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Course Syllabus

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Proseminar in Anthropology

Course Information

Course Name	Proseminar in Anthropology
Course No.	ANG 4002 (0901) / 5421 (0902)
Credit Hours	3.0 hours
Course Times	Hybrid/Philips Hall 409W (Doors Open/Video Recording 5:30-6:30pm)

Professor Contact

Professor:	Dr. Beatrix Rosen Fischer (she/her/hey)
Main office:	UCF Main Campus - Phillips Hall 409H
Office Phone:	407-823-2766
Office Hours:	Wednesday 10am-12pm and by appt. (Zoom link: https://ucf.zoom.us/j/5708ucf)
In Office Hours:	By appointment only, depending on COVID19 numbers and safety
Email:	Beatrix.Rosen-Fischer@ucf.edu (preferred method of contact)

University Catalog Description

Concepts, theories, resources, and methods relevant to cultural anthropology, human biology, physical anthropology, and archaeology. Prerequisites: Admission to anthropology MA, PhD or CL.

What is this course about?

This course is designed as an graduate anthropology seminar group, exploring the latest workings of anthropological anthropology through current scholarship and discussion. Students will be introduced to the ongoing conversations in anthropology, and will be expected to participate in and contribute to these conversations in an anthropological practitioner, taking shared ideas, perspectives, and current activities from our field as our first approach, and then applying an awareness of ethics and practical knowledge that will guide you producing the highest quality scholarship and meeting the expectations of a flourishing academic and non-academic anthropology employment market.

What skills will I develop in this course?

Considering the multidimensional nature of anthropology, evaluated in discussion building, general and personal professional career knowledge, a professional portfolio representing your abilities, and proficiency in research design.

After successfully completing this course, you should be able to:

- Discuss and critique the past, present, and future of anthropology as a career
- Identify and critique the ethics, and the ethical implications, of the commercialization of research questions
- Provide a professional portfolio and elevator pitch for employment
- Describe the grant writing and publishing processes
- Identify and critique the ethics of research design, data collection and interpretation
- Understand the necessity of professional ethics, advocacy and actionable solutions

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level graduate study and future professional employment:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking
- Clearly and effectively communicate knowledge and understanding in oral and written communication.
- Apply knowledge, skills, and responsibilities to several settings and complex situations
- Participate in discussion and problem-solving activities in an effective manner
- Critically evaluate learning and recognize strengths and weaknesses in one's own work

What textbooks will I need?

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for assignments and class discussion. Any additional required reading (outside of these texts) will be provided in your online course materials.

Ching Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner

Author: Shah Nelson
Edition: 1st edition
Year: 2017
Publisher: Routledge
ISBN: 9780367136604

Available to purchase, eBook and rental formats.

Research Design

Author: 6th Cresswell and J.D. Cresswell
Edition: 6th edition
Year: 2018
Publisher: Sage Publications
ISBN: 9781506386706

Available to purchase, eBook and rental formats.

The Professor is In: The Essential guide to Turning Your PhD into a Job

Author: K. Weisser
Edition: 1st edition
Year: 2015
Publisher: Three Rivers Press
ISBN: 9780553419429

Available to purchase, eBook and rental formats.

Designing an Anthropology Career: Professional Development Guide

Author: Sheridan Birkhan and Amy Gottschalk
Edition: 2nd
Publisher: Rowman & Littlefield
ISBN: 9781538135402

Available in Paperback and Ebook Formats

How should I plan my course time?

Graduate seminars are a unique opportunity for shared experiences, everyone learns and works at a different pace, and you will need to decide how much work is and will be successful. Past years, using the syllabus, the weekly schedule, study environment, and time management skills and responsibilities gave high-risk learning and success to any given course, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

COVID 19 Safety and Our Collective Health

We need to be the extra safe if we want to be able to continue class this. **However, under the current conditions I urge you to not come to class if you feel sick or have been exposed to a contact.** If you are unable to attend class FLY please let me know and staff can make a simultaneous zoom session so that you are not left behind. Please let me know if you are sick, or have been exposed to a contact, so that I can make a note in your file. **DO NOT COME TO CLASS IF YOU ARE SICK!!!** If you are feeling sick, but well enough to participate in class, please join us via Zoom.

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

UCF expects that all attendees at campus events and activities will adhere to this or get vaccinated, and an expect all members of our campus community to wear masks/coverings. Masks are in line with the latest CDC guidelines. Masks are required in approved classes in health care settings.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course. Faculty have been instructed to be prepared to shift to an online modality if necessary.

COVID Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services,(407 823-2509) or proper contact tracing authorities immediately.

Students should not come to campus if they have been exposed to someone with COVID-19. Live-streaming classes will be available online for those who are ill or have been exposed to someone who 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 instructors 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.

Quarantine

Students who are required to quarantine for the semester three times may be changed to Only Online, including having a backup instructor take over the course. Please look for announcements or mail to webcourses@ucf.edu if you are required to quarantine.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be adjusted in order to ensure that students with disabilities can access on campus to remote format. Students with disabilities should speak with their instructor and should contact ucpd@ucf.edu to discuss specific accommodations for this or other courses.

Students who need **to wear masks only instructors** may be permitted to be unmasked if required accurate to your student learning. https://disabilityservices.ucf.edu/coronavirus/faqs/#faq1

Unvaccinated Students

Students who are unvaccinated have a "medical exemption ("med-ex") concerns 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 participate in the live sessions, should contact their instructor to discuss alternative ways to participate in the course. Unvaccinated students who are not recorded on Webcourses@UCF and should appear on the Webcourses@UCF calendar should review instructions to activate.

Such recordings/viewing with only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared with students who are not registered for the course. Students who are not registered for the course, who view the recordings, may be in violation of UCF rules on judicial theft for any other information. Doing so would be a breach of the student code of conduct, violating the rights of students, a violation of the Federal Education Rights and Privacy Act (FERPA).

Technology Issues

Depending upon modality, Zoom may be required. Students may need to shift to remote or fully online instruction based on medical guidelines. 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 computers/laptops/tablets, or internet, please let the instructor know as soon as possible. Information about technology loaning can be found at https://ucf.edu/coronavirus/ and https://ucf.edu/ucfhome/.

Resources

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

Webcourses

This **one class webcourses**, an online course management system accessed through myucf.edu and then the "Online Course Tools" tab. WebCourses is a tool for sharing course information, communicating with students, and managing grades. Students will use WebCourses to access course materials, assignments, and to learning material management. Knights Online has extensive resources to assist you in being successful when working in a combined hybrid or face and online learning environment. Webcourses resources to the course are planning your time and maintaining academic self-discipline in class and online learning environments.

During the next 12 weeks of the Fall 2021 term, you should expect to spend 3 hours of **class time each week discussing assigned reading, lectures, and participating in class activities**. You should also plan on setting aside at least **three to four hours each week to complete your assigned reading and other course assignments**. Students should also plan on spending 1 hour each week in office hours, or other meetings with the instructor. Students should also plan on between of four and six hours of time each week to complete the online assignments and course. All due dates for assignments, including live and Webcourses presentations, are located in the table at the end of this syllabus.

It is your responsibility to familiarize yourself with WebCourses online learning platform. Have provided you with the necessary tools and tutorial links in the COURSE INFO/ "Please Read Review" which can be accessed using the embedded link on the "Modules" button in the course menu on the left. If this is your first time using WebCourses, please review the "Student Tutorial" in the "Modules" section. **It is also highly recommend reviewing the current tutorial videos** provided in the COURSE INFO/ module. It is common to have changes take place in just one week!

What are the course requirements?

The Fall 2021 semester begins on **August 23, 2021** and ends on **December 07, 2021**. Over this period, you will be expected to:

- submit assignments and participate in online discussions
- read and view lectures, presentations and artifacts on Webcourses from 3.00-5.00 pm
- review online learning materials and complete assignments
- submit 10 online weekly assignments
- complete a professional portfolio
- Complete a professional elevator pitch/presentation
- Co-organize and present in the annual anthropology graduate student conference

In each online learning module, you will find an **INTRODUCTION** page outlining the expectations, readings, activities and assignments for that week of class. Students are responsible for reading the lectures, watching the presentations, and listen to discussions. Students are expected to participate in the **posting will be evaluated for content, integrity, timing** for the posting period.

All graded work is due on an assigned deadline. A delayed or late assignment will be accepted for grading unless there is an approved and valid, verifiable excuse (see below-listed or revised assignments). You are responsible for all work from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for the course.

Late work will be accepted at the discretion of class content and reading and respect to catch up ready. You will need to ready and participate in the course on a regular basis to have the flexibility of deadlines and to be able to participate in class discussions. Students are responsible for all assignments, please visit the office hours on Wednesdays from 10-12 pm. I am available to meet face to face if you have a pressing concern that cannot be discussed over Zoom. However, I will not be able to meet with students who have not read the assigned material or who have several weeks of work to do in one sitting. Students are expected to do at an online student in relatively same time of the week. If you have a scheduling conflict with my office hours, please contact me through and we can arrange a meeting at a different time.

How do I get started in the course?

Students should review the "Please Read Review" in the Modules in the menu on the left to access the course materials. You will need to review all of the information in the COURSE INFO/ "Please Read Review" module, and review the introduction to your online platform. Details about Webcourses, Knights Email and Office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and rules to contact for technical assistance.

Students will be required to demonstrate all student academic activities at the beginning of the course, and complete the Student Survey. Details of this assignment are in the REQUIRED ACTIVITY: Expectations and Tolerances assignment in the COURSE INFO/ Things You Should Know Module by **11:59pm EST on Aug 31, 2021**, at 11:59 pm. Students who after adding Proseminar Today to do, may need a delay in development of your graduate studies.

How will I be evaluated and graded?

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

Assessment	Percentage
Discussion Lesson Activities (10)	20%
Research Design Activities (8)	25%
Professional Portfolio (1)	15%
Graduate Student Conference	10%
Elevator Pitch	10%

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from class and readings in online quizzes, exams and discussion assignments, as well as in discussion and presentations.

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief unassessed introduction and what you would like to take away from this course.
- **Course Activities**: These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist.
- **Professional Portfolio**: You will need to demonstrate your ability to reflect your experiences, goals and interests, and your ability to be a supportive employee, and professional writer. Because a public presence has become increasingly necessary to professionally succeed in our field, you will create a personal website from which these documents will be easily accessible.
- **Research Design Activities**: These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. Students will be required to submit a research design, a research proposal, and a research report.
- **Graduate Student Conference**: You will attend and participate at the annual Graduate Student Conference and submit a presentation.

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

Letter Grade	Percentage	Letter Grade	Percentage
A	97 - 100%	C+	76 - 79%
A-	94 - 96%	C	73 - 75%
B+	91 - 93%	C-	70 - 72%
B	88 - 90%	F	59% or less
B-	85 - 87%		

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

Acceptable grade for this course, and degree completion, **requires unexcused and documented excused** completion of all required assignments. **Unexcused absence is great meaning** 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 grade will automatically change to an "F" (failure).

How do I grade my course?

You can access your grades for assignments and pages 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 for the instructor to post grades, or to reset instances, activity grades. Grades will be posted within **one week** of the due date, or the date of the assignment if it is a late assignment. Students are not entitled to see their grades after the final date. When all assignments are graded, I will post a notice on announcement that grades are available.

You should receive constructive feedback on your work posted periodically throughout the term. This may take the form of an Video message, assignment review comments, rubric criteria or announcement that I post to everyone (if I think there were or need improvement). If you have any questions about your grade, **contact me within one week of the grade being posted**.

What if I miss a class discussion or assignment due date?

Time management, problem solving, reasonable accommodation and discussion are important skills and tools that students will need to be successful. Students are **expected to attend every class meeting and participate in all class activities**. However, we are all still a year on with the outside of coursework/school/work/life balance, and I understand that life happens, and that sometimes it gets in the way of our ability to be in class or to do our work. Students are responsible for communicating with the instructor if they are unable to participate in class or to complete assignments on time. Students should be prepared to provide a reason for missing class. **There is no reason absence from the course constitutes a failing grade, unless these absences are properly documented and approved by the instructor.**

With this in mind, the following conditions for reasonable accommodation are in place:

- If you are **representing UCF in an authorized event or activity** (e.g., sports, RCPC or academic events), please provide the proper documentation in **advance** of your absence or complete a written request to the instructor for approval.
- Students **observing a holy or remembrance day** or their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam that they will be missing because of observing the event.
- If you are a **displaced active duty military or National Guard** student, please contact your professor to discuss accommodations and set any special accommodations that may be necessary due to your unique status.
- If you are a student **with a documented disability**, please contact your professor to discuss your circumstances and any special accommodations that may be necessary due to a medical/psychological disability, which is documented by the Student Disability Services office.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness**, **hospitalization**, **family emergency**, **or other crisis**. If you are in any of these or similar situations, please contact your instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with reasonable, to make up missed work/assignments. Further documentation may be need to contact Student Care Services with appropriate documentation to obtain a courtesy absence notification for online, mixed mode and face-to-face classes.

Students who are in need of a medical absence and are **going to miss a class session for a medical appointment**, please provide documentation of the appointment, prior to, or by, leaving a message with the graduate student coordinator (407-823-2318) **in advance** of the missing class. If you are provided the opportunity to complete make up work, it must be finished and submitted within **five of the missed class meeting** after your return.

Unexcused late assignments are not accepted after their due date unless the problem originates with the online webcourses system, and I have been properly notified of the time of the occurrence. In these instances, I will make a reasonable effort to accept the late assignment.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion of students with disabilities. Students who identify as requesting accommodations should contact the Student Accessibility Services office. Students should also contact UCF Student Accessibility Services Office at 407-823-2811 or visit the office in Student Union, Room 230 for more information.

The students connected with SAS, Disability Services, are entitled to receive the proper set of academic, which include the proper set of accommodations that might be necessary and accommodations. Determining reasonable access and accommodations requires consideration of the course design, the course content, and the student's current circumstances. Students who are connected with the Student Further connected with SAS, and that student may be entitled to receive an accessible course material and accommodations.

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

What academic resources are available to me?

UCF provides many other resources to assist students in academic success. These 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 includes:

- **Writing Help** from the University Writing Center, such as developing writing and study guides, online writing consultations, and online scheduling for writing consultations.
- **Tutoring and study help** from the Student Academic Resource Center (SARC) such as 24/7 tools for study, online peer assisted learning, and online tutoring services.
- **Access to software** through UCF Apps for students such as the Microsoft Office Suite, Adobe, and SPSS. Office 365, and SPSS.
- **Technical assistance** with computer hardware and software through the Computer Help Desk for help with webcourses and available webcourses.

My Classroom is an Inclusive Space

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 met, and that students gain knowledge that is relevant to their lives. I believe that diversity is a resource, a strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, religion, and culture. I welcome suggestions from students on how to improve the inclusiveness of this course. Discrimination, harassment, and bullying are not to be condoned by anyone at this college. I expect everyone in class to treat others with respect and dignity. I will do my best to do the same. I also expect students to be kind to one another. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

How is academic integrity maintained?

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 5 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 presentation of examination or course-related material also constitutes cheating.
- **Unauthorized collaboration**: Unless specifically authorized by the instructor of record, students should not collaborate on assignments. Instead, each person must submit their own work. Collaboration on 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 website without permission constitutes a violation of student conduct. Students should not upload course material to any website, including but not limited to, study sites, Instructor Webcourses, course lecture notes, quizzes, tests, laboratory exercises, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism**: Using or appropriating another's work without citation of the source, thereby attempting to convey the impression that such work is the student's.
- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor
- **Helping another** violate academic honesty standards.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so need to prevent unofficial behavior and other dishonesty in academic work. Students who violate the University's standards of academic integrity may be subject to a variety of sanctions, including a failure grade for that assignment and class, depending on the severity of the case. Grades of "F" or "I" in lieu of a grade for entire course. All academic misconduct is subject to appropriate referral to the Office of Student Conduct, which may take further action (e.g., assignment of "F" grade, conduct review and possible suspension or expulsion from the University). Plagiarism is a serious offense.

All written work for this course is automatically reviewed for plagiarism using Turnitin. Students will have the UCF Creed review, and will be required to sign an affidavit to these standards, so please **do not ask me to change or report on the charges your grade Plagiarism!** by heading video that would benefit your grade, or asking for a grade revised/changed will be not be equally applied to other students (see e.g., individual extra credit assignments) I will not respond to requests to reveal or that grades ... you will be assigned the grade that was earned.

Why should I use WebCourses email?

Our **official mode of communication is the secure WebCourses inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses inbox and Knights email regularly. Students should be sure these three your needs. You may also use UCF Knights Mail address. I will not respond to emails from other addresses. Please use your UCF Knights Mail address when contacting me about the course number in your email reference to a real Knights recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, I will respond to your emails within 24 hours, Monday through Friday, except on holidays. Please keep in mind that I generally do not check webcourses in my email on weekends. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between students and student should be respectful and professional. Please be aware that any **online harassment or bullying will not be tolerated. Students who violate the WebCourses Netiquette or UCF Knights Mail systems** I will not respond to messages and by other means, such as in class or in office hours.

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, or all assignments will be submitted and/or graded through WebCourses. At a minimum, students need:

- Access to a mobile 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 campus labs. For further information, please see the UCF Libraries FAQ for laptop and desktop.
- Reliable Internet access.
- A compatible web browser.
- Audio input, built-in, or external computer speakers.

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint apps or the equivalent through Office 365 (on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support for technical support assistance with the course content and materials.

