Case Studies

22

25

30

24

20

6

4

7

Assignments are weighted by

Assignments are weighted by

Total

Case Studies

22

25

30

24

20

6

4

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Assignments are weighted by

Assignments are weighted by

Total

Case Studies

22

25

30

24

20

6

4

7

Assignments are weighted by
### Course Schedule Snapshot: Readings and Due Dates F21

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic and Required Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Introduction to Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 1 - Introduction to forensic anthropology. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cadaver use at the University of Tennessee’s Anthropological Research Facility. Shirley et al.</td>
<td></td>
<td></td>
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<tr>
<td>- Joint POW/MIA Accounting Command’s Central Identification Laboratory. Shirley et al.</td>
<td></td>
<td></td>
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<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review chapters 2-11 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td>Osteology and Terminology</td>
<td>Quiz 1 available</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 2 - Human osteology and archeology. Christensen et al.</td>
<td></td>
<td></td>
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<tr>
<td>- Use class notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review chapters 2-11 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 3</strong></td>
<td>Non-Forensic Skeletal Remains</td>
<td>Investigate This 2/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 4 - Medico-legal significance. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Determining the forensic significance of human remains. J. Roughton</td>
<td></td>
<td></td>
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<tr>
<td>- A comparative taphonomic analysis of 34 trophy skulls from modern forensic cases. Yucha et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review chapters 12, 16 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 4</strong></td>
<td>Forensic Archaeology and Recovery</td>
<td>Case Study 2 due by due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collecting skeletal remains. Dupras et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 5</strong></td>
<td>Organization &amp; Death Investigation Systems</td>
<td>Investigate This 3/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The forensic anthropology laboratory in a medical examiner setting. Austin and Fulgini</td>
<td></td>
<td></td>
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<tr>
<td>- Forensic standards for forensic anthropology. Christensen and Crowder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapter 14 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong></td>
<td>Initial Examination &amp; Forensic Anthropology Reports</td>
<td>Investigate This 3/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 7 - Processing, recording, comparing, and presenting results. Christensen et al.</td>
<td></td>
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<tr>
<td>- The working forensic anthropology laboratory. Washburn et al.</td>
<td></td>
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<tr>
<td>- Professional results (excerpt). Burns</td>
<td></td>
<td></td>
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<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text</td>
<td></td>
<td></td>
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<tr>
<td><strong>Module 7</strong></td>
<td>Developing a Biological Profile</td>
<td>Investigate This 3/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
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<tr>
<td>- Chapter 9 - Skeletal examination.</td>
<td></td>
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<tr>
<td>- Chapter 10 - Age estimation</td>
<td></td>
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<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 8</strong></td>
<td>Taphonomy</td>
<td>Investigate This 4/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 13 - Analysis of skeletal trauma. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command - Central Identification Laboratory. Emanovsky et al.</td>
<td></td>
<td></td>
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<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapter 13 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 9</strong></td>
<td>Personal Identification</td>
<td>Investigate This 3/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 14 - Personal identification. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Methods of personal identification. Christensen AM and Anderson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapter 13 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 10</strong></td>
<td>Forensic Taphonomy</td>
<td>Investigate This 3/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 15 - Forensic taphonomy. Christensen et al.</td>
<td></td>
<td></td>
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<tr>
<td>- Taphonomic bone staining and color changes in forensic contexts. Dupras and Schultz</td>
<td></td>
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<tr>
<td>- Avian scavenging of small-sized pig carcasses in forensic contexts. Dupras and Schultz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 11</strong></td>
<td>Forensic Anthropology and Humanitarian Work</td>
<td>Investigate This 4/day due date</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>(Available Online at 8am on FRIDAY SEP 24 and closes at 11:59pm EST on SUNDAY SEP 26, 2021)</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 1</strong></td>
<td>Case Study 1 due by due date</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>(Available Online at 8am on FRIDAY OCT 29 and closes at 11:59pm EST on SUNDAY OCT 31, 2021)</td>
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</tr>
<tr>
<td><strong>Exam 3</strong></td>
<td>(Available Online at 8am on FRIDAY DEC 11)</td>
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</tbody>
</table>

**Note:** Required Readings are found in the Intro pages of each Module. Check Webcourses assignments for current due dates.
Course Syllabus

Course Information

Course Name: Field Methods in Forensic Archaeology  
Course ID: ANG 6821 (0001) / Fall 2021  
Credit Hours: 3.0 hours  
Location/time: Howard Phillips Hall 409M / Fridays 1:00-3:50pm

Professor Contact

Professor: Dr. Lana Williams  
Main office: UCF Main Campus - Phillips Hall 309F  
Phone: 407-823-2227  
Office Hours: Monday 12:30-2:00 PM via Chat and Zoom (or by scheduled Zoom appointment)  
E-mail: lana.williams@ucf.edu (or via WebCourses Inbox messaging)

Syllabus Quick Links

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

University Catalog Description

Application of archeological techniques to the search, recovery, excavation and documentation of modern human remains. **Prerequisite:** Admission to Anthropology MA, PhD or C.I.

Please consult your academic advisor to determine how this course applies to your degree requirements.
What is this course about?

Forensic archaeologists assist law enforcement agencies and medical examiners in the recovery and interpretation of human remains within a medico-legal context. In this course, the role of the forensic archaeologist is explored through essential theoretical and applied archaeological methods and skills required when attending forensic scenes in order to properly search for, recover and document human remains.

In many instances, the forensic archaeologist must work within a multidisciplinary team. We will be examining various recovery situations encountered at forensic scenes when working with law enforcement authorities and additional forensic specialists. This will include fieldwork at an outdoor site with simulated body burials, recovery of scattered and burnt remains, and writing field reports.

Over the term we will be also examining a wide range of concepts and methods used in forensic archaeology to assist in scene reconstruction and identification of recovered remains. These include the medico-legal terminology necessary when working with law enforcement and the medical community; taphonomic processes and their effects on a recovery site and human remains; collection of environmental and cultural components present in forensic recovery scenes; and proper recording of recovered evidence and surrounding environment.

NOTE: Students taking this course must be physically capable of carrying up to 15 pounds and performing physical tasks in various outdoor environments. Images of burials and human remains will be part of the class lecture and field exercises will include animal skeletal material and human skeletal casts. Students for whom any of these may be of issue are invited to speak with the professor as soon as possible by Zoom appointment.

What skills will I develop in this course?

You will be developing analytical and practical skills necessary for forensic evaluation and recovery of surface and buried remains and the methodological recovery, recording and preservation of related forensic evidence. After successfully completing this course, you should be able to:

- Identify the scope of forensic archaeology within the medico-legal framework, from crime scene to courtroom.
- Generate, record and analyze environmental and physical data used in scene reconstruction.
- Discuss the organization and management of a wide range of forensic recovery settings.
- Demonstrate proper protocols and basic practical skills in mapping and recording search and recovery scenes, locating remains, identifying evidence types, collecting biotic and soil samples, excavating anomalous features, and recovering surface, burnt and buried remains.
- Employ proper and standardized terms and fundamental scientific principles of forensic archaeology in site analysis, documentation, report writing and professional communication.
- Assist trained and experienced forensic archaeologists in properly searching for, recovering and documenting human remains in a forensic context.

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

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

All required readings and assignment materials for this course will be provided through WebCourses@UCF. Any equipment or supplies required will be loaned to the students by the UCF Department of Anthropology for use during completion of class and field activities.

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

This course explores the social science of human behavior through evolution and genetics, hormones and neurons, culture and philosophy – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for an A grade, you will need to attend and participate in all weekly face-to-face classes and activities. I also recommend that you set aside at least three-to-five hours each week for assigned reading, reviewing online materials and completing assignments. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. All due dates for required assignments are located in the table at the end of this syllabus.

If you need any assistance with course materials, class activities or field assignments, please visit my online office hours on Mondays from 12:30-2:00 PM EST via Chat and Zoom. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students
For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

The Fall 2021 semester begins on AUG 23, 2021 and ends on DEC 11, 2021. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course
- review online course content materials, including any assigned media content and readings
- use the provided handouts and study guides
- complete 10 weekly knowledge-based and skill-building activity assignments
- participate in field activities, including search, survey, excavation and recovery of evidence
- complete 4 field reports based on field activities and collected evidence
- complete a final project poster and present your findings in a final course seminar

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the COURSE INTRO: Things You Should Know, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the discussion activity, REQUIRED ACTIVITY: She Blinded Me with Science, in the COURSE INTRO module. Your initial discussion post is due by 11:59pm EST on AUG 25, 2021, and your peer response is due by 11:59pm EST on AUG 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 and access to learning materials.

**How will I be evaluated and graded?**

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required activity (1) &amp; Weekly activity (10)</td>
<td>110</td>
<td>45%</td>
</tr>
<tr>
<td>Field reports (4)</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>Final project (poster &amp; presentation)</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>310 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, identify structures and systems related to forensic archaeology methods and recovery scenes, explain theoretical and applied concepts and describe examples from course materials in class discussions, and demonstrate critical thinking and reflection in your assignments and class/field activities.

- **Required Activity:** You will need to submit two discussion responses (initial post and reply) as a required academic activity to initiate your class participation. In the activity, you will complete a set of assigned readings and respond to two discussion prompts concerning the CSI effect in forensic science and how it relates to forensic archaeology. **You are required to participate in and submit both discussion responses in the Required Activity assignment** described in the Course Intro module.

- **Weekly Activities:** These short case-related or data-set activities are designed to help you think critically about, articulate, and reflect on key concepts related to forensic archaeology, evidence collection and logistical issues presented in course materials. **You are required to participate in and submit all 10 Weekly Activity assignments** described in the learning modules.

- **Field Reports:** You will be working in small groups to complete field activities. These assignments are designed around your critical evaluation of scene search, survey, evidence collection, and field recovery of remains. **You are required as a group to complete and submit all 4 Field Reports assignments** located in the learning modules.

- **Final Project:** You will need to select a topic in forensic archaeology to research, have the topic approved, and prepare an annotated bibliography based on that topic. From this information, you will construct an informational poster and present your results at a final project seminar during finals week. Instructions for each stage of the final project can be found in the learning modules. **You are required to complete and submit all stages of the Final Project assignment.**

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

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

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

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.

How do I view my grades?

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

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

What if I miss a class activity or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university graduate education. You are expected to attend every class meeting and participate in all class activities. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). Three or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.

Missed or late assignments and exams are serious issues that must be addressed as soon as possible. Please contact me via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied. To be fair to everyone in the course, only work submitted on time will be graded unless late submission is properly approved by your instructor. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include personal or family illness, bereavement, family emergency, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services (https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are going to miss an exam due date, you must notify your instructor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online within five days of the missed exam due date (if medically possible).
Are there accommodations for military, essential workers, or authorized events?

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

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

What are the COVID-related policies at UCF?

Armor Up at UCF!

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

Notice of Changes to Course Modality

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

Illness 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** (via email or WebCourses Inbox message) 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.

Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways,
including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions.

What resources are available to help me with life challenges?

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

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

What academic resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

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

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](https://letsbeclear.ucf.edu/) and [http://cares.sdes.ucf.edu/](http://cares.sdes.ucf.edu/).

**How is academic integrity maintained?**

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

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

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

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

- Do not share your work with anyone else, do not use the work of someone else as yours, and do not write as a group or share answers in study groups. If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources. If you do this, the plagiarism check system will detect it and provide a traceable report listing the
sources that you used.

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

**How can I use study groups and external materials responsibly?**

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

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

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

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

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

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

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

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

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

**What are the technology and software requirements?**

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

- Access to a reliable laptop or desktop computer at least three times a week. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations.[1](http://guides.ucf.edu/c.php?g=78577&p=517810)
- Reliable broadband internet access
- A compatible web browser.[2](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through Office 365[3](https://extranet.cst.ucf.edu/office365selfsvc)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support[4](https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