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

If you experience technical difficulties or issues with accessing webcourses, please contact your professor for assistance 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 Knights email and Ask Your Instructor/WebCourses@UCF Support.
- 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 the Student Tutorial, Student Guides, and Support Forum. Please review the Student Tutorial for more information.

WebCourses allows students to submit assignments online, view grades online, and communicate with instructors and classmates online. Students should have Internet access to view and submit assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment**, it will always be your responsibility to contact the online service provider (webcourses@ucf.edu or Ask Your Instructor) and document the problem.

While some of these might be related to required assignments or course materials, **you need to make sure you personally identifying information on a public site, such as your name, phone number, or personal email address, should not be in your webcourses**. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your instructor.

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.
- Follow the instructor's instructions.
- Leave your belongings behind.
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- Sign up for **UCF Emergency Notifications** to receive text messages during an emergency. Visit http://emergency.ucf.edu/ for more information.
- Students should be aware of **campus emergency situations**, such as **lockdowns**, **active shooter**, **severe weather**, **medical emergencies**, **fire**, **hazardous materials**.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- If a **fire alarm** has been triggered, **an active shooter situation** on campus is underway, consider entering the UCF Alert.

What is my course discussion and assignment schedule?

Changes to the course lecture and assignment schedule may occur during the course and the instructor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Webcourses@UCF** in WebCourses. A Course summary with deadlines is listed below.

Your discussion 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 and described in each learning module.

Course Schedule

Date	Details	Due
Wed Aug 25, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Aug 25, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Sep 7, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Sep 14, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Sep 21, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Sep 28, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Oct 5, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Oct 12, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Oct 19, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Oct 26, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Nov 1, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Nov 8, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Nov 15, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Nov 22, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Wed Nov 29, 2021	Research in Anthropology: Regular Class Meeting	4pm to 5pm
Fri Aug 27, 2021	REQUIRED ACTIVITY: Expectations and Tolerances	11:59pm
Sun Sep 5, 2021	CARDER 1: Understanding Yourself	11:59pm
Sun Sep 12, 2021	RESEARCH 1: Schulting's Research Methodes	11:59pm
	CARDER 2: The Transcript Exercise	11:59pm
Sun Sep 19, 2021	RESEARCH 2: Mapping Lockwood's Rectory	11:59pm
	CARDER 3: Understanding Your Work Background	11:59pm
Sun Sep 26, 2021	CARDER 4: Academic Job Postings and Descriptions	11:59pm
	CARDER 5: The Practitioner Interview	11:59pm
Sun Sep 26, 2021	RESEARCH 3: The Theoretical Lens	11:59pm
Sun Oct 3, 2021	RESEARCH 4: Grant Writing / Grant Scholars?	11:59pm
	CARDER 6: CV / Resume Review	11:59pm
Sun Oct 10, 2021	RESEARCH 5: Having a Voice	11:59pm
	Carrer 7: The Networking Exercise	11:59pm
Sun Oct 17, 2021	CARDER 8: Understanding Your Ideal Job	11:59pm
	RESEARCH 6: Reading Your Problem	11:59pm
Sun Oct 24, 2021	PORTFOLIO 1: CV and Resume	11:59pm
Sun Oct 31, 2021	RESEARCH 7: Tables, Charts and Quants, Oh My!	11:59pm
	CARDER 9: Life SMART Yourself	11:59pm
Sun Nov 7, 2021	PORTFOLIO 2: Teaching Assignment	11:59pm
	CARDER 10: Shop Mix Mix Mixes	11:59pm
Sun Nov 14, 2021	PORTFOLIO 3: Research / Diversity / Personal / Development	11:59pm
	PORTFOLIO 4: Cover Letter	11:59pm
Sun Nov 21, 2021	Final Project: Teaching Your Portfolio Online	11:59pm
	CARDER 10: The Lifeline Exercise	11:59pm
Sun Dec 5, 2021	CONFERENCE: Conference Proposal	

Course Syllabus

Jump to Today Edit

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	Webcourses mail client; 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.

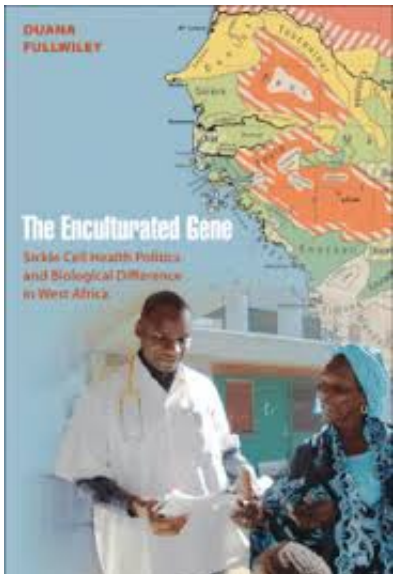
Student Learning Outcomes

Upon course completion, students will be able to:

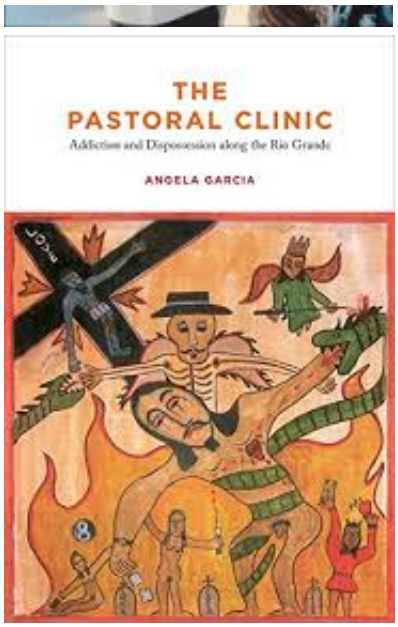
- analytically evaluate the complex relationships between health, illness, wellness, and the role of social and political institutions in shaping health experiences and outcomes.
- applying medical anthropology theoretical paradigms and concepts as explanatory frameworks through which to understand contemporary 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

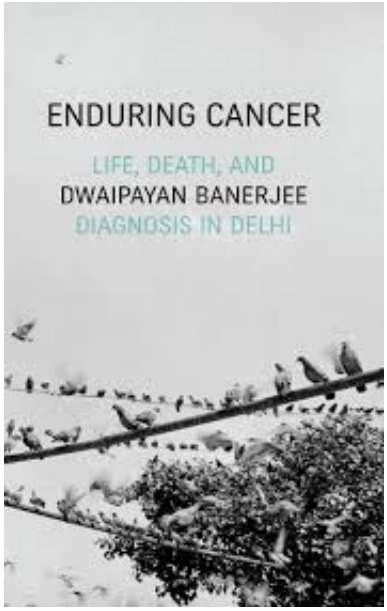
There are four required ethnographies in this course.



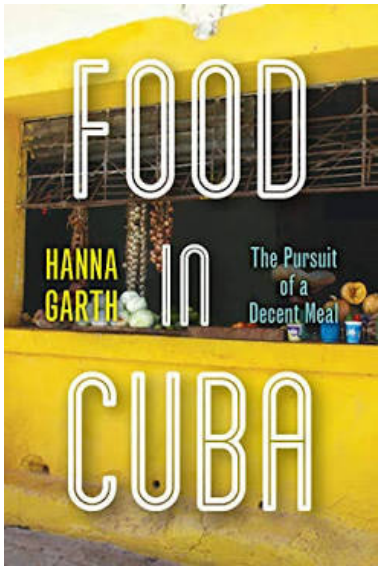
The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa by Duanna Fullwiley. ISBN: 978-0-691-12317-2



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:

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

Grading scale: (+/- letter grades)

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

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 slideshows, 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 (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 (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 G**olden 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 (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:

https://www.ucf.edu/coronavirus/ (https://www.ucf.edu/coronavirus/)

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

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)

on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu** (https://my.ucf.edu/) > and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
  You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)

  (https://youtu.be/NlKYajEx4pk)
  >).

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

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:

Date	Details	
Fri Jan 15, 2021	**Academic Engagement Activity** (https://webcourses.ucf.edu/courses/1368781/assignments/6944037)	due by 11:59pm
Sun Jan 24, 2021	**Reading Response 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6944031)	due by 11:59pm
Mon Jan 25, 2021	**Participation 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6948624)	due by 11:59pm

Course Schedule

Weeks/Dates	Topics	Readings and Assignments
Week 1/Jan 11	Introduction	Syllabus review
Week 2/Jan 18	NO CLASS MLK DAY	NO CLASS MLK DAY
Week 3/Jan 25	Letting Anthropology Burn	Jobson, Ryan C. **"The Case for Letting Anthropology Burn: Sociocultural Anthropology in 2019."** **(https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1111/aman.13 af=R)** Trouillot, M.R. **"Anthropology and the Savage Slot: The Poetic and Politics of Otherness."** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)** 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 t Age of COVID."** **(https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1111/aman.1**
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 On Never Know: The Epistemology of Ignorance in Fanon's Critique

		Never Knew: The Epistemology of Ignorance in Fanon's Critique o Sartre." in *Race and Epistemologies of Ignorance.*
Week 5/February 8	Biopolitics and Biosociality	Fulwiley, D. "Discriminate Biopower and Everyday Biopolitics: Vie on Sickle-cell testing in Dakar." *Medical Anthropology* 23(3): 157-1 Palmié, S. "Genomics, Divination, and 'Racecraft.'" *American Ethnologist* 34(2): 205-222. Lock, M. "Cultivating the Body: Anthropology and Epistemologies Bodily Practice and Knowledge." *Annual Review of Anthropology* 22:133-155. Rose, N. and Novas, C. "Chapter 23. Biological Citizenship." in O and Collier (eds.). Global *Assemblages.*
Week 6/February 15	Ethnographic Roundup	Fulwiley, Duana. The *Enculturated Gene*
Week 7/February 22	Experience, Suffering, and Incommensurability	Povinelli, Elizabeth. 2001. "Radical Worlds: The Anthropology of Incommensurability and Inconceivability." *Annual Review of Anthropology* 30: 319-334. Bourgois, Philippe. 1998. "Just Another Night in a Shooting Gallery." *Theory, Culture and Society* 15(2): 165-196. Wacquant, Loïc. 1993. "Inside 'the Zone': The Social Art of the Hu in the Americfan Ghetto." In *The Weight of the World: Social Suffe in Contemporary Society,* edited by Pierre Bourideu et. al. Stanfor Stanford University Press. Comaroff, Jean and John. 2004. "Criminal Obsessions, after Foucault: Postcoloniality, Policing, and the Metaphysics of Disorder."*Critical Inquiry* 30: 800-824.
Week 8/March 1	Ethnographic Roundup	Garcia, Angela. *The Pastoral Clinic.*
		Comaroff, Jean and John. *Theory from the South: Or, How Euro-*

Week 9/March 8	Decolonial Epistemologies	*America is Evolving Toward Africa*. Ch. 1&2. DeSousa Santos, Boaventura. *Epistemologies of the South: Justi Against Epistemicide*. Ch. 4 McClaurin, Irma. *Black Feminist Anthropology*. Introduction and C
Week 10/March 15	Cancer	McMullin, J. "Cancer." *Annual Review of Anthropology* 45(1): 253. Livingston, Julie. *Improvising Medicine: An African Oncology War an Emerging Cancer Epidemic.* Ch. 3 and 4. VonHollen, Cecilia. 2018. "Handle with Care: Rethinking the Right versus Culture Dichotomy in Cancer Disclosure in India." *Medical Anthropology Quarterly* 32(1): 59-84.
Week 11/March 22	Ethnographic Roundup	Banerjee, Dwai. *Enduring Cancer.*
Week 12/March 29	Food	Caldwell, Melissa. "The Taste of Nationalism: Food Politics in Postsocialist Moscow." *Ethnos: Journal of Anthropology* 67: 295-3 Cole, Steven and G. Tembo. "The Effect of Food Insecurity on Me Health: Panel Evidence from Rural Zambia." *Social Science and Medicine* 73(7): 1071-2079. DeVault, Marjorie. *Feeding the Family: The Social Organization o Caring as Gendered Work.* Ch. Stout, Noelle. "Feminist, Queers, and Critics: Debating the Cuban Trade." *Journal of Latin American Studies* 40(4): 721-742.
Week 13/April 5	Morals	Das, Veela. "Trauma and Testimony: Implications for Political Community." *Anthropological Theory* 3: 293-307. Csordas, Thomas. "Morality as a Cultural System." *Current Anthropology* 54(5): 523-546. Fassin, Didier. "Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals." *Anthropological Theory* 333-344

		333-344. Zigon, Jarett. "Moral Breakdown and the Ethical Demand: A Theoretical Framework for an Anthropology of Moralities." *Anthropological Theory* 7(2): 131-150.
Week 14/April 12	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK
Week 15/April 19	Ethnographic Roundup	Garth, Hannah. *Food in Cuba*.
Week 16/April 26	**Research Presentations in Class**	**Final Paper Due**

Assessed Weekly:

Reading responses

Participation responsibilities

Course Syllabus

✎ Edit

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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

<Under Construction>	• 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.

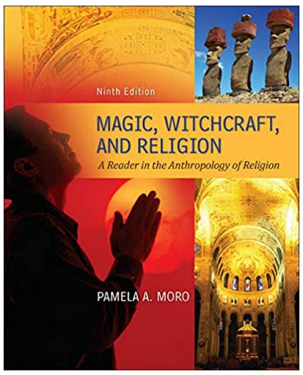
Course Materials and Resources

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

Edition: Ninth Edition (2012)

ISBN-10: 0078034949

ISBN-13: 978-0078034947

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 (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637139336167004984&sdata=3E(**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf. (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINALJan19.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f94**

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:

Letter	%	Point Value
A	94 and above	470 and above
A-	90 – 93	450 – 469
B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	76 – 79	380 – 399

C	70 – 75	350 – 379
D	60 – 69	300 – 349
F	59 and below	299 and below

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:

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) . (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) (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://scai.sdes.ucf.edu/)** . According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)
- Limit the number of quotes; the bulk of a paper should be your own words
- Limit the size of quotes and always include quotation marks, citations, and references
- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience, since the process of writing is in itself a learning

- Do not submit the same paper to more than one class. Self-plagiarizing is detrimental to your learning experience, since the process of writing is in itself a learning process. You are welcome to choose topics that align with your interests or expand on other papers, but each written piece submitted in this class must be a new and original work
- Do not purchase or borrow a paper from anyone. Do not loan or give anyone one of your papers. Using a friend's paper will result in both of you being held accountable.

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

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

Turnitin Plagiarism Checker

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

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

Week	Start Date	Modules	Assignments	Textbook Readings	Due Dates
1	Monday, August 23 - Sunday, August 29	Getting Started Optional: Review Module	Academic Activity Syllabus Quiz This is Anthropology Discussion Extra Credit: NACE Pre-Survey	Acquire Textbook Access **NO EBOOK AVAILABLE**	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

2	August 30 - Sept 5	Module 1	Photovoice	Chapter 1	Photovoice: 11:59 pm Saturday
3	September 6 - 12	Module 2	Comparative Essay	Chapter 2	None
4	September 13 - 19	Module 3	Rituals & Rites Discussion	Chapter 3	Comparative Essay: 11:59 pm Saturday
5	September 20 - 26	Module 4	Critical Questions	Chapter 4	Rituals & Rites Initial: 11:59 pm Saturday Rituals & Rites Responses: 11:59 pm Sunday
6	September 27- Oct 3	**Exam 1: Chapters 1-4**	Study for Exam 1		Critical Questions: 11:59 pm Saturday **Exam #1: 11:59 pm Saturday**
7	October 4 -10	Unit 2 Overview Module 5	Expository Essay	Chapter 5	None
8	October 11-17		continue work on essay		Expository Essay: 11:59 pm Saturday
9	October 18 - 24	Module 6	COVID-19 Discussion	Chapter 6	COVID-19 Initial: 11:59 pm Saturday COVID-19 Response: 11:59 pm Sunday
10	October 25 - 31	Module 7	Academic Article Scavenger Hunt	Chapter 7	Academic Article Hunt: 11:59 pm Saturday
11	November 1 - 7	Module 8	Argumentative Essay	Chapter 8	None
12	November 8 - 14	**Exam 2: Chapters 5-8**	Continue work on essay Study for Exam 2		Argumentative Essay: 11:59 pm Saturday **Exam #2: 11:59 pm Saturday**
13	November 15 - 21	Module 9	Multi-Media Resources Discussion	Chapter 9	None
14	November 22 - 28		Final Project	continue chapter 9	Multi-Media Discussion Initial: 11:59 pm Saturday
15	November 29 - Dec 5		Final Project		Extra Credit: NACE Post-Survey: 11:59 pm Saturday Multi-Media Discussion Responses: 11:59 pm Sunday Extra Credit: UCF Writing Center: 11:59 pm Sunday **Final Project: 11:59 pm SUNDAY**
16	December 6 - **SATURDAY**, December 11	**Final Exam Week**	Study for Final Exams		**All Final Exam Sections Due 11:59 pm SATURDAY** Final Exam Part 1: Chapters 1-4 Final Exam Part 2: Chapters 5-8 Final Exam Part 3: Chapter 9

ANG5525C: Human Osteology

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*John J. Schultz, Ph.D.*	*Term:*	*Fall 2021*
Office:	*Phillips Hall 409T*	*Credit Hours:*	*4*
Phone:	*407-823-1180*	*Class Meeting Days:*	*TuTh*
E-Mail:	*john.schultz@ucf.edu*	*Class Meeting Hours:*	*1:30-2:45pm (Lecture)* *3:30-4:50PM (Tuesday lab)*
Website:	*Canvas*	*Class Location:*	*MSB 149*
Office Hours:	*Tuesday: 11:00am to 1:00 pm appointment*		

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

- 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
Publisher: Academic Press, ISBN: 9780123741349

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.