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

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

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support [5](https://cdl.ucf.edu/support/webcourses/)
- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to
WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Aug 25, 2021</td>
<td><img src="https://webcourses.ucf.edu/courses/1385024/assignments/7225755" alt="Assignment" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Fri Aug 27, 2021</td>
<td>🍂 REQUIRED ACTIVITY: Peer Response (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225791">https://webcourses.ucf.edu/courses/1385024/assignments/7225791</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Sep 2, 2021</td>
<td>🍂 ACTIVITY 1: I've Committed Murder (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225765">https://webcourses.ucf.edu/courses/1385024/assignments/7225765</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Sep 9, 2021</td>
<td>🍂 ACTIVITY 2: The Bone Bag (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225767">https://webcourses.ucf.edu/courses/1385024/assignments/7225767</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Sep 16, 2021</td>
<td>🍂 ACTIVITY 3: Breaking Up Is Hard to Do (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225768">https://webcourses.ucf.edu/courses/1385024/assignments/7225768</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Sep 23, 2021</td>
<td>🍂 ACTIVITY 4: Lookin' Out My Back Door (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225771">https://webcourses.ucf.edu/courses/1385024/assignments/7225771</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Sep 30, 2021</td>
<td>🍂 ACTIVITY 5: I Still Haven't Found What I'm Looking For (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225770">https://webcourses.ucf.edu/courses/1385024/assignments/7225770</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Oct 21, 2021</td>
<td>🍂 FIELD REPORT: Mapping a Scene (<a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225781">https://webcourses.ucf.edu/courses/1385024/assignments/7225781</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>🍂 FIELD REPORT: Burned Remains Recovery (<a href="https://webcourses.ucf.edu">https://webcourses.ucf.edu</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Thu Nov 4, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225774">ACTIVITY 9: Maxwell's Silver Hammer</a></td>
<td>due by 11:59pm</td>
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<td>Thu Nov 11, 2021</td>
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<td>due by 11:59pm</td>
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<tr>
<td>Fri Nov 19, 2021</td>
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<tr>
<td>Thu Dec 2, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225778">FIELD REPORT: Buried Remains Recovery</a></td>
<td>due by 11:59pm</td>
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<td>due by 11:59pm</td>
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<tr>
<td>Fri Dec 10, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385024/assignments/7225789">PROJECT: Seminar Presentation</a></td>
<td>due by 1pm</td>
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</table>
Course Name: Biobehavioral Anthropology  
Course ID: ANT 3541 (0W60) / Fall 2021  
Credit Hours: 3.0 hours  
Location/time: Online instruction via WebCourse@UCF

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

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

Syllabus Quick Links  
- Course Description  
  - Skill development  
  - Required textbook  
  - Course requirements  
- Course Schedule  
- Evaluation and Grading  
- COVID Notifications  
- Working in WebCourses  
  - Planning your time  
  - Accessibility and inclusion  
  - Getting started  
  - Communicating with Inbox  
- Technical Resources  
- Academic & Life Resources  
- Course Policies  
  - Missing or late work  
  - Absence accommodations  
  - Respect for diversity  
  - Academic integrity  
  - Study groups  
  - Campus emergencies
University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

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

What textbook will I need?

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

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

**Behave: The Biology of Humans at Our Best and Worst**

Author: R. Sapolsky  
Edition: Reprint or eBook  
Year: 2017  
Publisher: Penguin Press  
ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

**What is WebCourses@UCF?**

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

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

**How should I plan my course work schedule?**

This course is based on concepts and methods from field archaeology, biological anthropology, and the forensic sciences – 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.

For most students striving for a B grade or higher, I recommend that you spend around three hours of class time each week with online lectures and other assigned media. You should also plan on setting aside at least four hours each week for assigned reading, reviewing notes and completing assignments. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my online office hours.
on Tuesdays from 10:00-11:30 AM EST via Chat and Zoom. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Fall 2021 semester begins on AUG 23, 2021 and ends on DEC 11, 2021. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- submit 3 Behavior Study responses (online participation in IRB-approved research and class discussion);
- submit 3 online written exams (with ProctorHub active)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the COURSE INTRO: Things You Should Know, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also
find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, please obtain the required textbook as soon as possible.

UCF faculty are required to document all students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: Neuromythology in the COURSE INTRO module by 11:59 PM EST on AUG 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 and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required activity (1) &amp; Quizzes (13)</td>
<td>140</td>
<td>25%</td>
</tr>
<tr>
<td>Behavior Study responses (3)</td>
<td>75</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td>Total Possible</td>
<td>515 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- **Required Activity**: You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. This score cannot be dropped from your quizzes grade.

- **Quizzes**: You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 13 of the 15 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from the 15 possible grades.

- **Behavior Study responses**: These activity and discussion assignments are designed around your participation in ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. You are required to fully participate in 3 Behavior Study response assignments located in the learning modules.

- **Exams**: You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. You are required to submit 3 exams located in the modules.

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C (Satisfactory)</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D (Marginal)</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B (Good)</td>
<td>84 - 86%</td>
<td>F (Failing)</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incomplete grades for this course are only given in situations where unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

**How do I view my grades?**

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

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

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

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

![Correct Answer Example](image)

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include personal or family illness, bereavement, family emergency, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services (https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are going to miss an exam due date, you must notify your instructor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online within five days of the missed exam due date (if medically possible).

Are there accommodations for military, essential workers, or authorized events?

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

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

What are the COVID-related policies at UCF?

Armor Up at UCF!

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

Notice of Changes to Course Modality

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

Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions.

What resources are available to help me with life challenges?

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

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

What academic resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

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

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 (https://letsbeclear.ucf.edu/) and http://cares.sdes.ucf.edu (http://cares.sdes.ucf.edu).

**How is academic integrity maintained?**

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

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

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

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

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

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

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

Quiz Audit Logs

For each quiz and 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 (e.g., phone or secondary device) for assistance.
- You are allowed to use your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

I and your GTA will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz or exam and allowed materials during testing will result in an academic integrity violation.

ProctorHub and Exams

ProctorHub [https://proctorhub.cdl.ucf.edu/proctorhub] is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk [http://library.ucf.edu/LibTech] at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the exams start. You can set up and test your webcam [https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/] before to your exam. For assistance with setup, contact WebCourses@UCF Support [https://cdl.ucf.edu/support/webcourses/] at 407-823-0407.

- There is also a ProctorHub practice quiz included in the Course Introduction module.
• You are expected to submit this practice quiz at any time prior to your first Exam, which opens at 08:00AM EST on SEP 24, 2021. It is recommended that you take this quiz at least once during the week prior to your first exam to ensure your webcam and the system are working properly.

If your webcam stops working or you have other issues with your webcam during an exam:

• Take a screenshot of any issues that occur and continue to take your exam.
• Once you have completed your exam, notify your instructor about the issue
• Contact Webcourses@UCF Support (https://cdl.ucf.edu/support/webcourses/contact/) for any problems with ProctorHub.

These situations will be handled by your instructor on a case-by-case basis.

**How can I use study groups and external materials responsibly?**

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

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

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

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

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

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

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 27, 2021</td>
<td><strong>REQUIRED ACTIVITY:</strong> Neuromythology (<a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166990">https://webcourses.ucf.edu/courses/1385025/assignments/7166990</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Aug 29, 2021</td>
<td><strong>QUIZ 1:</strong> Brain Behavior (<a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167005">https://webcourses.ucf.edu/courses/1385025/assignments/7167005</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Sep 5, 2021</td>
<td><strong>QUIZ 2:</strong> Neurobiology (<a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166989">https://webcourses.ucf.edu/courses/1385025/assignments/7166989</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Fri Sep 10, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167008">BEHAVIOR STUDY 1: Activity Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Sep 12, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167006">QUIZ 3: Sensory Triggers</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 14, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167009">BEHAVIOR STUDY 1: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Sep 17, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167010">BEHAVIOR STUDY 1: Reflection Statement</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Sep 19, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166994">QUIZ 4: Hormone Effects</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Sep 22, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7178250">ProctorHub Practice Quiz Reminder</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Sep 26, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166998">QUIZ 5: Memory and Plasticity</a></td>
<td>due by 11:58pm</td>
</tr>
<tr>
<td>Sun Oct 3, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167004">EXAM 1: Modules 1 through 5</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Oct 8, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167007">BEHAVIOR STUDY 2: Activity Responses</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Oct 10, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166992">QUIZ 7: Roots of Behavior</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Oct 12, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167011">BEHAVIOR STUDY 2: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Oct 15, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167012">BEHAVIOR STUDY 2: Reflection Statement</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-------------------------</td>
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<tr>
<td>Sun Oct 17, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166993">QUIZ 8: Behavior Genetics</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Oct 24, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167003">QUIZ 9: Culture Matters</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Oct 31, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166996">QUIZ 10: Evolutionary Behavior</a></td>
<td>due by 11:58pm</td>
</tr>
<tr>
<td>Sun Nov 7, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166991">QUIZ 11: Hierarchy and Obedience</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Nov 12, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167200">BEHAVIOR STUDY 3: Activity Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Nov 14, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167001">QUIZ 12: Morality</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 16, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167202">BEHAVIOR STUDY 3: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Nov 19, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167203">BEHAVIOR STUDY 3: Reflection Statement</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Nov 21, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166999">QUIZ 13: Empathy and Awfulness</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Nov 28, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167000">QUIZ 14: Crime and Free Will</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Dec 5, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7166997">QUIZ 15: War and Peace</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Dec 8, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385025/assignments/7167168">EXAM 3: Modules 11 through 15</a></td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
Course Information

Course Name: History of Anthropological Thought  
Course ID: ANT 4034 (0W60) / Fall 2021  
Credit Hours: 3.0 hours  
Location/time: Online instruction via WebCourse@UCF

Professor Contact

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

GTA Contact

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

Syllabus Quick Links

- Course Description  
  - Skill development  
  - Required textbook  
  - Course requirements  
- Course Schedule  
- Evaluation and Grading  
- COVID Notifications  
- Working in WebCourses  
  - Planning your time  
  - Accessibility and inclusion  
  - Getting started  
  - Communicating with Inbox  
- Technical Resources  
- Academic & Life Resources  
- Course Policies  
  - Missing or late work  
  - Absence accommodations  
  - Respect for diversity  
  - Academic integrity  
  - Study groups  
  - Campus emergencies
University Catalog Description

The exploration of the intellectual foundations of modern anthropology. **Prerequisite:** ANT 2410 or CI.

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

What is this course about?

Are you familiar with the phrase "survival of the fittest"? It was first used by Herbert Spencer in his 1864 book *Principles of Biology*. Have you ever thought about whether technology is a good measure of society’s development? Lewis Henry Morgan did in *Ancient Society*, which he published in 1877. Modern anthropology is built on the work of earlier generations of researchers who were thinking deeply and critically about understanding others and understanding ourselves, asking questions similar to the ones we ask today.

History of Anthropological Thought includes everything you’ll need to get acquainted with the theoretical approaches and debates that inform and inspire inquiry and form the discipline of Anthropology. Together, we will be investigating perspectives on such topics as evolution, culture, social structure, agency, cognition, identity, power, and representation.

Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand the processes, meanings and motivations behind who we are and what we do as anthropologists.

What skills will I develop in this course?

You will be developing analytical skills necessary to critically examine primary works, review theoretical developments, and evaluate individual experiences of theorists to provide context for social and historical circumstances in which the works were produced, interpreted, and used. After successfully completing this course, you should be able to:

- Recognize and explain major theoretical developments and concepts used within all four fields of anthropological inquiry.
- Identify and outline key figures, schools of theory, and seminal works that have contributed to modern anthropological research.
- Engage in dialogue about how anthropologists use theoretical frameworks when shaping their patterns of inquiry.
- Critically review and evaluate processes of theory building and different paradigms resulting from these processes.
- Generate and demonstrate informed opinions concerning use (and abuse) of anthropological theory in the contemporary world.

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

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

What textbook will I need?

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

If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN**.
provided for the READINGS textbook (light blue text on the front). These same authors have also published a history textbook (purple text on the front) that looks very similar!

Do NOT purchase any other editions of the textbook – these contain different readings, and you will not have the materials you need for your assignments or exams.

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

**Readings for a History of Anthropological Theory**
Authors: Paul A. Erickson and Liam D. Murphy
Edition: 5th
Year: 2017
Publisher: University of Toronto Press
ISBN: 9781442636873

Available in rental, paperback, and eTextbook formats

**What is WebCourses@UCF?**

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

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

**How should I plan my course work schedule?**

This course examines theoretical frameworks anthropologists use to study behavior, beliefs, and lifestyles of people, and, for many of you, the process of theoretical inquiry and interpretation may be unfamiliar. 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.

For most students striving for a B grade or higher, I recommend that you spend around three hours of class time each week with online lectures and other assigned media. You should also plan on setting aside at least four-to-six hours each week for assigned reading, review and completing assignments. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.
Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Wednesdays from 10:00-11:30 AM EST via Chat and Zoom.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Zoom appointment as needed.

**Is the course accessible for students with disabilities?**

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

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

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

**What are the course requirements?**

The Fall 2021 semester begins on **AUG 23, 2021** and ends on **DEC 11, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 6 of 8 discussion assignments (two lowest scores dropped);
- submit 3 of 4 theory framework writing and discussion assignments (lowest score dropped);
- submit 3 online written exams

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

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

**How do I get started in the course?**

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course
materials. You will need to review all of the information in the Course Intro: Things You Should Know, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, please obtain the required textbook as soon as possible.

UCF faculty are required to document all students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the Required Activity: Humor and Theory in the COURSE INTRO module by 11:59 PM EST on AUG 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 and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required activity (1) and POV discussions (6)</td>
<td>70</td>
<td>30%</td>
</tr>
<tr>
<td>Theory Framework assignments (3)</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td>Total Possible</td>
<td>445</td>
<td>100%</td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, connect theorists with theories, explain and use concepts presented in course materials in exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity**: You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. This score cannot be dropped from your discussions grade.