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

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.

WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC	READINGS
1	Tu	Aug. 24	Introduction; Basic Bone Biology & Anatomical Terminology **Discuss Poster Topics**		Chp. 2
				Introduction to the lab	
	Th	Aug. 26	Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game)		Chps. 2 & 3; handout
2	Tu	Aug. 31	Hyoid & Vertebral Column		Chp. 6
				Bone Biology, Hyoid & Vertebra	
	Th	Sept. 2	Sternum & Ribs **Paper topic finalized**		Chp. 7
3	Tu	Sept. 7	Skull –Calvarium and Mandible		Chp. 4

				Skull	
	Th	Sept. 9	Skull -Splanchnocranium **Quiz 1-written**		Chp. 4
4	Tu	Sept. 14	Skull Fragments		Chp. 4
				Exam #1; Review Skull	
	Th	Sept. 16	Study for Exam #1		Chp. 4; handout
5	Tu	Sept. 21	**Exam Practical Prep: No Class**		Chp. 5; handout
				Exam #1	
	Th	Sept. 23	Dentition		Chp. 5; handout
6	Tu	Sept. 28	Clavicle & scapula		Chp. 8
				Quiz 2- practical Dentition, Clavicle & Scapula	
	Th	Sept. 30	The Arm		Chp. 9
7	Tu	Oct. 5	The Arm **Quiz 3 – written**		Chp. 9
				Arm	
	Th	Oct. 7	Hand & wrist		Chp. 10
8	Tu	Oct. 12	Os Coxa and the Leg		Chps. 11 and 12
				Quiz 4 – practical Exam # 2 Review; Hand, Wrist and Os Coxa	
	Th	Oct. 14	Study for Exam #2		Chp. 12
9	Tu	Oct. 19	**Exam Practical Prep: No Class**		
				Exam #2	
	Th	Oct. 21	Tarsals & foot bones		Chp. 13
10	Tu	Oct. 26	Lab activities		
				Leg, Ankle & Foot	
	Th	Oct. 28	Biological Profile: Sexing the Skeleton		Chp. 18; handouts
11	Tu	Nov. 2	Skeletal Pathological Conditions		Chp. 18; handouts
				Quiz 5 – practical Biological Profile: Sexing the Skeleton	
	Th	Nov. 4	Skeletal Pathological Conditions		Chp. 19
12	Tu	Nov. 9	Study for Exam #3		Chp. 19
				Exam #3 Review; skeletal pathology review	
	Th	Nov. 11	**Holiday: Veterans Day**		
13	Tu	Nov. 16	**Exam Practical Prep: No Class**		
				Exam #3	
	Th	Nov. 18	**Student Presentations**		Chp. 18; handouts
14	Tu	Nov. 23	**Student Presentations**		
				Student Presentations; open lab	
	Th	Nov. 25	**Thanksgiving: No Class**		
15	Tu	Nov. 30	Final Exam Review		
				Final Exam Review	
	Th	Dec. 2	**Course wrap up**		

16	Th	Dec. 7	**FINAL EXAM 1:00-3:50pm**		

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

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

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

Course Accessibility Statement

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

ANG5525c: Human Osteology

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!!!!!!

Syllabus Part 1: Course Objectives, Assessment, and Policies

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 (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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.

Syllabus Part 2: University Policies and Protocols

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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0)**)

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at **http://registrar.ucf.edu/ferpa (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.
4. Be patient. Don’t expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** (http://www.ucf.edu) 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.

ANT 2000 General Anthropology

COURSE SCHEDULE

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

EOW = Exploring Our World

PCA = Perspectives on Cultural Anthropology

Week	Topic	Assignment (chapter)
Week 1	T: Course Introduction and What is Anthropology?	EOW 1
	R: Culture and Cultural Relativity	
Week 2	T: Anthropological methods	EOW 5
	R: Anthropological ethics	
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	EOW 4
Week 6	R: Protohominins and Australopithecus	
Week 7	T: Genus Homo	
	R: Modern human biodiversity	EOW 3
Week 8	T: Language and communication and **Announced Quiz 2**	PCA 4
	R: 10/14 Exam 2	-
Week 9	T: The First Farmers—The Neolithic	EOW 6
	R: The rise of "civilization"	
Week 10	T: Subsistence	PCA 5
	R: Economics	PCA 6
Week 11	T: Politics and Social Organization and **Announced Quiz 3**	PCA 7
	R: 11/4 Exam 3	-
Week 12	T: Family and Marriage	PCA 8
	R: What is "Race" and "Ethnicity"	PCA 9
Week 13	T: Gender	PCA 10
	R: Religion	PCA 11
Week 14	T: The Modern World System and Globalization	PCA 12
	R: Thanksgiving!	-
Week 15	T: Health and Medicine	PCA 17
	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

Syllabus Part 1: Course Objectives, Assessment, and Policies

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 (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

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

(mailto:Peter.sinelli@ucf.edu)

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

- Wednesdays: 8:45-11:15 AM.

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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 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.

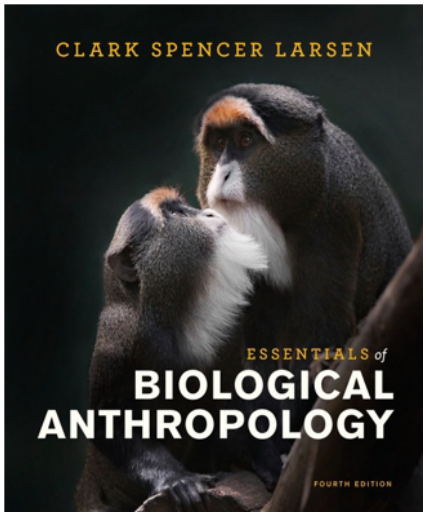
The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable.

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 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:



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.

Week and day of class	**Topic**	**Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm**
Week 1 August 23	M 8/23: Course Introduction W 8/25*: Class Lecture: Intro to Biological Anthropology* • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5	Module 0 Course Activity Quiz **Due FRIDAY August 27 at 11:59pm for Course Activity.**
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. W 9/1: *The Nature of Science, cont.*	Module 1 (Chapter 2) 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) Due Sep 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 W 9/22: Movie Day: The Living Primates • Exam 2 Inquizitives open: Chapters 6, 7, and 9	Module 4 (Chapter 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* 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 W 10/27: *Class Lecture: East African robust hominins.*	No Module This Week!!
Week 11 Nov 1	M 11/1: *Class Lecture: South African hominins* W 11/3: *Class Lecture: Early Homo.* • 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!	No Module this week! **Eat Turkey!**

Week 15 Nov 29	M 11/29: *Class Lecture: Neanderthals, Denisovans, and You* W 12/1: Wrap up and review for Final Exam. • Quiz 6 at the end of class.	Module 11 (Chapter 13) Due Dec 3 at 11:59 pm
Week 16 Finals week	Final Exam in class, Date and Time TBA • Inquizitives due before the final starts (Weds. 12/8 at 10:00 am): Chapters 11, 12 and 13	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 27
- Withdrawal deadline for this course: October 29

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Fall 2021 (3 credits)

8. University Core Policies

Notifications in Case of Changes to Course Modality

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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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0)**)

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.

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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 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.
4. Be patient. Don’t expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** (http://www.ucf.edu) 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.

Syllabus Part 1: Course Objectives, Assessment, and Policies

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 (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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.

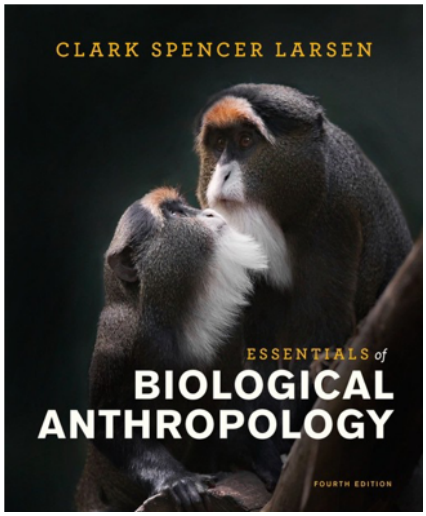
The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable.

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 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:



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.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Fall 2021 (3 credits)

8. University Core Policies

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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.

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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.

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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.
4. Be patient. Don’t expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** (http://www.ucf.edu) 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.

Week and day of class	**Topic**	**Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm**
Week 1 August 23	M 8/23: Course Introduction W 8/25*: Class Lecture: Intro to Biological Anthropology* • Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5	Module 0 Course Activity Quiz **Due FRIDAY August 27 at 11:59pm for Course Activity.**
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. W 9/1: *The Nature of Science, cont.*	Module 1 (Chapter 2) 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) Due Sep 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 W 9/22: Movie Day: The Living Primates • Exam 2 Inquizitives open: Chapters 6, 7, and 9	Module 4 (Chapter 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* 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 W 10/27: *Class Lecture: East African robust hominins.*	No Module This Week!!
Week 11 Nov 1	M 11/1: *Class Lecture: South African hominins* W 11/3: *Class Lecture: Early Homo.* • 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!	No Module this week! **Eat Turkey!**

Week 15 Nov 29	M 11/29: *Class Lecture: Neanderthals, Denisovans, and You* W 12/1: Wrap up and review for Final Exam. • Quiz 6 at the end of class.	Module 11 (Chapter 13) Due Dec 3 at 11:59 pm
Week 16 Finals week	Final Exam in class, Date and Time TBA • Inquizitives due before the final starts (Weds. 12/8 at 10:00 am): Chapters 11, 12 and 13	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 27
- Withdrawal deadline for this course: October 29

Syllabus Part 2: University Core Policies and Protocols

ANT 3174 Battlefield Archaeology

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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0)**)

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.
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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.

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4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

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

<u>9c. Viruses.</u> 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.

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- 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.

Syllabus Part 1: Course Objectives, Assessment, and Policies

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 (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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:

Historical Archaeology of Military Sites, Ed. By C. Geier, L. Babits, D. Scott, and D. Orr. Texas A&M University Press, 2011. ISBN: 978-1-60344-207-7

The Archaeology of Forts and Battlefields, by David R. Starbuck. University Press of Florida, 2011. ISBN: 978-0-8130-3689-2

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

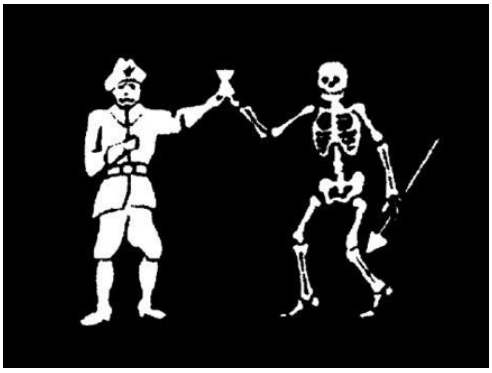
Week	Topic	Associated Readings
Week 1	Introduction to the course Introduction to Historical Archaeology	Complete Class Participation Quiz Orser, Ch. 1
Week 2	Method and Theory	FAB ch. 1 and 2 Pratt 2007 Carman and Carman 2007 **Assignment 1: Source Analysis**
Week 3	Methods of Forensic Analysis of Battlefield 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**

Week 12	WWI Chalk Talk: War is different…how? WWI and the Archaeology of Modern, large scale conflict.	HAMS 12 De Meyer and Pype 2009 TBA
Week 13	POWs and the archaeology of internment Chalk talk: the material culture of POWs	Mytum and Carr 2013 Thomas 2011 Jameson 2013 **Paper Due!**
Week 14	Thanksgiving!	**Eat Turkey, watch football, etc.**
Week 15	Maritime Military Archaeology	HAMS 5, 6, and 17 **Assignment 4: Primary Sources**
Week 16	**Final TBA In Class**	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 8/27
- Withdrawal deadline for this course: 10/29

Syllabus Part 1: Course Objectives, Assessment, and Policies



ARRRchaeology of Caribbean Piracy ANT 3177

Fall 2021 (3 credits)

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 (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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

(mailto:Peter.sinelli@ucf.edu)

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

B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

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

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

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: Both books are available on Amazon

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about $12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). This book is available through the UCF library at **https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621** **(https://ucf-**

flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621)

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

Syllabus Part 2: University Core Policies and Protocols

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 (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0)**)

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

• Students should know the evacuation routes from each of their classrooms and have a plan

for finding safety in case of an emergency.

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

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with

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

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

9. Protocols

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

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

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

posting:

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

<u>9c. Viruses.</u> 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)** 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.

Syllabus Part 3: Course Schedule

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.

Week and Dates	**Lectures for the week/module.** **All will open up on Mondays at 7am.**	**Assignments and Due Dates** **Everything opens on Mondays at 7am and is due as noted.**	**Textbook Chapters** **POE = Pieces of Eight** **UTBF = Under the Black Flag** **Other readings will be attached to the modules as PDFs.**
MODULE 1			
Week 1 Aug. 23-29	Course Overview and Orientation	**TUESDAY 8/24: Assign Syllabus and Course Policies Quiz.** Due Friday 8/27 at 11:59pm to comply with financial aid rules.	

	Caribbean Geography	**TUESDAY 8/24: Assign Caribbean Geography Quiz.** Due Sunday 9/5 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
MODULE 2			
Week 2 Aug. 30-Sept. 5	Underwater Archaeology Lecture	**Assign POW 1.** Due Friday 9/3 at 11:59pm	POE Ch. 2
		REMINDER: Caribbean Geography Quiz. Due Sunday 9/5 at 11:59pm	
MODULE 3			
Week 3 Sept. 6-12	Excavation and Ethics Lecture	**Assign POW 2.** Due Friday 9/10 at 11:59pm	POE Ch. 5
MODULE 4			
Week 4 Sept. 13-19	Colonies and Rivalries Lecture	**Assign POW 3.** Due Friday 9/17 at 11:59pm	POE Ch. 6 UTBF Ch. 2
MODULE 5			

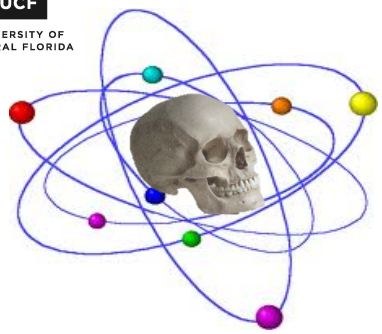
Week 5 Sept. 20-26	Pirate Origins Lecture	**Assign POW 4.** Due Friday 9/24 at 11:59pm	
MODULE 6			
Week 6 Sept. 27-Oct. 3	The Buccaneers Lecture	**Assign POW 5.** Due Friday 10/1 at 11:59pm	UTBF Ch. 3
MODULE 7			
Week 7 Oct. 4-10	Pirate Ships Lecture	**Assign POW 6.** Due Friday 10/8 at 11:59pm	
MODULE 8			
Week 8 Oct. 11-17	Tuesday 10/12: Exam 1 in class over Modules 1-7	**Assign POW 7.** Due Friday 10/15 at 11:59pm	POE Ch. 12
MODULE 9			
Week 9	Pirate Weapons and Pirate Stuff Lecture	**Assign POW 8.** Due Friday 10/22 at 11:59pm	Soulat and DeBry 2019

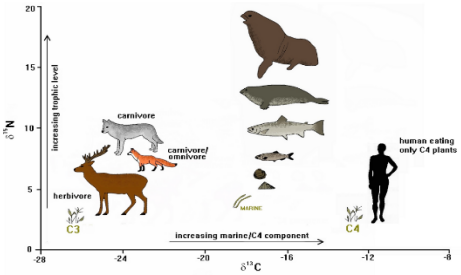
Oct. 18-24			(PDF in Module 9)
MODULE 10			
Week 10 Oct. 25-31	Pirate Health Lecture	**Assign POW 9.** Due Friday 10/29 at 11:59pm	UTBF Ch. 4-5
		Assign Pirate Crew and ARRticles Case Study. Due Sunday 11/14 at 11:59pm	
MODULE 11			
Week 11 Nov. 1-7	Pirate Politics Lecture	**Assign POW 10.** Due Friday 11/5 at 11:59pm	UTBF Ch. 7
MODULE 12			
Week 12 Nov. 8-14	Pirate Tactics Lecture	**Assign POW 11.** Due Friday 11/12 at 11:59pm	UTBF Ch. 6 POE Ch. 9
		REMINDER: Pirate Crew and ARRticles Case	

		Study. Due at 11/14 at 11:59PM	
MODULE 13			
Week 13 Nov. 15-21	Pirate Lairs Lecture	**Assign POW 12.** Due Friday 11/19 at 11:59pm	POE Ch. 11 UTBF Ch. 8
		Assign Pirate Hunter Case Study. Due Sunday Dec. 5 at 11:59pm	
MODULE 14			
Week 14 Nov. 22-28	Pirate Fighters Lecture	**BAPOW Showdown assigned Monday 11/22.** All discussions due Friday 12/3 at 11:59pm	UTBF Ch. 11-12 POE Ch. 4
MODULE 15			
Week 15 Nov. 29-Dec. 5	Pirate Wrecks Movie: Sin City, Jamaica Movie: The Queen Anne's Revenge Shipwreck Project	**REMINDER: BAPOW Showdown discussions due Friday 12/3 at 11:59pm** **REMINDER: Pirate Hunter Case Study due Sunday**	POE Ch. 3

		Dec. 5 at 11:59pm	
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			

Integrative Isotopic Sciences
ANG6189





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

Instructor Contact

Instructor	Dr. J. Marla Toyne Associate Professor
Office	Howard Phillips Hall, 409R
Meeting Time & Location	**MSB 149** Monday 3-5:50pm

Office Hours	Monday 10:00-12:00pm or by apt, ZOOM via Calendly
Phone	(407) 823-1927
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)

- Fry, B. (2006). *Stable isotope ecology*. New York: Springer.
- Sharp, Z. (2007). *Principles of Stable Isotope Geochemistry*. Upper Saddle River, NJ: Pearson Education.
- Meier Augenstein, W. (2018). *Stable isotope forensics an introduction to the forensic application of stable isotope analysis*. 2nd edition. Hoboken, NJ: Wiley-Blackwell.