- **Point-of-View discussions**: These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current applications. You are required to fully participate in at least 6 of the 8 Point-of-View discussions located in the learning modules. WebCourses will automatically drop the 2 lowest scores from the 8 possible grades.

- **Theory Framework assignments**: These combined writing and discussion assignments are designed around recognizing theoretical concepts and learning about their application in everyday literature, which will help further develop an understanding of anthropological theory. You will also have an opportunity to reflect on your experience in building your skills in problem solving, analysis, and critical and creative thinking. You are required to fully participate in at least 3 of the 4 Theory Framework assignments located in the learning modules. WebCourses will automatically drop the lowest score from the 4 possible grades.

- **Exams**: You will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. You are required to submit 3 exams located in the modules.

Many students take advantage of the dropped grades for their discussions at the very start, but you never know when you might need to miss a due date later in the course. It is your responsibility to keep track of the number of discussions you have submitted using the ‘Grades’ button in the menu on the left.
The following +/- grading scale will be used in this course:

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

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

**How do I view my grades?**

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

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

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

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

![Image of a question with a red flag indicating it is incorrect](image)

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event such as fire.** If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a **courtesy class absence notification** ([https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are going to miss an exam due date, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

**Are there accommodations for military, essential workers, or authorized events?**

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

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

**What are the COVID-related policies at UCF?**

**Armor Up at UCF!**

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

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

Illness 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 (via email or WebCourses Inbox message) 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.

Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions.

What resources are available to help me with life challenges?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit UCFcares.com 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.

What academic resources are available to me?

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

- Writing help from the University Writing Center, such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- Tutoring and study help from the Student Academic Resource Center (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- Access to software through UCF apps, for programs you need for your courses, such as SPSS, Office 365, and others.
- Concrete study actions to better your performance through the Successful You Video Series, so you can avoid undesirable academic outcomes.
How is respect for diversity and inclusion maintained?

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

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

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

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.

How is academic integrity maintained?

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

Your enrollment in this course means that you will adhere to the UCF Creed and you will maintain the highest standards of academic integrity. According to UCF’s Rules of Conduct, Section 1 Academic Misconduct, students are prohibited from engaging in:

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

• **Helping another violate** academic behavior standards.

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

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The Webcourses@UCF quiz audit log will be monitored for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

### Quiz Audit Logs

For each 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 (e.g., phone or secondary device) for assistance.

- **You are allowed to use** your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

I and your GTA will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the exam and allowed materials during testing will result in an academic integrity violation.

### How can I use study groups and external materials responsibly?

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

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. If **one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!
These examples show how the use of study groups can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of UCF Rules of Conduct. Students who engage in this behavior may also face serious penalties beyond participation in this course. **WARNING**: Use these materials at your own risk.

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

**Why should I use WebCourses Email Inbox?**

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

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

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

**What are the technology and software requirements?**

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:
• Access to a reliable laptop or desktop computer at least three times a week. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations (http://guides.ucf.edu/c.php?id=78577&p=517810). (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)
• Reliable broadband internet access
• A compatible web browser (https://cdl.ucf.edu/support/webcourses/browser/)
• Audio input, built-in, or external computer speakers

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

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

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

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

**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Thu Aug 26, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166381">DISCUSSION 1: Proto-Anthropology</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Fri Aug 27, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166386">REQUIRED ACTIVITY: Group Response</a></td>
<td>due by 11:59pm</td>
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<td>Mon Aug 30, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166386">DISCUSSION 1: Group Response</a></td>
<td>due by 11:59pm</td>
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<td>Thu Sep 2, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166386">DISCUSSION 2: Cultural Evolutionism</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Sun Sep 5, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198547">THEORY FRAMEWORK 1: Click Clack Moo Marxism</a></td>
<td>due by 11:59pm</td>
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<td>Mon Sep 6, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166389">DISCUSSION 2: Group Response</a></td>
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<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198550">THEORY FRAMEWORK 1: Group Response</a></td>
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<td>Fri Sep 10, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385027/assignments/7198551">THEORY FRAMEWORK 1: Reflection Statement</a></td>
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<td>Thu Sep 16, 2021</td>
<td>DISCUSSION 3: Assumptions and Ethnology (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166385">https://webcourses.ucf.edu/courses/1385027/assignments/7166385</a>)</td>
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<td>Mon Sep 20, 2021</td>
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<td>Sun Sep 26, 2021</td>
<td>EXAM 1: Modules 1 through 5 (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166377">https://webcourses.ucf.edu/courses/1385027/assignments/7166377</a>)</td>
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<td>DISCUSSION 4: Cultural Diversity (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166384">https://webcourses.ucf.edu/courses/1385027/assignments/7166384</a>)</td>
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<td>Mon Oct 4, 2021</td>
<td>DISCUSSION 4: Group Response (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166391">https://webcourses.ucf.edu/courses/1385027/assignments/7166391</a>)</td>
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<td>DISCUSSION 5: Emics and Etics (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166383">https://webcourses.ucf.edu/courses/1385027/assignments/7166383</a>)</td>
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<td>DISCUSSION 5: Group Response (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166392">https://webcourses.ucf.edu/courses/1385027/assignments/7166392</a>)</td>
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<td>EXAM 2: Modules 6 through 10 (<a href="https://webcourses.ucf.edu/courses/1385027/assignments/7166375">https://webcourses.ucf.edu/courses/1385027/assignments/7166375</a>)</td>
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<td>Sun Nov 7, 2021</td>
<td>THEORY FRAMEWORK 3: Gender, Princes and Princesses</td>
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<td>DISCUSSION 6: Group Response</td>
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<td>Thu Nov 11, 2021</td>
<td>DISCUSSION 7: Symbols and Interpretation</td>
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<td>Fri Nov 12, 2021</td>
<td>THEORY FRAMEWORK 3: Reflection Statement</td>
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<td>DISCUSSION 8: Postmodernity and Postcolonialism</td>
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Course Information

Course Name: Empire of Remains: Bioarchaeology of Ancient Rome
Course ID: ANT 4108 (0W60) / Fall 2021
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

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

GTA Contact

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

Syllabus Quick Links

- Course Description
  - Skill development
  - Required textbook
  - Course requirements
- Course Schedule
- Evaluation and Grading
- COVID Notifications
- Working in WebCourses
  - Planning your time
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**University Catalog Description**

Use of bioarchaeology to examine the lives and deaths of everyday citizens in ancient Rome (3rd c. BCE – 5th c. CE)

**Prerequisite:** ANT 2000 or CI.

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

**What is this course about?**

The ancient Romans inhabited a world where people, knowing almost nothing about diseases of the young and old, had no defenses against nature. Death was everywhere. Half of all Roman children were dead by the age of five. Only 8% of the population made it over 60. And, one bizarre result of this? Half the population often consisted of teenagers!

This course provides an overview of how the ancient Romans viewed death, what it meant and symbolized, and what the remains of a 'Roman death' tell us about this ancient society and its empire. Bioarchaeology brings the inhabitants of Rome and its vast empire to light. It allows us to see how the everyday and the not so everyday inhabitants of Rome sought to survive and thrive under the affictions of disease, slavery, war and violence, and how the powers that variously oppressed and often ignored the majority were also etched on their remains.

**What skills will I develop in this course?**

You will be developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about mortuary and bioarchaeological evidence of Roman Empire put forward in today’s society. After successfully completing this course, you should be able to:

- Describe the disciplinary underpinnings of bioarchaeology and methods applied in reconstructing past lifeways and societies.
- Identify key artifacts and archaeological sites associated with Roman funerary customs.
- Explain the shifting nature of treatment of the dead in ancient Rome and its empire.
- Distinguish how ideologies of power and social control are embodied in human remains.
- Apply your understanding by interpreting demographic and bioarchaeological data on life and death in ancient Rome.

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

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

**What textbook will I need?**

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

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

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

How should I plan my course work schedule?

Mortuary themes and bioarchaeological methods presented in this course may be somewhat familiar to many of you, but their applications in researching ancient Rome may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around three hours of class time each week with online lectures and other assigned media. You should also plan on setting aside at least three-to-four hours each week for assigned reading, review and completing assignments. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my online office hours on Thursdays from 10:00-11:30 AM EST via Chat and Zoom. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (mailto:sas@ucf.edu), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).
For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

**What are the course requirements?**

The Fall 2021 semester begins on **AUG 23, 2021** and ends on **DEC 11, 2021**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 4 of 5 Discussion assignments (lowest score dropped);
- submit 3 Data activity assignments;
- submit 3 online written exams.

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

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

**How do I get started in the course?**

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

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the discussion **REQUIRED ACTIVITY: What's Your Interest?** in the COURSE INTRO module by **11:59 PM EST on AUG 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 and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required activity (1) and</td>
<td>50</td>
<td>15%</td>
</tr>
<tr>
<td>POV discussions (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes (12)</td>
<td>120</td>
<td>20%</td>
</tr>
<tr>
<td>Data activities (3)</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td>Total Possible</td>
<td>530</td>
<td>100%</td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, connect theorists with theories, explain and use concepts presented in course materials in exams and demonstrate critical thinking and reflection in your assignments and class discussions

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with your peers in the course and share an online link to a news story, museum object, or any other interest related to ancient Rome that you would like to explore this term. **This score cannot be dropped from your discussions grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and bioarchaeological evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**

- **Point-of-View discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to the ancient Roman Empire and current issues in bioarchaeology presented in course materials. You are required to submit at least 4 of the 5 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the lowest score from the 5 possible grades.**

- **Data Activities:** These short activity assignments are designed around learning to use and interpret demographic and bioarchaeological data, which will help further develop your understanding of life and death in ancient Rome, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 3 Data Activities** located in the learning modules.

- **Exams:** You will need to demonstrate that you understand terms, concepts, historical events and bioarchaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules. Two exams are written during the term, and the third exam is written during Finals Week.

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

The following +/- grading scale will be used in this course:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C (Satisfactory)</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D (Marginal)</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B (Good)</td>
<td>84 - 86%</td>
<td>F (Failing)</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**How do I view my grades?**

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

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

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

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

Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.
What if I miss a quiz, graded assignment or exam due date?

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services (https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a **courtesy class absence notification** (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for military, essential workers, or authorized events?

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

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

What are the COVID-related policies at UCF?
Armor Up at UCF!

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

Notice of Changes to Course Modality

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

Illness 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 (via email or WebCourses Inbox message) 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.

Flexibility and Accountability

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions.

What resources are available to help me with life challenges?

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

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

What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several Online Resources to Support Academic Success available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:
Writing help from the University Writing Center (http://uwc.cah.ucf.edu), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.

Tutoring and study help from the Student Academic Resource Center (http://sarconline.sdes.ucf.edu) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

Access to software through UCF apps (https://apps.ucf.edu), for programs you need for your courses, such as SPSS, Office 365, and others.

Concrete study actions to better your performance through the Successful You Video Series (https://vimeopro.com/cdlvideo/successful-you), so you can avoid undesirable academic outcomes.

How is respect for diversity and inclusion maintained?

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

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

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

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 (https://letsbeclear.ucf.edu) and http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu).

How is academic integrity maintained?

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

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

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of
examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism:** Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

- **Helping another violate** academic behavior standards.

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

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The Webcourses@UCF quiz audit log will be monitored for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