Other Recommended Resources: (Available as PDFs on Webcourses)

- Michener, R.H., & Lajtha, K., (Ed.). (2007). *Stable isotopes in ecology and environmental science*. Malden, MA Blackwell Publishers.
- Grupe, G., & McGlynn, G.C. (2016). *Isotopic landscapes in bioarchaeology*. New York: Springer.
- Hoefs, J. (2018). *Stable isotope geochemistry*. New York: Springer Science Media.

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:

Article Discussion and Participation:	10%
Bring/Find Discussion leadership:	10%
Written Summaries:	20%
Activity 1 through 3:	25% (see Webcourses)
Research Proposal/Outline:	5% (Outline and prelim bibliography)
Regional Research Paper:	20% (15 page literature review)
Final Research Presentation:	10% (10 min summary)
Total	100%

Grading Scale (%)

100-95	A	86-84	B	76-74	C	66-64	D
94-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

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 $\delta^{13}C$ and $\delta^{15}N$ for data organization and dietary analysis, 3) Using $\delta^{18}O$ 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. (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** 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>.

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://goldenrule.sdes.ucf.edu/zgrade>.

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/.
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. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about **Academic Integrity**, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about **plagiarism** and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>

Turinitin.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 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.

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, 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>.
- 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

Drop/Swap Deadline: August 27th
Withdrawal Deadline: October 20th
Holidays: Labor Day – September 6th; Thanksgiving - November 25th

ANT3196-0M01
LIFE AND DEATH IN THE ANCIENT ANDES

FALL - 2021
Department of Anthropology * College of Sciences * University of Central Florida
☺ Mixed Mode course ☺

Professor: Dr. J. Marla Toyne
Office: Howard Phillips Hall 409R
Phone: (407) 823 1927
Email: j.marla.toyne@ucf.edu
There is no GTA for this course.

Class Schedule: Th 12:00 to 1:15 pm
Class Location: BA1 0122
Office Hours (HPH 409R): Thursday 2-4 pm
Additional meetings by appointment

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:

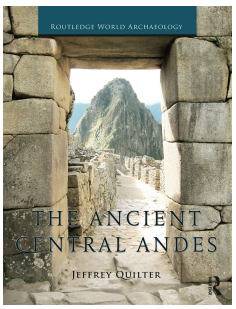
1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
2) You must use your 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.

4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

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)

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

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

Evaluation:	***% Final Grade:***
Participation (in class)	10%
Quizzes/ Reflections (online)	15%
04 Written Assignments/Discussions (online)	30%
Midterm Exams (online)	30%
Final Exam (take home submitted online)	15%
Total	***100%***

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.

1) *Discussion* post based on a film. "Raiders of the Lost Civilization" (2001). 50 pts.
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, Tiawanaku, 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). 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.

XIV. Course PROCEDURES AND POLICIES

Contacting the professor

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

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 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/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.
An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'
Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.
Assignments turned in late will be assessed a penalty: 5% of assignment for each day late. Major assignments will not be accepted if overdue by more than five days.

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

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

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

For more information about **Academic Integrity**, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about **plagiarism** and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

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

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

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

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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.

ANT3196-0M01 **LIFE AND DEATH IN THE ANCIENT ANDES** FALL - 2021

XV. COURSE SCHEDULE AND ASSIGNMENTS *all effort will be made to adhere to this schedule

Module	In-Class Dates	Topic	Assignment (online)	Reading
1	***Online Aug 26***	*Introduction to Course* *Bioarchaeology and Human Osteology*	**Q1; RR1**	Knüsel 2012
2	***Online Sept 2***	*Introduction to Andean Geography and Mortuary Practices*	**Q2; RR2**	Q2014 chap2; Rowe 1995
3	***Online Sept 9***	*Formative coastal peoples – Paloma and Chinchorro*	**Q3; RR3**	Q2014 Chap 3; chap4; Benfer 1990; Arriaza 2005
4	***Online Sept 16***	*Initial Period: Development of Agriculture*	**Q4;** **Write1**	Q2014 chap5 Alfonso et al. 2007
5	***Online Sept 23***	*Early Complex Societies: Highland Chavin and Coastal Paracas Necropolis*	**Q5; RR4**	Q2014 chap6; Dwyer/Dwyer 1975; Tomasto et al. 2009
6	***Sept 28*** ***Sept 30***	***MIDTERM EXAM – ON ONLINE*** *Nasca*	**-**	- Q2014 chap7;
7	***Online Oct 7***	*Nasca and trophy heads*	**RR5;** **Write 2**	Q2014 chap7; DeLeonardis 2004; Williams 2001
8	***Online Oct 14***	*Urbanism, Warfare, and the Moche*	**Q6; RR6**	Q2014 chap7; Verano 2014; Gagnon et al. 2013
9	***Online Oct 21***	*Expansion of the Wari*	**Q7; RR7**	Q2014 chap8; Isbell 2015; Tung 2007
10	***Online Oct 28***	*LIP Non-state Chachapoya and Mummification*	**RR8;** **Write 3**	Q2014 chap9; Nystrom et al. 2010; Friedrich et al. 2011
11	***Nov 2*** ***Nov 4***	**MIDTERM EXAM – ON ONLINE** *Inca Empire*	**-** **Q8;**	- Q2014 chap10;
12	***Online No Class***	*Inca Empire – ONLINE* *VETERANS DAY*	-	Kaulicke 2015; Andrushko 2006
13	***Online Nov 18***	*Human Sacrifice and the Ancestors*	**Q9; RR9** **(pick Write 4)**	Wilson et al. 2007 Toyne 2011 TBD
14	***Online No Class***	*Conquest – ONLINE* *THANKSGIVING*	**Write 4**	Salomon 1995; Velasco 2014
15	***Online Dec 2***	*Early Colonial transformations*	**Q10; RR10**	Klaus 2015; Murphy et al. 2017
16		**FINAL EXAM- December 9th, 10 am**		

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

Course Syllabus

Jump to Today Edit

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.

Johnson, Matthew, Archaeological Theory, 3rd edition. 2019, Oxford: Blackwell.

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:

Grade Categories	Description of Requirements	Due Date	Weight Toward Final Grade	Point Value
Participation and Attendance	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	Weekly	12	120
Discussion leadership	Leading part of the class discussion for one week of class	Once per semester	10	100
Weekly written assignments	The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries. Submitted through Webcourses.	11:59am the day after class	13	130
Bibliography	A 15-source bibliography for your term paper, with the five most important sources annotated. Submitted through Webcourses.	October 23 at 11:59pm	10	100
Term paper	A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words). Submitted through Webcourses.	Due December 10 at 9:00am	40	400

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

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

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.pdfLinks to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

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

Topic	Policy
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 "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide

announcement. The grading scale used in this course is 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 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 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.

Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **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).

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/.

Course Accessibility

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

Emergency Procedures

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

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

	· To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this videoYou 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:

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

Course Summary:

Date	Details
Thu Aug 27, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Sep 3, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Sep 10, 2020	Calendar Event Virtual Office Hours
	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Sep 17, 2020	Calendar Event Virtual Office Hours
	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Sep 24, 2020	Calendar Event Virtual Office Hours
	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Oct 1, 2020	Calendar Event Virtual Office Hours
	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001

Date	Details
Thu Oct 8, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Oct 15, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Oct 22, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Oct 29, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Nov 5, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Nov 12, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Nov 19, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Nov 26, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Dec 3, 2020	Calendar Event Virtual Office Hours

Date	Details
	Calendar Event ANG6110-20Fall 0001
Thu Dec 10, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Thu Dec 17, 2020	Calendar Event Virtual Office Hours
	Calendar Event ANG6110-20Fall 0001
Sat Aug 28, 2021	Assignment Week 1 Writing Assignment
Sat Sep 4, 2021	Assignment Week 2 Writing Assignment
Sat Sep 11, 2021	Assignment Week 3 Writing Assignment
Sat Sep 18, 2021	Assignment Week 4 Writing Assignment
Sat Sep 25, 2021	Assignment Week 5 Writing Assignment
	Assignment Term Paper Topics
Sat Oct 2, 2021	Assignment Week 6 Writing Assignment
Sat Oct 9, 2021	Assignment Week 7 Writing Assignment
Sat Oct 16, 2021	Assignment Week 8 Writing Assignment
Sat Oct 23, 2021	Assignment Week 9 Writing Assignment
	Assignment Bibliography
Sat Oct 30, 2021	Assignment Week 10 Writing Assignment

Date	Details
Sat Nov 6, 2021	Assignment Week 11 Writing Assignment
Sat Nov 13, 2021	Assignment Week 12 Writing Assignment
Fri Nov 19, 2021	Assignment Discussion Leadership
Sat Nov 20, 2021	Assignment Week 13 Writing Assignment
Sat Dec 4, 2021	Assignment Class Participation
Fri Dec 10, 2021	Assignment Presentation
Sat Dec 11, 2021	Assignment Final Paper
Thu Dec 16, 2021	Assignment Final Grade
	Assignment Week 1
	Assignment Week 10
	Assignment Week 11
	Assignment Week 12
	Assignment Week 13
	Assignment Week 2
	Assignment Week 3
	Assignment Week 4
	Assignment Week 5

Date	Details
	Assignment Week 6
	Assignment Week 7
	Assignment Week 8
	Assignment Week 9

Prev monthNext monthAugust 2021

Calendar

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

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

Environmental Anthropology: A Historical Reader. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

The Mushroom at the End of the World. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

Environmental Anthropology: From Pigs to Policies (2nd edition), by Patricia Townsend. Long Grove, IL: Waveland.

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.

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

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.

Date			Topic	DC reading	T reading	Mushroom reading	Assignment **due**
Jan.	8	T	Introductions	Introduction			
	10	R	Nature/Culture	1-2 (Posey, Fairhead+Leach)			
	15	T			1 Introduction		Paper 1 Nature/Culture
	17	R	The Problem with Cattle	3-4 (Evans-Pritchard, Harris)	2 Steward		
	22	T	Ecology and Social Organization	5-6 (Mauss, Steward)	3 Ethno-ecology		Paper 2 Ecology/Society
	24	R	**Case Study I** Mushroom			Prologue, Chapters 1, 2, 3	Paper 3 Case study I
	29	T	Ecosystems with Humans	7-8 (Barth, Geertz)			Paper 4 Ecosystems
	31	R			4 Pigs for the Ancestors		
Feb.	5	T	Disasters?	9-10 (Firth, Waddell)	6 Climate Change		Paper 5 Disasters?
	7	R	**Case study 2** Mushroom			Chapters 4-10	Paper 6 Case study II
	12	T	Slash and Burn	11-12 (Conklin, Carneiro)			Paper 7 Slash and Burn
	14	R			5 Amazonian hunters		
	19	T	Cybernetics	13-14 (Rapoport, Hawkes et al.)			Paper 8 Cybernetics
	21	R			6 Complex Societies		
	26	T					
	28	R	Midterm exam				Midterm

Mar.	5	T	**Case study 3** Mushroom			Chapters 11-17	Paper 9 Case study III
	7	R	Bounded and Balanced	15-16 (Solway+Lee, Netting)	7 The underground environment		Paper 10 Bounded and Balanced
	12	T	*Spring Break*				
	14	R	*Spring Break*				
	19	T			8 Climate Change		
	21	R	Indigeneity and Politics	17-18 (Ellen, Li)			Paper 11 Indigeneity and Politics
	26	T			9 Holy Ground		
	28	R	Campaigns and Collaborations	19-20 (Brosius and Tsing)			Paper 12 Campaigns and Collaborations
	2	T			10 Population		
	4	R	**Case study 4** Mushroom			Chapters 18-20	Paper 13 Case study IV
Apr.	9	T			11Biodiversity and Health		
	11	R	Social Identity and Perception	21-22 (Bloch, Frake)			Paper 14 Social Identity and Perception
	16	T			12 Being Green		
	18	R	Limits of Knowledge	23-24 (Bateson, Ingold)	13 Consumer Cultures		Paper 15 Limits of Knowledge
Apr.	30	T	Final Exam				1:00 PM-3:50 PM

Course Syllabus

ANT 3538 (OW60) Ancient Plagues

Dr. Sandra Wheeler • Fall 2021 • 3.0 Credit Hours
Fully Online in Webcourses

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309 (UCF Main Campus) 407-823-2769
Office Hours: Tuesdays 10-11:30am in Chat for online office hours and by appointment for in-person/virtual office hours
Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Rachel Leite
Office Hours: TBA
Contact: Webcourses Inbox or Discussion Board

For a full list of readings and due dates by module click here for the Course Schedule snapshot. **For the most up-to-date information on due dates, check the Course Summary at the end.**

This course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams.

University Catalogue Description

Exploration of infectious diseases through the textual, archaeological, and biological record. **Prerequisite:** ANT 2000 General Anthropology or equivalent.

Course Description

This course undertakes an archaeological and bioarchaeological approach to how human lifeways impact the transmission of infectious diseases. Past epidemics have often been explained through the lens of textual accounts, however the bioarchaeological record provides additional information on the biological consequences of illness, disease and ultimately, death. This biocultural framework provides a means to discuss the major health impacts resulting from shifts in human lifestyle from nomadic foraging to the beginning of agriculture, the development of complex societies, the advent of lifestyle changes (e.g. foraging, animal domestication and sedentism, urbanism, Industrialism), human health, our biology, and cultural systems have been impacted in a variety of ways. In some cases, these lifestyle changes led to increased transmission of disease and epidemics, and beliefs about the causes of these illnesses changed how the "healthy" interacted with the "sick" in life and in death.

This course is loosely organized along the themes of "Epidemiological Transitions" as they relate to the ancient past. The first part of the course explores the prehistoric baseline and evidence for infectious disease from the skeletal and archaeological record, from nomadism to urbanism and statehood. The second part focuses on colonialism and the spread of global infections and the effects on bodies and burials through texts and archaeological and bioarchaeological evidence. The third part of the course focuses on diseases related to Industrialism and modernity focusing on skeletal impacts of changing lifeways. The final part of the course briefly examines new and re-emerging diseases. This course includes lecture-style pre-recorded lectures, readings, film and other media.

Anthropology Majors! This course counts as a Restricted Elective towards the major requirements.

Learning Objectives

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

- Explain how skeletal, mortuary, and archaeological evidence of infectious disease is used in epidemiologic research and how anthropology contributes to our understanding of infectious disease
- Understand what epidemics are and articulate what an epidemiologic transition is
- Describe how human activities and changes in human lifestyles have led to epidemics
- Evaluate how human societies use infectious diseases as weapons

Required Text

There is **one required text** for the class. The good news is the paperback is available for $30!

- Barnes, E. 2005. **Disease and Human Evolution**. University of New Mexico Press. ISBN: 0-8263-3066-6

All other required readings are provided to you electronically in Webcourses in the modules.

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percentage	Description
Plague Project	20%	Presentation on plagues, pandemics, or epidemiological transitions
Plague Papers (3)	20%	Written assignments based on course materials, complete at least 3
Quizzes (11)	20%	12 module quizzes based on course materials, lowest quiz score dropped
Exams (3)	40%	True/false, multiple choice, fill-in the blank, and short answer questions based on the posted readings, module pages, and lecture materials. ProctorHub-enabled.

Getting Started Activities: Make sure you complete the quiz and discussion by Friday as per UCF's Financial Aid policy! In order to document that you began this course, YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Plague Project: You will create a media presentation on a plague, plague project, pandemic, or epidemiologic transition. There are several different parts to this assignment that will build upon one another to help you produce a finished presentation (Scaffolding! Woo!). You will upload **your final presentation and** provide feedback on **at least two** other student's presentations to earn full credit. More details on assignment can be found by accessing Plague Project module. The Plague Project is worth 20% of your final grade.

Plague Papers: I will post five scholarly articles related to anthropological analyses of ancient diseases for you to read and respond to posted questions. Although more Plague Papers are posted you are only required to turn in 3 of them. You may choose any 3 you like, but you **must turn in each online by their respective due dates.** If you skip a Plague Paper you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Plague Paper grade. All responses will be run through Turnitin.com, so make sure you **turn in your own work in your own words.** Plague Papers are worth 20% of your final grade.

Quizzes: There are **12 online module quizzes** in this course. Each module has a quiz based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in the blank questions. The **lowest quiz score** is dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in the blank questions and are based on all the material presented online. There are **no make-up** exams without documentation of an excuse and/or contact (illness, a doctor's note, death in the family, car accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is NOT cumulative and is scheduled during the final week of classes. NOTE: ProctorHub is enabled for exams.** Exams are worth 40% of your final grade.

What About Make-Up Work?

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

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little knights born), bereavement, catastrophic hurricanes, pan-Internet virus, global pandemics (!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out of town vacations, trips to Disney, and other non-catastrophic events, Word War Z or other similar circumstances **do not** qualify as excuses. If you experience an **exceptional family emergency** or other circumstances that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact Dean Maxwell in the Dean's Office for additional assistance (https://sciences.ucf.edu/students/).

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

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

If you are a **UCF Online student**, please consult the UCF Online Student Guidelines ↗ for more information about academic and non-academic services.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the UCF Fidelity Online ↗ resource to find out how to be a successful online student! Highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module materials will be released on a regular face-to-face course schedule and due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

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

What is the Weekly Schedule?

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams close by 11:59pm • Quizzes due by 11:59pm • Plague Papers due by 11:59pm	• Start review of module pages • Make a plan to work through the Module Study Guide	• Read text and additional readings • Enjoy some coffee!	• Watch new video or media modules • Hug your friends, hug your pants!	• Take quizzes and reviewing • Do something nice for yourself	• Exams (3) open 8am	• Dance

UCF Mobile App!!

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

Course Requirements

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

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

Online lectures will introduce new materials, including discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled modules, readings, and assignments. There are many due dates for assignments, so you have to stay on top of this or **no late work will be accepted**. If you've never used that **Calendar** button on the side of your screen, use it! It's super helpful! Second, if you email me or your GTA using your Knights account, include **ANT 3538 or Plagues** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus. It really is like your best friend for this course.

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Statements 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.

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 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, or 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.

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 Responsibility and Integrity

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

Students should familiarize themselves with UCF's Rules of Conduct ↗. According to Section 1, "Academic Misconducts" 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 materials, lecture notes, 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, lectures, PowerPoints, course syllabi, quizzes, labs, instruction sheets, and homework; study guides, handouts, etc.
- *Falsifying or misrepresenting the student's own academic work*.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate academic behavior standards*.

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

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

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the offense, lead to an "F" for the course). Students who cheat or plagiarize undermine their education, devalue the degree they are pursuing, and harm others. See the UCF Student Rules ↗ for self-assessment and guidelines for the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Zero** or worse! I might just have to turn you both into overreachers. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of quick information, it is not necessarily an excellent source of credible information and may also be a source of plagiarism in its own right.

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

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

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here for how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a-ta/ta-p/1154 ↗

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to my.ucf.edu ↗ and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK".
- If you are not on campus, use your common sense and stay safe.

Student Accessibility Services (SAS)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.ucf.edu/> or 8 Student Union, 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.

Deployed Active Duty Military Students

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at ↗ http://regulations.ucf.edu/chapter3/rule-3.020#religious%20observance%20%6.ac.2.ad ↗.

Copyright

This course may contain copyright protected materials such as audio or video clips, lectures, 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 assignments. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse or ANOTHER epidemic). Your professor reserves the right to make reasonable adjustments to the course schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	Discussion: Why are you taking this class?	due by 11:59pm
	Getting Started Quiz	due by 11:59pm
Sun Sep 5, 2021	Quiz 1	due by 11:59pm
	Plague Paper 1: Historical Records and Paleopathology	due by 11:59pm
Sun Sep 12, 2021	Quiz 2	due by 11:59pm
	Plague Paper 2: Human Microbiomes	due by 11:59pm
Sun Sep 19, 2021	Plague Project Topic Approval! Pick a Plague!	due by 11:59pm
	Quiz 3	due by 11:59pm
Sun Sep 26, 2021	Exam 1	due by 11:59pm
	Quiz 4	due by 11:59pm
Sun Oct 3, 2021	Quiz 5	due by 11:59pm
	Plague Paper 3: Mass Graves	due by 11:59pm
Sun Oct 10, 2021	Quiz 6	due by 11:59pm
Sun Oct 17, 2021	Quiz 7	due by 11:59pm
Sun Oct 24, 2021	Plague Project Draft!	due by 11:59pm
Sun Oct 31, 2021	Exam 2	due by 11:59pm
	Quiz 8	due by 11:59pm
Sun Nov 7, 2021	Plague Paper 4: Syphilis	due by 11:59pm
	Quiz 9	due by 11:59pm
Sun Nov 14, 2021	Quiz 10	due by 11:59pm
Sun Nov 21, 2021	Plague Paper 5: Historic and Bioarchaeological Evidence	due by 11:59pm
	Plague Project Final and Peer Feedback	due by 11:59pm
Sun Nov 28, 2021	Quiz 11	due by 11:59pm
Fri Dec 3, 2021	Plague Project Peer Feedback Due!	due by 11:59pm
Sun Dec 5, 2021	Quiz 12	due by 11:59pm
Fri Dec 10, 2021	Exam 3 (Final Exam)	due by 11:59pm

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 most up-to-date due dates! **Note:** Additional Required Readings are found in the Intro pages of each Module. Required Readings from Text come from your assigned book for the course.

Module	Topic, Required Readings	Assignments
Module 1	**Infectious Diseases and Archaeological Approaches** Required Readings from Text: • Barnes E. 2005. Introduction (Ch 1) and The War Between Microbes and Men (Ch 2). *Disease and Human Evolution*. University of New Mexico Press, pp. 1-26. Additional Required Readings: • Sherman IW. 2006. The Nature of Plagues (Ch 1). *The Power of Plagues*. ASM Press, pp. 1-21. • Roberts C. et al. 2020. What the Archaeological Record Reveals About Epidemics Throughout History-And the Human Response to Them. The Conversation, June 15, 2020: https://theconversation.com/what-the-archaeological-record-reveals-about-epidemics-throughout-history-and-the-human-response-to-them-138408	**Getting Started Quiz DUE** **Quiz 1 DUE** **Plague Paper 1 DUE**
Module 2	**Prehistoric Baselines: Hunter-Gatherers and Infections** Required Readings from Text: • Barnes E. 2005. Early Humans and Their Diseases (Ch 3). *Disease and Human Evolution*. University of New Mexico Press, pp. 27-44. Additional Required Readings: • Barrett R, Armelagos GJ. 2013. The Prehistoric Baseline (Ch 1). *An Unnatural History of Emerging Infections*. Oxford University Press, pp. 15-28.	**Quiz 2 DUE**
Module 3	**Neolithic Transitions, Agriculture, and Urbansim** Required Readings from Text: • Barnes E. 2005. The Seeds of Change (Ch 4). *Disease and Human Evolution*. University of New Mexico Press, pp. 45-66. Additional Required Readings • Sherman IW. 2006. Plagues, The Price of Being Sedentary (Ch 2). *The Power of Plagues*. ASM Press, pp. 23-42. • Barrett R, Armelagos GJ. 2013. Revolution and the Domestication of Pathogens (Ch 2). *An Unnatural History of Emerging Infections*. Oxford University Press, pp. 29-48.	**Quiz 3 DUE** **Plague Paper 2 DUE** **Plague Project Topic Approval DUE**
Module 4	**Emerging Zoonooses and Intensive Agriculture** Required Readings from Text: • Barnes E. 2005. Domesticated Animals and Disease (Ch 8) AND Cows, Mycobacteria, and Tuberculosis (Ch 9). *Disease and Human Evolution*. University of New Mexico Press, pp. 137-172. Additional Required Readings: • Roberts C, Manchester K. 2005. Infectious Disease: Tuberculosis. *The Archaeology of Disease*, 3rd edition. Cornell University Press, pp. 183-192.	**Quiz 4 DUE**
Exam 1 (opens online 8am Friday, Sep 24 and closes 11:59pm on Sunday, Sep 26, 2021)		
Module 5	**Plagues of Antiquity** Additional Required Readings: • Sherman IW. 2006. Six Plagues, of Antiquity (Ch 3). *The Power of Plagues*. ASM Press, pp. 43-66. • Harbeck M. et al. 2013. *Yersinia pestis* DNA from Skeletal Remains from the 6th Century AD Reveals Insights into Justinian Plague. *PLOS Pathogens* https://doi.org/10.1371/journal.ppat.1003349	**Quiz 5 DUE**
Module 6	**Black Death** Required Readings from Text: • Barnes E. 2005. Pestilence, Plague, and Rats (Ch 14). *Disease and Human Evolution*. University of New Mexico Press, pp. 237-250. Additional Required Readings: • DeWitte SN. 2014. The Anthropology of Plague: Insights from Bioarchaeological Analyses of Epidemic Cemeteries. *The Medieval Globe* 1: No 1, Article 6 https://scholarworks.wmich.edu/tmg/vol1/iss1/6	**QUIZ 6 DUE** **Plague Paper 3 DUE**
Module 7	**Leprosy** **Required Readings from Text:** • Barnes E. 2005. The Moral Disease: Leprosy (Ch 10). *Disease and Human Evolution*. University of New Mexico Press, pp.173-184. Additional Required Readings: • Robbins G, et al. 2009. Ancient Skeletal Evidence for Leprosy in India (2000 B.C.) PLoS ONE 4(5): e5669. https://doi.org/10.1371/journal.pone.0005669 • Roberts CA 2002. The Antiquity of Leprosy in Britain: The Skeletal Evidence. In CA Roberts. ME Lewis, and K Manchester (eds). *The Past and Present of Leprosy: Archaeological, Historical, Paleopathological and Clinical Approaches*. British Archaeological Reports International Series 1054. Archaeopress, pp. 213-221.	**Quiz 7 DUE** **Plague Project Draft DUE**
Module 8	**Malaria and Smallpox** Required Readings from Text: • Barnes E. 2005. Mosquitoes, Malaria, and Gene Wars (Ch 5) and Memories of Smallpox (Ch 13). *Disease and Human Evolution*. University of New Mexico Press, pp. 67-98 and pp. 221-236. Additional Required Readings: • Sherman IW. 2006. Malaria, Another Fever Plague (Ch 8). *The Power of Plagues*. ASM Press, pp. 135-158.	**Quiz 8 DUE**
Exam 2 (opens online 8am Friday, Oct 29 and closes 11:59pm on Sunday, Oct 31, 2021)		
Module 9	**Syphilis** Required Readings from Text: • Barnes E. 2005. Syphilis: The Great Change Artist (Ch 12). *Disease and Human Evolution*. University of New Mexico Press, pp. 201-220. Additional Required Readings: • Sherman IW. 2006. The Great Pox Syphilis (Ch 12). *The Power of Plagues*. ASM Press, pp. 255-274. • Harper KN, et al. 2011. The Origin and Antiquity of Syphilis Revisited: An Appraisal of Old World Pre-Columbian Evidence for Treponemal Infection. American Journal of Physical Anthropology 146: 99-133. https://onlinelibrary.wiley.com/doi/abs/10.1002/ajpa.21613	**Quiz 9 DUE DATE** **Plague Paper 4 DUE**
Module 10	**Plague and Colonialism** Required Readings from Text: • Barnes E. 2005. Braving New Worlds: Invisible Enemies of Settlers (Ch 7). *Disease and Human Evolution*. University of New Mexico Press, pp. 115-136. Additional Required Readings: • TBA	**Quiz 10 DUE**
Module 11	**Other Plagues** Required Readings from Text: • Barnes E. 2005. Easy Route to Fame and Gripe: Cholera, the Salmonella Gang, and other Prominent Bugs (Ch 17). *Disease and Human Evolution*. University of New Mexico Press, pp. 279-298. Additional Required Readings: • Sherman IW. 2006. Typhus, A Fever Plague (Ch 6). *The Power of Plagues*. ASM Press, pp. 117-134.	**Quiz 11 DUE** **Plague Paper 5 DUE** **Plague Project Final DUE**
Module 12	**Globalization of Emerging and Re-Emerging Infectious Diseases** Required Readings from Text: • Barnes E. 2005. Disease of Modern Civilization (Ch 21) and Back to the Future (Ch 23). *Disease and Human Evolution*. University of New Mexico Press, pp. 355-386 and pp. 413-428. Additional Required Readings: • TBA	**Quiz 12 DUE** **Plague Project Feedback DUE**
Exam 3 (opens online 8am Monday, Dec 6 and closes 11:59pm on Friday, Dec 10, 2021)		

Course Syllabus

ANT4027 (0W60) Mummies: Life After Death

Dr. Sandra Wheeler • Fall 2021 • 3.0 Credit Hours
Fully Online in Webcourses

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309 (Fall Campus), 407-823-2597
Office Hours: Thursdays 1-2:30pm in Chat for online office hours and by appointment for in-person or virtual office hours
Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox (please 24-48 hour response time on weekdays)

Graduate Teaching Assistants (GTAs) Contact

GTA: Peter Mercier and Rachel Lazze
Office Hours: TBA
Contact: Webcourses Inbox or Discussion Board

For a full list of readings and due dates by module click here for the Course Schedule snapshot. **For the most up-to-date information on due dates, check the Course Summary at the end.**

This course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams.

University Catalogue Description

Cultural practices and beliefs surrounding death, the concerns cultures and humans have had throughout the ages about the body's decay after life, and their attempts to prevent decay and preserve bodies in a state as near to life as possible. **Prerequisite:** ANT 2511 Human Species or Consent of Instructor (C.I.)

Course Description

The fact that **bodies decay after death** has concerned humans throughout the ages. Many cultures have attempted to arrest this decay process, so that bodies are preserved in a state as near to life as possible, but natural **mummified bodies** (human and animal) are also found around the world. In some cultures, the body is preserved and burial is delayed so the families can spend more time with their loved ones. Today, mummies are increasingly being studied to address questions about the health, social standing, and diet of the populations from where they come. This course explores the reasons why people mummify bodies, the mechanisms by which they are preserved, and the lessons that they have for modern populations. We will also explore the various methods employed to study ancient mummies, and the information we can learn about past life ways from these preserved bodies. In this way, mummies do have a life after death!

Topics to be covered include:

- Worldwide mortuary practices involving intentional preservation of the body (or body parts)
- Various methods used to preserve human and animal bodies
- How modern scientific techniques are used to understand the mummification process as well as ancient health and disease processes
- The global distribution of mummies around the world

Anthropology Majors! This course counts as a Restricted Elective towards the major requirements.

Learning Outcomes

By the end of this course you will:

- Understand the mechanisms and purpose of **anthropogenic** mummification
- Understand the conditions in which we find **naturally preserved** mummies
- Understand the various methods employed to study ancient mummies through time
- Examine analytical methods, research questions, and **research findings** in studying preserved human remains
- Analyze the **ethics** of mummy research and museology (display) of mummies and human remains
- Formulate **knowledgable questions** about the historical, cultural, and scientific aspects of mummies and mummification

Required Texts

There is **one required textbook** for this course: **You will not pass this course without the textbook**. The textbook is available for purchase in the UCF Bookstore and through various online vendors. You can probably find a cheaper copy online (and there are also additional optional readings (.pdf's) in the course modules. **All additional required readings (each module has several outside your text) are in the Introduction pages for each module!**

Modern Mummies: Preservation of the Human Body in the 21th Century

Author: Christine Quigley
Year: 2006
Publisher: McFarland
ISBN: 0786428511 (paperback)

Note: this book is also on reserve at the John C. Hitt Library (UCF Main Campus)

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this or **late work will only be accepted under limited circumstances (see statement below on Make Up Work)**. If you've never used that **Calendar button** on the side of your screen, now is the time! It's very helpful to keep track of due dates!

Second, if you email me or your GTA using your Knights account, include **ANT4027 or Mummies** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox in Webcourses to contact us.

Finally, read this syllabus, it really is like your best friend on the quiz.

Grading Scale (+/- letter grades)

A	97-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	<59%
		B-	80-83%				

Student Evaluation

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

Assignment	Percent	Description
Mummification Project	20%	A mummification project, yes, you will mummify something! And write about it!
Meet a Mummy Assignment	10%	Complete one of two of Meet a Mummy written assignments
Displaying the Dead	15%	Discussion assignment on the ethics of display of human remains in museums and public spaces
Quizzes (14)	20%	Module quizzes based on course materials: lowest two quizzes will be dropped
Exams (2)	40%	Fill-in-the-blank, true/false, multiple choice, and short answer questions based on the posted readings, videos, and lecture materials. Proctor/tab enabled!
Pre- and Post-tests		Complete pre- and post-tests to measure learning outcomes for the course

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

Mummification Project: You will complete a **mummification project** where you will mummify an apple using several different methods, collect quantitative and qualitative data on your observations, and write up a discussion of your findings as it relates to the course material. The Mummification Project is worth 20% of your final grade.

Meet a Mummy written assignment: You will complete **one of the two pasted assignments** dealing with mummies and mummy research. More details can be found by clicking on the Assignments button or looking in the Modules. Meet a Mummy assignments are worth 10% of your final grade.

Displaying the Dead Discussion: The Discussion requires that you post and respond to ethical positions regarding displaying of the dead in museums and public institutions. This Discussion assignment is worth 15% of your final grade.

Quizzes: There are **14 quizzes** in this course. Each module has a quiz that is based on the materials presented in that module. Quizzes are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest two quizzes will be dropped. Quizzes are worth 20% of your final grade.