**How can I use study groups and external materials responsibly?**

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

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

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

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

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

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

**Why should I use WebCourses Email Inbox?**

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 27, 2021</td>
<td>REQUIRED ACTIVITY: Group Response (<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7259095">https://webcourses.ucf.edu/courses/1385026/assignments/7259095</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Aug 31, 2021</td>
<td>QUIZ 1: Rome and Empire (<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257582">https://webcourses.ucf.edu/courses/1385026/assignments/7257582</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 6, 2021</td>
<td>POV1: What's Your Scene? (<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257728">https://webcourses.ucf.edu/courses/1385026/assignments/7257728</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 7, 2021</td>
<td>QUIZ 2: Facing Mortality (<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257583">https://webcourses.ucf.edu/courses/1385026/assignments/7257583</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Wed Sep 8, 2021</td>
<td>🌟 POV1: Group Response</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 13, 2021</td>
<td>🌟 POV2: Who's Spectacle?</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 14, 2021</td>
<td>🌟 QUIZ 3: Funerals and Feasts</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Sep 15, 2021</td>
<td>🌟 POV2: Group Response</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 21, 2021</td>
<td>🌟 QUIZ 4: Beliefs and Afterlife</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 28, 2021</td>
<td>🌟 EXAM 1: Modules 1 through 5</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Oct 5, 2021</td>
<td>🌟 QUIZ 5: Cemeteries and Epitaphs</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Oct 12, 2021</td>
<td>🌟 QUIZ 7: Everyday Women</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Oct 13, 2021</td>
<td>🌟 POV3: Group Response</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Oct 19, 2021</td>
<td>🌟 QUIZ 8: Everyday Children</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
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<tr>
<td>Mon Oct 25, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257762">DATA ACTIVITY 2: Short Lives</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Oct 26, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257717">QUIZ 9: Urban and Rural Poor</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 2, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257812">EXAM 2: Modules 6 through 10</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 9, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257718">QUIZ 10: Slaves and Freed Persons</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 9, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257721">QUIZ 11: The Soldiers</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 15, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257775">DATA ACTIVITY 3: World of Trauma</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Nov 17, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258835">POV4: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 23, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258907">POV5: Criminal Crucifixion?</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 30, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257723">QUIZ 13: Prostitutes, Bandits and Pirates</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 30, 2021</td>
<td><a href="https://webcourses.ucf.edu/courses/1385026/assignments/7258939">POV5: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td>------------</td>
<td>----------------------------------------------</td>
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<tr>
<td></td>
<td>📚 QUIZ 14: Empire's Edge</td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257725">https://webcourses.ucf.edu/courses/1385026/assignments/7257725</a>)</td>
<td></td>
</tr>
<tr>
<td>Thu Dec 9, 2021</td>
<td>📚 EXAM 3: Modules 11 through 15</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1385026/assignments/7257813">https://webcourses.ucf.edu/courses/1385026/assignments/7257813</a>)</td>
<td></td>
</tr>
</tbody>
</table>
University Catalogue Description

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

Overview

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to the human experience, both past and present. Anthropology is the study of humans, and throughout the semester you will learn about the foundational theories, concepts, and methods anthropologists use to understand the cultural diversity of our planet. We will learn how culture shapes the way we view and experience the world, why cultural expressions and practices vary from place to place or over time, and what experiences we all share by virtue of being human. We will become acquainted with people whose lives are very different from ours, as well as use anthropological ideas to study our own society’s beliefs and practices. We will explore these various topics through readings from your textbook as well as through lectures, films, and additional readings. You will be assessed through short activities, quizzes and exams.

Course Format

This is a mixed mode (M) course, meaning part of this course will be held online and is accessed through Webcourses@UCF or the myUCF portal. We will meet in class on MONDAYS and WEDNESDAYS; all other course content is posted online in the modules. Modules may consist of supplemental lecture materials, links to articles, podcasts, and/or videos. Our in-class meetings will be devoted to lecture and discussions. You are responsible for all material presented in class and on
Webcourses. This course format also requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

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

- Review the Syllabus and complete the Syllabus Quiz before August 27th;
- Check Webcourses and the course schedule frequently;
- Complete all readings, assignments, quizzes, and exams by their due dates

**Objectives**

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

- Define Anthropology and differentiate between its subfields.
- Understand the basic methods, techniques, and theories employed by anthropologists studying human cultures around the world.
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans.
- Evaluate the fossil evidence used to understand our past.
- Understand the biological and cultural changes our species underwent to make us who we are today.
- Critically reflect on our own biases and worldviews.
- Formulate knowledgeable questions about our past and our future as we continue to adapt to our ever-changing environment.

**Materials**

We will be using two different textbooks this semester, both of which are Open Educational Resources (OER). This means they are free to use and you do not need to purchase a textbook for this course. The textbooks and/or relevant chapters will be posted to our Webcourse.

![Exploring Our World: Biological and Archaeological Principles of General Anthropology](image)

*Exploring Our World: Biological and Archaeological Principles of General Anthropology*

*Authors: Michael G. Callaghan & Lana Williams*

*Access: Posted to Webcourses*
Perspectives: An Open Invitation to Cultural Anthropology (2nd Edition)
Authors: Nina Brown, Thomas McIlwraith, & Laura Tubelle de González
Access: Posted to Webcourses or https://perspectives.americananthro.org/

---

**GRADING POLICIES**

1. **Assignments**

   **SYLLABUS QUIZ: 5 POINTS (1 X 5 POINTS)**

   I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 5 PM (EST) Friday, August 27th**. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

   **ONLINE READING QUIZZES: 120 POINTS (12 X 10 POINTS EACH)**

   Readings are assigned as a group each week, meaning you should ideally complete all readings before you come to class Monday in order to understand and participate in the week’s discussions. To facilitate this there will be thirteen (13) online reading quizzes throughout the course. Weekly reading quizzes will be posted on a Thursday and due by the start of class (11:20 am) the following Monday. Quizzes will consist of multiple choice, true/false, and/or fill-in-the-blank questions. Your lowest quiz score will be dropped at the end of the semester.

   **Important:** Quizzes are timed and must be completed in one sitting. You will have 15 minutes to complete the quiz once you begin.

   **EXAMS: 300 POINTS (4 X 75 POINTS EACH)**

   There will be four (4) **non-cumulative** exams consisting of multiple choice, true/false, and fill-in-the-blank questions. Exams will be posted online at 1:00 pm on the Wednesday of Weeks 4, 7, 10, and 15. You will have until 11:59 PM that Saturday to take the exam. Once you open the exam you CANNOT leave and return to it later. Make sure that you are taking the exam on a computer with a stable internet connection!
Important: Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin.

FILM ACTIVITIES: 75 POINTS (3 x 25 POINTS)

There will be (3) films assigned throughout the semester. You will be responsible for watching the film on your own time and completing a short written activity online. More details will be announced.

2. Final Grades

Your final grade is based on the following: syllabus quiz (1), online reading quizzes (12), exams (4), and film activities (3). The total value for all assignments is 500 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

\[
\text{Percentage Grade} = \frac{100 \times \text{Total Points Earned from Syllabus Quiz + Reading Quizzes + Exams + Film Activities}}{500}
\]

Letter grades are assigned according to the table below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>≤ 59</td>
</tr>
</tbody>
</table>

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. I cannot discuss grades via email.

3. Late Work & Make-Up Policy

All assignments are due in-class or online on the date indicated on the course schedule and syllabus. You may submit late quizzes and assignments with a 15% deduction per day from your grade on that assignment. In order to make-up an exam, however, you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence). Students with an approved excuse should make every effort to contact me before the assignment in question is due, otherwise accommodations may not be possible. All make-up work is at the discretion of the instructor.
4. Office Hours

Office hours will be held in a recurring Zoom meeting that can be accessed in our Webcourse. When you join the meeting you will enter the waiting room. I will meet with each of you individually, so please be patient as there may be several students in the waiting room at a time. I will meet students (ie. admit you to my meeting) in the order that you join the Zoom. If these times do not work for you or are having technical difficulties, please email me so we can schedule a different time or venue.