Exams: There are **three online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. Once you begin an exam, **you must finish it!** The exams may be different if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important**: Once you start an exam, you have 2 hours (120 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking the exam 10:00 pm on their respective due date). Exams are worth 40% of your final grade. **The final exam is not cumulative and is scheduled during Final's Week. The final exam is not cumulative. NOTE: Proctor/tab is enabled for exams.**

Pre- and Post-tests: These are non-graded quizzes you are required to complete. **These are not optional tests but are considered into your final grade** but are used (by me!) to measure what you know about mummies coming into the class and what you learned after taking the class.

What About Make-Up Work?

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

Make up assignments, quizzes or exams will be given **ONLY** in extreme circumstances such as hospitalization, incarceration, jury duty, birth/death of a close family member, have been several little fingers born throughout the years!, health emergencies, global pandemics (!!), bereavement, catastrophe, etc. The make up assignment/exam/quiz may be different if you run under the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important**: Once you start an exam, you have 2 hours (120 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking the exam 10:00 pm on their respective due date). Exams are worth 40% of your final grade. **The final exam is online and is scheduled during Final's Week. The final exam is not cumulative. NOTE: Proctor/tab is enabled for exams.**

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If you experience an exceptional family emergency or other circumstance that affects your coursework and/or causes you to miss assignments or an exam, please let me know so I can help you.

You can also contact **Student Care Services** for additional support: https://sca.sdes.ucf.edu/services/ ✓

It's your responsibility to contact me, I can't help you unless I know what's going on!

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will that date be extended beyond the end of the following semester or the 12 grade will automatically be recorded as an "F" on your transcript. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning **requires planning and disciplined self-pacing** to be successful in this type of learning environment. You should definitely check out the UCF Knights Online ✓ resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules and audio lectures each week. **Quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester**. Also, as long as you have an Internet connection, it won't matter if there is a mummy apocalypse (hey, it could happen), you will still be able to do your work!

You might consider using **ear buds or headphones** to listen to the posted audio lectures, especially if you are listening to them in a public space. Not everyone enjoys hearing about dead people, lol.

This is an online class and will not never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! You will hear me disembodied voice on the posted audio lectures, sometimes it's fun to attach a face to the voice.

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

Never taken an online course before? Make sure you read the module page on How to Study for an Online Course!

What is the Weekly Schedule?

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Assignments due by 11:59pm • Quizzes close by 11:59pm • Exams (2) close by 11:59pm	• Start review of module pages	• Read text and complete readings • Take notes	• Watch any lecture media in modules • Take notes	• Read text and complete readings • Take notes	• Exams (3) open 8am	• Eat ice cream!

UCF Mobile App!!

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

Course Requirements

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

- review online content and all required readings
- complete the required online assignments
- complete module quizzes
- complete all online exams
- basically, complete all the things!

This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet (see above). Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad. If you do not or will not have ready access to the Internet, you may want to rethink taking an online course.** Also, the UCF Mobile App is not recommended for completing the course! Instructor Course materials include but are not limited to class notes, instructor's PowerPoints, course syllabi, tests, quizzes, labs, homework, study guides, handouts, etc.

Students are responsible for checking their UCF email and Webcourses.

- Plagiarism (using or appropriating another's work without adding the value of your own, adding citations to show the expression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

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

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

Academic Integrity: Plagiarism and/or cheating of any kind on an exam, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "D" in the entire course). Note, I do not offer an opportunity to retake an assignment referred to the UCF Office of Student Conduct ✓ for further action. See the UCF Golden Rule ✓ I will assume that you will adhere to the academic creed of this University and will maintain the "highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. Do not copy and paste from sources as answers to assignments or exams. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a F grade** or worse! Do not let someone else copy your work! Do not copy and paste from the internet! Do not let someone else do your work for you! Get the help of a friend. Also, please keep in mind what the Internet is an ever-changing source of quick information. It is not necessarily an excellent source of solid information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I will know.

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

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

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socio-economic status, immigrant status, ethnicity, and culture**, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or are aggressive toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to address a student by a different name or use certain pronouns when referring to them. We want to feel free to ask your PUPs: https://confluence.ucf.edu/pronouns/10-Student-Guide?spec-div=1.0&spec-sec=2.0#pronouns-in-my-user-account-or-a-to-do-list ✓

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to mycard.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 in the Student Center screen, click on "UCF Alert". Fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you're not on campus, use your common sense and be safe.

Student Accessibility Services

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to services should contact the Student Accessibility Services office to contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.ucf.edu/ ✓ or Email: sas@ucf.edu ✓ or 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 a collaborative effort between the student, the instructor, the University, and academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class (if you meet in person) for a religious observance. For more information, see the UCF policy at: http://regulations.ucf.edu/chapter4/4009Religious%20Holidays%20Policy.pdf ✓

Copyright

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

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you would not be required to provide personally identifying information on a public site. You can post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments involving these services or applications are optional and non-graded and therefore will not require you to disclose any personally identify sensitive information. If you have any concerns about this, please contact me in person.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse or, gasp! a global pandemic!). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for quizzes, assignments and exams can be found in the table below.

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	Required Activity: Getting Started Discussion	due by 11:59pm
	Required Activity: Getting Started Quiz	due by 11:59pm
Sun Sep 5, 2021	Quiz 1: Mummification and Preservation	due by 11:59pm
	Quiz 2: Mummy Studies	due by 11:59pm
Sun Sep 12, 2021	Quiz 3: Why Mummify	due by 11:59pm
	Quiz 4: Modern Immortality	due by 11:59pm
Sun Sep 19, 2021	Meet a Newt (ish) Mummy	due by 11:59pm
	Exam 1	due by 11:59pm
Sun Sep 26, 2021	Quiz 5: Ethics of Display	due by 11:59pm
Sun Oct 3, 2021	Displaying the Dead	due by 11:59pm
	Quiz 6: Modern Methods	due by 11:59pm
Sun Oct 10, 2021	Displaying the Dead Response	due by 11:59pm
Sun Oct 17, 2021	Quiz 7: Mummies and Disease	due by 11:59pm
	Quiz 8: Animal Mummies	due by 11:59pm
Sun Oct 24, 2021	Meet an Old-ish Mummy	due by 11:59pm
	Exam 2	due by 11:59pm
Sun Oct 31, 2021	Quiz 9: Egypt Mummies	due by 11:59pm
	Quiz 10: N and C America	due by 11:59pm
Sun Nov 7, 2021	Quiz 11: S America	due by 11:59pm
Sun Nov 21, 2021	Quiz 12: Europe	due by 11:59pm
Sun Nov 28, 2021	Make a Mummy!	due by 11:59pm
	Quiz 13: Glaciers and Bogs	due by 11:59pm
Sun Dec 5, 2021	Quiz 14: Middle East, Asia and Oceania	due by 11:59pm
Fri Dec 10, 2021	Exam 3 (Final Exam)	due by 11:59pm

Course Schedule of Readings and Due Dates Fall 21

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for quizzes, assignments and exams can be found in the table below, check Webcourses assignments for most current due dates.

Module	Topic, Required Reading, and Assignment Due Dates
Getting Started	**GETTING STARTED ACTIVITY DUE AUG 27** **PRE-TEST DUE SEP 6**
Module 1	**A Natural (sometimes) Process** Required Readings • Nystrom KC. 2019. Mummies: Definitions and mechanisms (Ch 1). *The Bioarchaeology of Mummies*. NY: Routledge, pg 5-31. • Quigley C. 2006. What has been, may be, can be, and will be done (Ch 1). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 5-26. • Aufderheide A. 2003. Mechanisms of mummification (Ch 3). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 41-71. **QUIZ 1 DUE SEP 5**
Module 2	**A History of Mummy Studies** Required Readings • Nystrom KC. 2019. History of bioarchaeology and mummy studies (Ch 2). *The Bioarchaeology of Mummies*. NY: Routledge, pg 32-45. • Aufderheide A. 2003. History of mummy studies (Ch 1). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 1-21. • Pringle H. 2001. The Congress (Ch 1) and The Dissector's kKnife (Ch 2). *The Mummy Congress: Science, Obsession, and the Everlasting Dead*. New York: Hyperion, pg 1-53. **QUIZ 2 DUE SEP 5**
Module 3	**Why Mummify?** Required Readings • Quigley C. 2006. Learning about life and death (Ch 4). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 103-131. • Aufderheide A. 2003. Purpose of anthropogenic mummification (Ch 2). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 22-40. **QUIZ 3 DUE SEP 12**
Module 4	**Modern Immortality** Required Readings • Quigley C. 2006. Lying in state (Ch 2). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 27-58. • Quigley C. 2006. Buying immortality (Ch 5). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 133-166. • Bates, S. 2010. Bodies impolitic? Reading cadavers. *International Journal of Communication 4*: 198-219. **QUIZ 4 DUE SEP 19** **MEET A NEW(-ISH) MUMMY ASSIGNMENT DUE SEP 19**
Module 5	**The Ethics of Display of Human Remains** Required Readings • Gill-Frerking H. 2021. Showing respect to the dead: the ethics of studying, displaying, and repatriating mummified human remains. *The Handbook of Mummy Studies*. Singapore: Springer, pg 1-30. • Brooks MM, Rumsey C. 2007. The body in the museum. In: Cassman V, Odegaard N, and Powell J (eds) *Human Remains: Guide for Museums and Academic Institutions*. AltaMira Press: Lanham, pg 261-289. • Day J. 2014. 'Thinking Makes it So': Reflections of the ethics of displaying Egyptian mummies. *Papers on Anthropology* 23: 29-44. **QUIZ 5 DUE SEP 26** **Displaying the Dead Discussion due OCT 3 with response by OCT 10**
	EXAM 1 (Available online 8am on FRIDAY SEP 24 to 11:59pm on SUNDAY SEP 26, 2021)
Module 6	**Modern Methods of Mummy Study** Required Readings • Nystrom KC. 2019. Mummy studies and social theory (Ch 4). *The Bioarchaeology of Mummies*. NY: Routledge, pg 98-122. • Antoine D. 2014. The scientific analysis of human remains from the British Museum collection: Research potential and examples from the Nile Valley. In: Fletcher A, Antoine D and Hill JD (eds) *Regarding the Dead: Human Remains in the British Museum*. The British Museum Press: London. pg 20-30. **QUIZ 6 DUE OCT 10**
Module 7	**Mummies and Disease** Required Readings • Lynnerup N. 2019. Mummies and paleopathology. In: *Ortner's Identification of Pathological Conditions in Human Skeletal Remains*, 3rd edition. London: Elsivier, pg 799-807. • Tilley L and Nystrom K. 2018. A 'cold case' of care: Looking at old data from a new perspective in mummy research. *International Journal of Paleopathology* https://doi.org/10.1016/j.ijpp.2018.08.001 + • Väre T, Niinimäki J, Junno J-A, Núñez M, Niinimäki S and Niskanen M. 2016. Suspected tuberculosis in an early 17th-century northern Finnish mummy-A computed tomography case study. *International Journal of Paleopathology* 14: 69-73. **QUIZ 7 DUE OCT 17**
Module 8	**Animal Mummies** Required Readings • Aufderheide A. 2003. Mummification of animals (Ch 7). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 395-417. • Boeskorov GG, Potapova OR, Mashchenko EN, Protopopov AV, Kuznetsova TV, Agenbroad L and Tikhonov AN. 2014. Preliminary analyses of frozen mummies of mammoth (*Mammuthus primigenius*), bison (*Bison priscus*) and horse (*Equus* sp.) from the Yana-Indirgka Lowland, Yakutia, Russia. *Integrative Zoology* 9: 471-480. • Ikram S. 2015. Protecting pets and cleaning crocodiles: The Animal Mummy Project (Ch 9). In: Ikram S (Ed.) *Divine Creatures: Animal Mummies in Ancient Egypt*. Cairo: The American University in Cairo Press, pg 206-227. **QUIZ 8 DUE OCT 24** **MEET AN OLD(-ISH) MUMMY ASSIGNMENT DUE OCT 24**
Module 9	**Mummies of Egypt** Required Readings • Aufderheide AC. 2003. Egyptian mummification materials (excerpt from Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 251-259. • Taylor JH and Antoine D. 2014. Tamut: A high-ranking priest's daughter (Ch 3). *Ancient Lives New Discoveries: Eight Mummies, Eight Stories*. London: The British Museum Press, pg 68-92. • Wade AD, Nelson AJ and Garvin GJ. 2011. A synthetic radiological study of brain treatment in ancient Egyptian mummies. *HOMO-Journal of Comparative Human Biology* 62: 248-269. **QUIZ 9 DUE NOV 3**
	EXAM 2 (Available online 8:am on OCT 29 to 11:59pm on OCT 31, 2021)
Module 10	**Mummies of North and Central America** Text Readings • Quigley C. 2006. Occupational hazards (Ch 3). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 59-102. Additional Required Readings • Aufderheide A. 2003. The geography of mummies-Mummies of North America and Mummies of Central America (Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 72-92. • Zimmerman MZ. 1998. Alaskan and Aleutian mummies (Ch 8). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 138-154. **QUIZ 10 DUE NOV 7**
Module 11	**Mummies of South America** Required Readings • Arriaza BT, Cárdenas-Arroyo F, Kleiss E and Verano JW. 1998. South American Mummies: culture and disease (Ch 10). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 190-236. • Aufderheide A. 2003. The geography of mummies-Mummies of South America (Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 92-158. • Guillén SE. 2004. Artificial mummies from the Andes. *Collegium Antropologicum* 2: 141-157. **QUIZ 11 DUE NOV 17**
Module 12	**Mummies of Europe** Required Readings • Ascenzi A *et al*. 1998. Mummies from Italy, North Africa and the Canary Islands (Ch 12). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 263-287. • Piombino-Mascali D, Panzer S, Marvelli S, Lösch S, Aufderheide AC and Zink AR. 2011. The "Sicily Mummy Project": First results of the scientific campaigns (2007-2010). *Geschichte und Tradition der Mumifizierung in Europa Kasseler Studien zur Sepulkralkultur* 25-31. • Wun I. 2010. Mummies in monasteries and churches-monks, popes and princes. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 152-159. **QUIZ 12 DUE NOV 21** **MAKE A MUMMY ASSIGNMENT DUE NOV 28**
Module 13	**Glacier Mummies and Bog Bodies** Required Readings • Chamberlain AT and Parker Pearson M. 2001. Bog bodies. In: Earthly Remains: The History and Science of Preserved Human Bodies. Oxford: Oxford University Press, pg 45-82. • Kerneck B. 2010. The Altai Lady and her companions-mummies of the Scythian Pazyryk culture. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 138-141. • Lynnerup N. 2015. The Thule Inuit mummies from Greenland. *The Anatomical Record* 298: 1001-1006. • Samadelli M, Melis M, Miccoli M, Egarter Vigl E and Zink A. 2015. Complete mapping of the tattoos of the 5300-year-old Tyrolean Iceman. *Journal of Cultural Heritage* 16: 753-758. **QUIZ 13 DUE DEC 5**
Module 14	**Mummies of the Middle East, Asia and Oceania** Required Readings • Beckett RG, Nelson AJ. 2015. Mummy Restoration Project among the Anga of Papua New Guinea. *The Anatomical Record* 298: 1013-1025. • Erckenbrecht C, Klaatsch HH. 2010. Mummies in Australia-a special form of aboriginal burial rites. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 121-125. • Sakurai K, Ogata T, Morimoto I, Long-Xiang P and Zhong-Bi W. 1998. Mummies from Japan and China (Ch 14). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 308-335. **QUIZ 14 DUE DEC 5** **POST-TEST DUE DEC 11**
	EXAM 3 (Available online 8:am on DEC 6 to 11:59pm on DEC 11, 2021)

Course Syllabus

Jump to Today

Forensic Anthropology

ANT 4521 • 3 credit hours

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

ANT4521 (04V01) • Dr. Sandra Wheeler • 3.0 Credit Hours
Fall 2021 • Tuesdays 3:4-15pm in HS1 112 and online!

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main campus), 407-823-5769
Office hours: Thursdays 10-11:30am in Zoom for online office hours and by private appointment (also via Zoom)
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Peter Mercier
Office hours: TBA Online in Chat for online office hours
Contact: Inbox or Discussions

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

Syllabus Quick Links

- Course Description
- Learning Outcomes
- Required Texts
  - Recommended Resources
  - Grading Scale
  - Student Evaluation
- Make Up Work
- Taking Online Courses
- Tentative Lecture Schedule
- UCF Mobile Apps
- Course Requirements
- Important Things
  - Respectful UCF Statements
  - Academic Responsibility and Integrity
  - Respect for Diversity
  - Campus Safety
  - Student Accessibility Services
  - Deployed Active Duty Students
  - Religious Observances
- Copyright and FERPA

University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following: ANT 2111, CHS 2001, any 4000 level Criminal Justice class, or LC.

Course Description

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

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

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

This course will be delivered as a mixed mode or hybrid course, meaning we will meet in person on campus on Tuesday afternoons, all other content is posted on Webcourses. All assignments, quizzes, and exams are completed online.

Please wear masks in this class for the protection of yourselves and those around you who may be at higher risk from COVID complications.

Anthropology majors! This course counts as a Restricted Elective towards the major requirements. This course is also required for the Crime Scene Investigation Certificate!

Learning Objectives

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

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

Required Text (pssst... it's free!)

Forensic Anthropology: Current Methods and Practice, 2019, by Christensen et al.

This book is available FOR FREE through the UCF Library. You will need to log in with your NID and password to access the pdf of the chapters: https://www.pathfinder.ucf.edu/login?URL=http://www.dawsonera.com:80/abstract/9780367154270#toolbar

I will provide also additional readings electronically on Webcourses. Woo!

If you are interested in this subject, I **recommend** the Forensic Anthropology Training Manual 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.

Recommended Resources

Professional Organizations
American Association of Forensic Science: https://www.aafs.org/ ↗
American Board of Forensic Anthropology: https://abfa.org/ ↗
Defense POW/MIA Accounting Agency (DPAA): https://www.dpaa.mil/ ↗
Orange County Medical Examiner's Office:
https://www.ocsheriff.com/Corrections-Medical/Coroner/Medical-Examiner/Medical-Examiner%20Pre-assist.X8Dz4ufc7c0 ↗
Indiana State Coroners Training Board: https://www.in.gov/cjtc/ ↗
Florida Unidentified Decedents Database: http://fcdb.com/ ↗

Forensic Anthropology Research Facilities (in North America)
Applied Anatomical Research Center (AARC) San Houston State University: https://www.shsu.edu/centers/aarc/ ↗
Complex for Forensic Anthropology Research (CFAR) Southern Illinois University, Carbondale: https://cola.siu.edu/anthro/cfar/ ↗
Forensic Anthropology Center (FAC) University of Tennessee: https://fac.utk.edu/ ↗
Forensic Anthropology Research Facility (FARF) Texas State University San Marcos: https://www.txstate.edu/anthropology/facilities/farf.html ↗
Forensic Investigation Research Station (FIRS) Colorado Mesa University: https://www.coloradomesa.edu/forensic-investigation-research-station/index.html ↗

Forensic Osteology Research Center (FORESTI) Western Carolina University: https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences-humanities/forensic-forensic-science/ ↗
Forensic Research Outdoor Station (FROST) Northern Michigan University: https://www.nmu.edu/frost/frost ↗
The Secure Site for Research in Thanatology (SSRT) University of Alabama: https://huntsonlabcast.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-for-donors/ ↗
University of South Florida/MAAS FORT (Forensic Outdoor Research & Training): https://forensics.usf.edu/ ↗

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	70-76%	D	60-66%
		B-	80-83%			F	59% or below

Important Things About Your Grade!

This course is a requirement for some Criminal Justice oriented certificates ↗. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C's!

Student Evaluation

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

Assignment	Percent	Description
Case Study Responses	15%	Complete 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	15%	Complete 4 of 6 exercises applying concepts in forensic anthropology
Quizzes	10%	Complete 2 quizzes
Exams	60%	Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions. Proctorio&-enabled.

Attendance: This is a **mixed mode course**! As such you are expected to attend class on the assigned days and **log in regularly each week** to complete the assigned online activities.

Case Study Responses: I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in 4 of them. You may choose any 4 you like, but **you must turn in each online by their respective due dates**. If you play a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through Turnitin.com, so **you can resubmit your work as many times as you want to improve your score in the gradebook.**

Investigate This!: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in 4 of them. You may choose any 4 you like, but **you must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final Investigate This! grade. Some of these different due dates allow you to view lectures or read chapters first!

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

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the-blank questions and are based on all the material presented online. There will be **no make-ups** for exams without documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final exam period. NOTE: Proctorio&-is enabled.**

What is the Weekly Schedule?

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

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (yes, there have been several little Knights family businesses), catastrophic hurricane, pan-Internet virus, global pandemics (!), etc. Please note that make-up quizzes/exams/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, wild cards, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an extraordinary circumstance that unfairly prevents you from completing your work/exam and/or causes you to miss multiple assignments or exams, let me know as soon as possible and contact **Student Care Services:** https://sc.ucf.edu/index/services/ ↗

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

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

Week Schedule

The following table provides the **weekly jobs of work that you are expected to complete** for this class. The due dates set forth in this schedule are flexible! But this is just a suggestion how to allocate your time reading and completing assignments throughout the week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (2) close by 11:59pm • Quizzes close by 11:59pm • Assignments due by 11:59pm	• Start review of module pages	• Read required readings	• Watch any video or media in modules • Review notes and readings	• Review posted lectures	• Quizzes and exams open at 8am	• Dance

UCF Mobile App!!

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

Course Requirements

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

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

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

Important Things

First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me you or your CFA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us, not. Third, read the syllabus. It really is like your best friend for this course.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY.** Failure to do so will result in a delay in the development of your educational record. And no one wants that.

Statements Regarding 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, in line with the latest CDC guidance ↗. Masks are required in approved clinical or health care settings.

I recognize and understand the difficult times we are all in. The COVID-19 pandemic has impacted everyone's lives 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.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

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

Students should familiarize themselves with UCF's Rules of Conduct ↗. 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 materials 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 has been communicated to the student by another person during an examination or academic exercise.
- Commercial Use of Academic Material: Selling of course material to another person or persons for commercial purposes. Course material is a third-party creation 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 outlines, tests, quizzes, labs, instructor sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

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

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

Academic Integrity: Plagiarism and/or cheating in this course (not on assignments, but on assignment recall) must at least (in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "D" for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct ↗ for further action. See UCF Golden Rule ↗ and Rules of Conduct ↗ for more information. Under some circumstances, I may not will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam, that is plagiarism also and you will both suffer a zero** ↗ **(and a** ↗**)**. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of quick information, it is not necessarily an excellent source of valid information and may not be a source I approve of for assignments to use. Wikipedia, do not copy and paste from the Internet on any assignment or exam. This will be hard for you. And anyhow, I have Google too so I'll know.

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

Trolling. Trolls, don't be one, don't do it. Your professor knows how to use Google.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, ethnicity, and culture,** are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act similar circumstances to what occurred in the Discussion Board, or similar areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account/ta-p/1132 ↗

Campus Safety (if you are on campus)

Emergencies on campus are rare, but if you 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/classroom/ ↗.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- In the event of an emergency, follow instructions given by emergency personnel. If you are in immediate danger, shelter in place (Ready.ucf.edu).
- Sign up for UCF Alerts (http://alert.ucf.edu/) to receive text messages in the event of an emergency.
- To stay informed about emergency situations, students can sign up for notifications via text messaging by going to http://mycg.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 "Exit".
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Student Accessibility Services

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) located in Ferrell Commons, Building 14, Suite 185 or by phone at 407-823-2371 to discuss their situation. A Student Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Military Students

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at "If this creates an issue contact Director Student Rights and Responsibilities at 407-823-2701 or 407-823-2397 ↗"

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 educational goals of the course. Students may not share any of these materials with others outside of this course. **The use of these materials is strictly reserved for this online classroom environment and may not be used for any purpose.** Copyright materials are certified by 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 lecture notes, individual assignments, and questions of a psychological nature. Such materials are the intellectual property of instructors, the university, or others and may not be distributed without prior authorization from the Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be relatively secure, you need never post 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 information that the assignments will not require you to disclose such as you personally identify-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

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

Course Summary:

Date	Details	Due
Thu Aug 26, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Fri Aug 27, 2021	Getting Started Quiz	due by 5pm
Thu Sep 2, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 1: Osteology vs Autopsy Findings	due by 11:59pm
Sun Sep 5, 2021	Investigate This 1! AAFS and Boards	due by 11:59pm
Thu Sep 9, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Sun Sep 12, 2021	Case Study 2: Osteology	due by 11:59pm
Thu Sep 16, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 3: Forensic Anthropology and Social Media	due by 11:59pm
Sun Sep 19, 2021	Investigate This 2! Anatomical Directions & Skeletal Osteology	due by 11:59pm
Thu Sep 23, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Sun Sep 26, 2021	Exam 1	due by 11:59pm
Thu Sep 30, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Thu Oct 7, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 4: Manner of Death	due by 11:59pm
Sun Oct 10, 2021	Investigate This 2! Dead Heads and Bones	due by 11:59pm
Thu Oct 14, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Thu Oct 21, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 5: Race and Ancestry	due by 11:59pm
Sun Oct 24, 2021	Investigate this 4! Determining Sex	due by 11:59pm
Thu Oct 28, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Sun Oct 31, 2021	Exam 2	due by 11:59pm
Thu Nov 4, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Thu Nov 11, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 5: Sharp Force Trauma	due by 11:59pm
Sun Nov 14, 2021	Investigate This 5! Dental Age Determination	due by 11:59pm
	Quiz 2: Trauma	due by 11:59pm
Thu Nov 18, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Thu Nov 25, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
	Case Study 6: Human Rights Challenges	due by 11:59pm
Sun Nov 28, 2021	Investigate this 6! Skeletal Trauma	due by 11:59pm
Thu Dec 2, 2021	Office Hours with Dr. Wheeler	10am to 11:30am
Fri Dec 10, 2021	Exam 3 (Final Exam)	10am to 12pm

Course Schedule Snapshot: Readings and Due Dates F21

ANT4521 Required Readings and Due Dates, Fall 2021

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

Module	Topic and Required Readings	Due Dates
Module 1	**Introduction to Forensic Anthropology** Required Readings • Chapter 1 - Introduction to forensic anthropology. Christensen et al. • Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al. • Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al.	**Getting Started Quiz by due date** **Investigate This 1! by due date** **Case Study 1 by due date**
Module 2	**Osteology and Terminology** Required Readings • Chapter 2 - Human osteology and odontology. Christensen et al. • Use class notes Optional Readings • Review chapters 2-11 in optional text	**Quiz 1 available**
Module 3	**Non-Forensic Skeletal Remains** Required Readings • Chapter 4 - Medicolegal significance. Christensen et al. • Determining the forensic significance of human remains. JJ Schultz. • A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al. Optional Readings • Review chapters 12, 16 in optional text	**Investigate This 2! by due date** **Case Study 2 due by due date**
Module 4	**Forensic Archaeology and Recovery** Required Readings • Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al. • Collecting skeletal remains. Dupras et al.	
Exam 1 (Available Online at 8am on FRIDAY SEP 24 and closes at 11:59pm EST on SUNDAY SEP 26, 2021)		
Module 5	**Organizations & Death Investigation Systems** Required Readings: • The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti. • Evidentiary standards for forensic anthropology. Christensen and Crowder. Optional Readings • Review relevant pages in chapter 14 in optional text	
Module 6	**Initial Examination & Forensic Anthropology Reports** Required Readings • Chapter 7 - Processing, resolving commingling, and preserving remains. Christensen et al. • The working forensic anthropology laboratory. Walsh-Haney et al. • Professional results (excerpt). Burns.	**Investigate This 3! by due date** **Case Study 3 due by due date**
Module 7	**Developing a Biological Profile** Required Readings • Chapter 8 - Sex estimation • Chapter 9 - Ancestry estimation • Chapter 10 - Age estimation Optional Readings • Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text	
Exam 2 (Available Online at 8am on FRIDAY OCT 29 and closes at 11:59pm EST on SUNDAY OCT 31, 2021)		
Module 8	**Trauma** Required Readings • Chapter 13 - Analysis of skeletal trauma. Christensen et al. • Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command – Central Identification Laboratory. Emanovsky. Optional Readings • Review relevant pages in chapter 13 in optional text	**Investigate This 4! by due date** **Case Study 4 due by due date** **Quiz 2 available by due date**
Module 9	**Personal Identification** Required Readings • Chapter 14 - Personal identification. Christensen et al. • Methods of personal identification. Christensen AM and Anderson. • Review relevant pages in chapter 13 in optional text	**Investigate This 5! DATE** **Case Study 5 due DATE**
Module 10	**Forensic Taphonomy** Required Readings • Chapter 5 - Forensic taphonomy. Christensen et al. • Taphonomic bone staining and color changes in forensic contexts. Dupras and Schultz. • Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell.	**Investigate This 6! DATE** **Case Study 6 due DATE**
Module 11	**Forensic Anthropology and Humanitarian Work** Required Readings • Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al.	
Exam 3 (Available Online at 8am on MONDAY DEC 6 and closes at 11:59pm EST on FRIDAY DEC 11)		

Course Syllabus

Jump to Today ✎ Edit

Forensic Archaeology Field Methods

ANG 6821 - Fall 2021

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

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 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

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
- 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:

Assessment:	**Points Possible**	**% Final Grade**
Required activity (1) & Weekly activity (10)	110	45%
Field reports (4)	100	40%
Final project (poster & presentation)	100	15%
Total Possible	*310 points*	*100%*

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:

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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). T**hree 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)**.
- 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?

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** **(http://guides.ucf.edu/c.php?g=78577&p=517810)** . **(http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**
- Reliable broadband internet access
- A **compatible web browser** **(https://cdl.ucf.edu/support/webcourses/browser/)**
- Audio input, built-in, or external computer speakers

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor 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** **(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 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:

Date	Details	Due
Wed Aug 25, 2021	**REQUIRED ACTIVITY: She Blinded Me with Science** (https://webcourses.ucf.edu/courses/1385024/assignments/7225755)	due by 11:59pm

Date	Details	Due
Fri Aug 27, 2021	REQUIRED ACTIVTY: Peer Response (https://webcourses.ucf.edu/courses/1385024/assignments/7225791)	due by 11:59pm
Thu Sep 2, 2021	ACTIVITY 1: I've Committed Murder (https://webcourses.ucf.edu/courses/1385024/assignments/7225765)	due by 11:59pm
Thu Sep 9, 2021	ACTIVITY 2: The Bone Bag (https://webcourses.ucf.edu/courses/1385024/assignments/7225767)	due by 11:59pm
Thu Sep 16, 2021	ACTIVITY 3: Breaking Up Is Hard to Do (https://webcourses.ucf.edu/courses/1385024/assignments/7225768)	due by 11:59pm
Thu Sep 23, 2021	ACTIVITY 4: Lookin' Out My Back Door (https://webcourses.ucf.edu/courses/1385024/assignments/7225771)	due by 11:59pm
Thu Sep 30, 2021	ACTIVITY 5: I Still Haven't Found What I'm Looking For (https://webcourses.ucf.edu/courses/1385024/assignments/7225770)	due by 11:59pm
	PROJECT: Topic Approval (https://webcourses.ucf.edu/courses/1385024/assignments/7225790)	due by 11:59pm
Thu Oct 7, 2021	ACTIVITY 6: Maps and Legends (https://webcourses.ucf.edu/courses/1385024/assignments/7225773)	due by 11:59pm
	FIELD REPORT: Mapping a Scene (https://webcourses.ucf.edu/courses/1385024/assignments/7225781)	due by 11:59pm
Thu Oct 14, 2021	ACTIVITY 7: The Insect God (https://webcourses.ucf.edu/courses/1385024/assignments/7231787)	due by 11:59pm
Thu Oct 21, 2021	ACTIVITY 8: We Didn't Start the Fire (https://webcourses.ucf.edu/courses/1385024/assignments/7225775)	due by 11:59pm
	FIELD REPORT: Biotic Evidence Recovery (https://webcourses.ucf.edu/courses/1385024/assignments/7225782)	due by 11:59pm
Thu Oct 28, 2021	FIELD REPORT: Burned Remains Recovery (https://webcourses.ucf.edu	due by 11:59pm

Date	Details	Due
	/courses/1385024/assignments/7225779)	
Thu Nov 4, 2021	ACTIVITY 9: Maxwell's Silver Hammer (https://webcourses.ucf.edu/courses/1385024/assignments/7225774)	due by 11:59pm
Thu Nov 11, 2021	PROJECT: Annotated Bibliography (https://webcourses.ucf.edu/courses/1385024/assignments/7225784)	due by 11:59pm
Fri Nov 19, 2021	ACTIVITY 10: Digging in the Dirt (https://webcourses.ucf.edu/courses/1385024/assignments/7225762)	due by 11:59pm
Thu Dec 2, 2021	FIELD REPORT: Buried Remains Recovery (https://webcourses.ucf.edu/courses/1385024/assignments/7225778)	due by 11:59pm
Tue Dec 7, 2021	PROJECT: Infographic Poster (https://webcourses.ucf.edu/courses/1385024/assignments/7225786)	due by 11:59pm
Fri Dec 10, 2021	PROJECT: Seminar Presentation (https://webcourses.ucf.edu/courses/1385024/assignments/7225789)	due by 1pm

Course Syllabus

Jump to Today ✎ Edit

Biobehavioral Anthropology

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

ANT 3541 (0W60) ▪ Fall 2021

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

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:

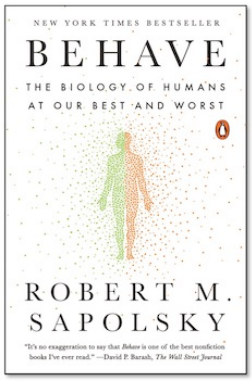
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion 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 (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 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:

Assessment:	**Points Possible**	**% Final Grade**
Required activity (1) & Quizzes (13)	140	25%
Behavior Study responses (3)	75	30%
Exams (3)	300	45%
Total Possible	*515 points*	*100%*

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:

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

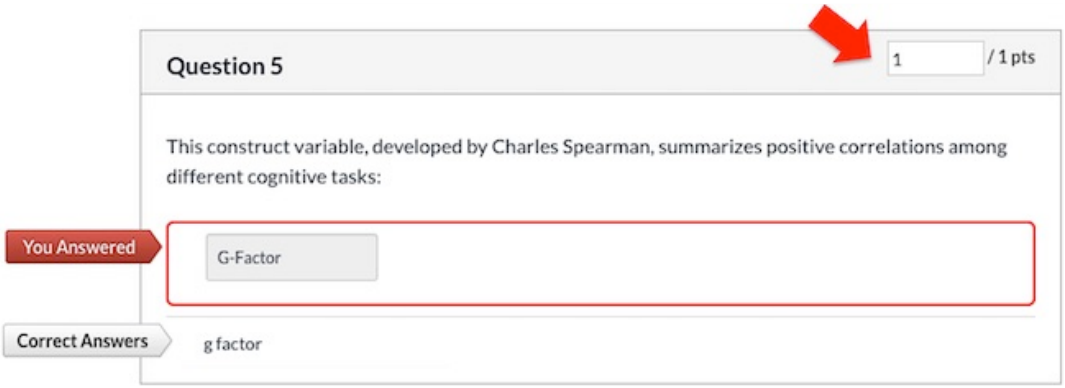
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For behaviors study assignments and exams, grades will be available within five-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, 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) 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:

- T**ake 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/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
- 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)**) 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 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/)**
- 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 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/NlKYajEx4pk)** .