COVID-19

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. Our class size prohibits us from social distancing - I expect you to follow the latest CDC guidelines while in the classroom.

If you believe you have been exposed to COVID-19 or have tested positive you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID. Your health and safety should be your top priority. Please contact me when you are able so that we can discuss accommodations. If you’ve read this far, email me a picture of your favorite animal by August 30th for two extra credit points.

OTHER COURSE POLICIES

1. Course Communication

You must check the course webpage and your Knights email regularly as these are the primary means of communication for this course. We will be using our Webcourse page to post important information throughout the semester, including grades, required reading, and announcements. Some assignments, such as quizzes and exams, will be completed and submitted entirely on Webcourses. You are responsible for all of the information posted online to our course page.

Email is the best way to communicate with me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. I will respond to emails within 48 hours of receiving them, but please note that it may take me
the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline.

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

2. Course Etiquette

Anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class will address many controversial topics, including sexual behavior, gender norms, and religious beliefs and practices. Many of the examples covered will seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

Laptops are allowed in class for note-taking only. If you are you using your laptop for other purposes, you will be asked to put it away. Cellphones should be silenced and stored out of sight for the entirety of the class.

3. Academic Responsibility

First and foremost, read the syllabus and course schedule. This document is your guide so that you can keep up with the scheduled readings, modules, and assignments. Time management, problem solving, responsibility, and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings, and make every effort to complete assignments, quizzes and exams on time and in a professional manner.
4. Student Accessibility and Accommodations

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 Student Accessibility Services (SAS) and me as soon as possible. More information can be found at http://sas.sdes.ucf.edu/. SAS is located at Ferrell Commons Room 185 and can be contacted via email (sas@ucf.edu) or phone (407-823-2371, TTY/TDD only phone 407-823-2116).

UCF POLICIES

1. Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osrr.sdes.ucf.edu/). Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. 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 my discretion, you may also receive a failing grade for the course.

Depending on the severity of the offense, an Academic Misconduct report will also be filed with the Office of Student Conduct and could lead to suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. It’s not worth it!

2. Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

3. Religious Observances

Students must notify me in advance if they intend to miss class for a religious observance. For a current schedule of major religious holidays, see the Faculty Center's main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

4. Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and may require accommodation due to that unique status should contact me as soon as after the semester begins and/or after they receive notification of deployment to make related arrangements.

5. Make-up Assignments for Authorized University Events or Co-curricular Activities

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

6. Campus Safety Procedures

Emergencies on campus are rare, but students should be aware of their surroundings and familiar with some basic safety and security concepts. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html. Students with special needs related to emergency situations should speak with me outside of class.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen and click on “UCF Alert.”
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Course Overview</td>
<td>Read <em>Examining</em> Ch. 1</td>
</tr>
<tr>
<td></td>
<td>What is Anthropology?</td>
<td>Financial Aid Activity (Due 5PM Aug 27)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Evolution &amp; Genetics</td>
<td>Read <em>Examining</em> Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1 (Due Aug 30)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Exploring Human Variation</td>
<td>Read <em>Examining</em> Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Modern Human Diversity</td>
<td>Quiz 2 (Due Sept 6)</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Read <em>Perspectives</em> Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 3 (Due Sept 13)</td>
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<tr>
<td></td>
<td><strong>EXAM 1</strong></td>
<td>Opens online 1:00 pm Wednesday, Sept 15</td>
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<tr>
<td></td>
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<td>Due 11:59 pm Saturday, Sept 18</td>
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<tr>
<td>Week 5</td>
<td>Meeting the Relatives: Primates</td>
<td>Read <em>Examining</em> Ch. 4, pp. 84-99</td>
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<td>Quiz 4 (Due Sept 20)</td>
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<tr>
<td>Week 6</td>
<td>Fossils and Primate Origins</td>
<td>Read <em>Examining</em> Ch. 4, pp. 100-142</td>
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<td>Quiz 5 (Due Sept 27)</td>
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<tr>
<td>Week 7</td>
<td>The Human Story</td>
<td>Reading TBA</td>
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<td><strong>EXAM 2</strong></td>
<td>Opens online 1:00 pm Wednesday, Oct 6</td>
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<td>Due 11:59 pm Saturday, Oct 9</td>
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<tr>
<td>Week 8</td>
<td>Practicing Archaeology</td>
<td>Read <em>Examining</em> Ch. 5</td>
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<td>Quiz 6 (Due Oct 11)</td>
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<tr>
<td>Week 9</td>
<td>First Farmers</td>
<td>Read <em>Examining</em> Ch. 6, pp. 165-181; Diamond 1987</td>
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<td>Quiz 7 (Due Oct 18)</td>
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<tr>
<td>Week 10</td>
<td>Rise of Complex Societies and Social Inequality</td>
<td>Read <em>Examining</em> Ch. 6, pp. 182-204</td>
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<td>Quiz 8 (Due Oct 25)</td>
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<td>Film Activity #2 (Due Oct 27)</td>
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<td><strong>EXAM 3</strong></td>
<td>Opens online 12 pm Wednesday, Oct 27</td>
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<td>Due 11:59 pm Saturday, Oct 30</td>
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<tr>
<td>Week 11</td>
<td>The Culture Concept</td>
<td>Read <em>Perspectives</em> Ch. 2</td>
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<td>Quiz 9 (Due Nov 1)</td>
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<td>Week 12</td>
<td>Defining Kinship</td>
<td>Read <em>Perspectives</em> Ch. 8</td>
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<td>Quiz 10 (Due Nov 8)</td>
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<tr>
<td>Week 13</td>
<td>Gender and Sexuality</td>
<td>Read <em>Perspectives</em> Ch. 10</td>
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<td>Quiz 11 (Due Nov 15)</td>
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<td>Week 14</td>
<td>Religion and Ritual</td>
<td>Read <em>Perspectives</em> Ch. 11</td>
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<td>Quiz 12 (Due Nov 22)</td>
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| Week 15 | Linguistics | Read “Language”  
Quiz 13 (Due Nov 29)  
Film Activity #3 (Due Dec 1) |
|---------|-------------|---------------------------------------------------|
|         | EXAM 4      | Opens online 12 pm Wednesday, Dec 1  
Due 11:59 pm Saturday, Dec 4 |