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	**REQUIRED ACTIVITY: Neuromythology (https://webcourses.ucf.edu/courses/1385025/assignments/7166990)**	due by 11:59pm
Sun Aug 29, 2021	**QUIZ 1: Brain Behavior (https://webcourses.ucf.edu/courses/1385025/assignments/7167005)**	due by 11:59pm
Sun Sep 5, 2021	**QUIZ 2: Neurobiology (https://webcourses.ucf.edu/courses/1385025/assignments/7166989)**	due by 11:59pm

Date	Details	Due
Fri Sep 10, 2021	BEHAVIOR STUDY 1: Activity Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167008)	due by 11:59pm
Sun Sep 12, 2021	QUIZ 3: Sensory Triggers (https://webcourses.ucf.edu/courses/1385025/assignments/7167006)	due by 11:59pm
Tue Sep 14, 2021	BEHAVIOR STUDY 1: Group Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167009)	due by 11:59pm
Fri Sep 17, 2021	BEHAVIOR STUDY 1: Reflection Statement (https://webcourses.ucf.edu/courses/1385025/assignments/7167010)	due by 11:59pm
Sun Sep 19, 2021	QUIZ 4: Hormone Effects (https://webcourses.ucf.edu/courses/1385025/assignments/7166994)	due by 11:59pm
Wed Sep 22, 2021	ProctorHub Practice Quiz Reminder! (https://webcourses.ucf.edu/courses/1385025/assignments/7178250)	due by 11:59pm
Sun Sep 26, 2021	QUIZ 5: Memory and Plasticity (https://webcourses.ucf.edu/courses/1385025/assignments/7166998)	due by 11:58pm
	EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1385025/assignments/7167004)	due by 11:59pm
Sun Oct 3, 2021	QUIZ 6: Growing Into Behaviors (https://webcourses.ucf.edu/courses/1385025/assignments/7167002)	due by 11:59pm
Fri Oct 8, 2021	BEHAVIOR STUDY 2: Activity Responses (https://webcourses.ucf.edu/courses/1385025/assignments/7167007)	due by 11:59pm
Sun Oct 10, 2021	QUIZ 7: Roots of Behavior (https://webcourses.ucf.edu/courses/1385025/assignments/7166992)	due by 11:59pm
Tue Oct 12, 2021	BEHAVIOR STUDY 2: Group Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167011)	due by 11:59pm
Fri Oct 15, 2021	BEHAVIOR STUDY 2: Reflection Statement (https://webcourses.ucf.edu/courses/1385025/assignments/7167012)	due by 11:59pm

Date	Details	Due
Sun Oct 17, 2021	QUIZ 8: Behavior Genetics (https://webcourses.ucf.edu/courses/1385025/assignments/7166993)	due by 11:59pm
Sun Oct 24, 2021	QUIZ 9: Culture Matters (https://webcourses.ucf.edu/courses/1385025/assignments/7167003)	due by 11:59pm
Sun Oct 31, 2021	QUIZ 10: Evolutionary Behavior (https://webcourses.ucf.edu/courses/1385025/assignments/7166996)	due by 11:58pm
	EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1385025/assignments/7166995)	due by 11:59pm
Sun Nov 7, 2021	QUIZ 11: Hierarchy and Obedience (https://webcourses.ucf.edu/courses/1385025/assignments/7166991)	due by 11:59pm
Fri Nov 12, 2021	BEHAVIOR STUDY 3: Activity Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167200)	due by 11:59pm
Sun Nov 14, 2021	QUIZ 12: Morality (https://webcourses.ucf.edu/courses/1385025/assignments/7167001)	due by 11:59pm
Tue Nov 16, 2021	BEHAVIOR STUDY 3: Group Response (https://webcourses.ucf.edu/courses/1385025/assignments/7167202)	due by 11:59pm
Fri Nov 19, 2021	BEHAVIOR STUDY 3: Reflection Statement (https://webcourses.ucf.edu/courses/1385025/assignments/7167203)	due by 11:59pm
Sun Nov 21, 2021	QUIZ 13: Empathy and Awfulness (https://webcourses.ucf.edu/courses/1385025/assignments/7166999)	due by 11:59pm
Sun Nov 28, 2021	QUIZ 14: Crime and Free Will (https://webcourses.ucf.edu/courses/1385025/assignments/7167000)	due by 11:59pm
Sun Dec 5, 2021	QUIZ 15: War and Peace (https://webcourses.ucf.edu/courses/1385025/assignments/7166997)	due by 11:59pm
Wed Dec 8, 2021	EXAM 3: Modules 11 through 15 (https://webcourses.ucf.edu/courses/1385025/assignments/7167168)	due by 11:59pm

Course Syllabus

Jump to Today ✎ Edit

History of Anthropological Thought

ANT 4034 (0W60) • Fall 2021

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

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?

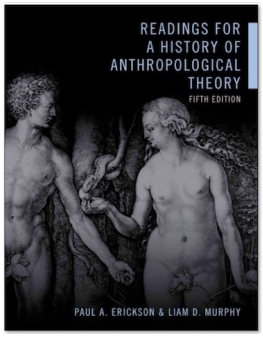
When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The following **specific textbook edition is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various 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/) (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 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:

Assessment:	**Points Possible**	**% Final Grade**
Required activity (1) and POV discussions (6)	70	30%
Theory Framework assignments (3)	75	25%
Exams (3)	300	45%
Total Possible	*445*	*100%*

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 a**t 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:

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

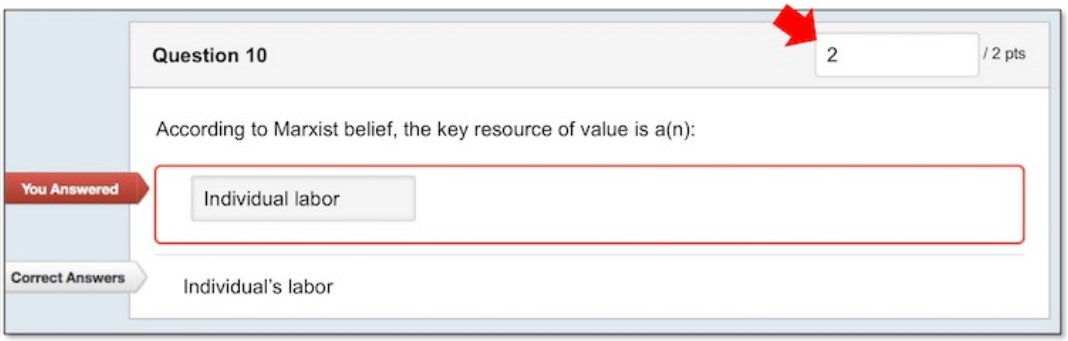
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, 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 (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 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) 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 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. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk.**

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

- Technical assistance is available through phone, email and live chat through **WebCourses@UCF Support** (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:

Date	Details	Due
Wed Aug 25, 2021	REQUIRED ACTIVITY: Humor and Theory (https://webcourses.ucf.edu/courses/1385027/assignments/7166387)	due by 11:59pm
Thu Aug 26, 2021	DISCUSSION 1: Proto-Anthropology (https://webcourses.ucf.edu/courses/1385027/assignments/7166381)	due by 11:59pm
Fri Aug 27, 2021	REQUIRED ACTIVITY: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166396)	due by 11:59pm
Mon Aug 30, 2021	DISCUSSION 1: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166388)	due by 11:59pm
Thu Sep 2, 2021	DISCUSSION 2: Cultural Evolutionism (https://webcourses.ucf.edu/courses/1385027/assignments/7166386)	due by 11:59pm
Sun Sep 5, 2021	THEORY FRAMEWORK 1: Click Clack Moo Marxism (https://webcourses.ucf.edu/courses/1385027/assignments/7198547)	due by 11:59pm
Mon Sep 6, 2021	DISCUSSION 2: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166389)	due by 11:59pm
Wed Sep 8, 2021	THEORY FRAMEWORK 1: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7198550)	due by 11:59pm
Fri Sep 10, 2021	THEORY FRAMEWORK 1: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7198551)	due by 11:59pm

Date	Details	Due
Thu Sep 16, 2021	DISCUSSION 3: Assumptions and Ethnology (https://webcourses.ucf.edu/courses/1385027/assignments/7166385)	due by 11:59pm
Mon Sep 20, 2021	DISCUSSION 3: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166390)	due by 11:59pm
Sun Sep 26, 2021	EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1385027/assignments/7166377)	due by 11:59pm
Thu Sep 30, 2021	DISCUSSION 4: Cultural Diversity (https://webcourses.ucf.edu/courses/1385027/assignments/7166384)	due by 11:59pm
Mon Oct 4, 2021	DISCUSSION 4: Group Repsonse (https://webcourses.ucf.edu/courses/1385027/assignments/7166391)	due by 11:59pm
Thu Oct 14, 2021	DISCUSSION 5: Emics and Etics (https://webcourses.ucf.edu/courses/1385027/assignments/7166383)	due by 11:59pm
Mon Oct 18, 2021	DISCUSSION 5: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166392)	due by 11:59pm
Sun Oct 24, 2021	THEORY FRAMEWORK 2: French Structuralism and Ogres (https://webcourses.ucf.edu/courses/1385027/assignments/7202126)	due by 11:59pm
Wed Oct 27, 2021	THEORY FRAMEWORK 2: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7202123)	due by 11:59pm
Fri Oct 29, 2021	THEORY FRAMEWORK 2: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7202124)	due by 11:59pm
Sun Oct 31, 2021	EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1385027/assignments/7166375)	due by 11:59pm
Thu Nov 4, 2021	DISCUSSION 6: Gendered Anthropology (https://webcourses.ucf.edu/courses/1385027/assignments/7166380)	due by 11:59pm

Date	Details	Due
Sun Nov 7, 2021	THEORY FRAMEWORK 3: Gender, Princes and Princesses (https://webcourses.ucf.edu/courses/1385027/assignments/7221596)	due by 11:59pm
Mon Nov 8, 2021	DISCUSSION 6: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166393)	due by 11:59pm
Wed Nov 10, 2021	THEORY FRAMEWORK 3: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7221599)	due by 11:59pm
Thu Nov 11, 2021	DISCUSSION 7: Symbols and Interpretation (https://webcourses.ucf.edu/courses/1385027/assignments/7166382)	due by 11:59pm
Fri Nov 12, 2021	THEORY FRAMEWORK 3: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7221604)	due by 11:59pm
Mon Nov 15, 2021	DISCUSSION 7: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166394)	due by 11:59pm
Thu Nov 18, 2021	DISCUSSION 8: Postmodernity and Postcolonialism (https://webcourses.ucf.edu/courses/1385027/assignments/7166379)	due by 11:59pm
Mon Nov 22, 2021	DISCUSSION 8: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7166395)	due by 11:59pm
Tue Nov 23, 2021	THEORY FRAMEWORK 4: Bourdieu Meets the Sneetches (https://webcourses.ucf.edu/courses/1385027/assignments/7221745)	due by 11:59pm
Tue Nov 30, 2021	THEORY FRAMEWORK 4: Group Response (https://webcourses.ucf.edu/courses/1385027/assignments/7221817)	due by 11:59pm
Fri Dec 3, 2021	THEORY FRAMEWORK 4: Reflection Statement (https://webcourses.ucf.edu/courses/1385027/assignments/7221819)	due by 11:59pm
Wed Dec 8, 2021	EXAM 3: Modules 11 through 15 (https://webcourses.ucf.edu/courses/1385027/assignments/7166378)	due by 11:59pm

Course Syllabus

Jump to Today ✎ Edit

Empire of Remains: Bioarchaeology of Ancient Rome

ANT 4108 (0W60) ▪ Fall 2021

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

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
  - 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

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 afflictions 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 it's 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 0f 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:

Assessment:	**Points Possible**	**% Final Grade**
Required activity (1) and POV discussions (4)	50	15%
Quizzes (12)	120	20%
Data activities (3)	60	20%
Exams (3)	300	45%
Total Possible	*530*	*100%*

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. Y**ou 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:

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

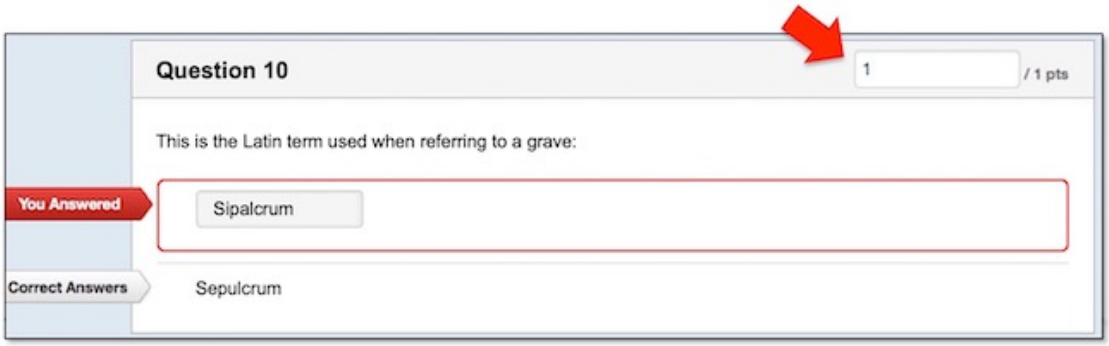
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For 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)** for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students)**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule (http://goldenrule.sdes.ucf.edu/)** for further information.

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

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

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

How can I use study groups and external materials responsibly?

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

course environment and your use only. All copyright materials are credited to the copyright holder.

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

All communication between student and instructor, between student and GTA, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments,**

grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

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

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

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

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

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

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

- Technical assistance is available through phone, email and live chat through **WebCourses@UCF Support (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:

Date	Details	Due
Wed Aug 25, 2021	**REQUIRED ACTIVITY: What's Your Interest? (https://webcourses.ucf.edu/courses/1385026/assignments/7259094)**	due by 11:59pm
Fri Aug 27, 2021	**REQUIRED ACTIVITY: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7259095)**	due by 11:59pm
Tue Aug 31, 2021	**QUIZ 1: Rome and Empire (https://webcourses.ucf.edu/courses/1385026/assignments/7257582)**	due by 11:59pm
Mon Sep 6, 2021	**POV1: What's Your Scene? (https://webcourses.ucf.edu/courses/1385026/assignments/7257728)**	due by 11:59pm
Tue Sep 7, 2021	**QUIZ 2: Facing Mortality (https://webcourses.ucf.edu/courses/1385026/assignments/7257583)**	due by 11:59pm

Date	Details	Due
Wed Sep 8, 2021	POV1: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7257730)	due by 11:59pm
Mon Sep 13, 2021	POV2: Who's Spectacle? (https://webcourses.ucf.edu/courses/1385026/assignments/7257819)	due by 11:59pm
Tue Sep 14, 2021	QUIZ 3: Funerals and Feasts (https://webcourses.ucf.edu/courses/1385026/assignments/7257617)	due by 11:59pm
Wed Sep 15, 2021	POV2: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7257916)	due by 11:59pm
Tue Sep 21, 2021	QUIZ 4: Beliefs and Afterlife (https://webcourses.ucf.edu/courses/1385026/assignments/7257650)	due by 11:59pm
Tue Sep 28, 2021	EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1385026/assignments/7257807)	due by 11:59pm
	QUIZ 5: Cemeteries and Epitaphs (https://webcourses.ucf.edu/courses/1385026/assignments/7257693)	due by 11:59pm
Tue Oct 5, 2021	QUIZ 6: Everyday Men (https://webcourses.ucf.edu/courses/1385026/assignments/7257709)	due by 11:59pm
Mon Oct 11, 2021	DATA ACTIVITY 1: Doing Demography (https://webcourses.ucf.edu/courses/1385026/assignments/7257761)	due by 11:59pm
	POV3: What Freedom? (https://webcourses.ucf.edu/courses/1385026/assignments/7258083)	due by 11:59pm
Tue Oct 12, 2021	QUIZ 7: Everyday Women (https://webcourses.ucf.edu/courses/1385026/assignments/7257714)	due by 11:59pm
Wed Oct 13, 2021	POV3: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7258634)	due by 11:59pm
Tue Oct 19, 2021	QUIZ 8: Everyday Children (https://webcourses.ucf.edu/courses	due by 11:59pm

Date	Details	Due
	/1385026/assignments/7257715)	
Mon Oct 25, 2021	DATA ACTIVITY 2: Short Lives (https://webcourses.ucf.edu/courses/1385026/assignments/7257762)	due by 11:59pm
Tue Oct 26, 2021	QUIZ 9: Urban and Rural Poor (https://webcourses.ucf.edu/courses/1385026/assignments/7257717)	due by 11:59pm
Tue Nov 2, 2021	EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1385026/assignments/7257812)	due by 11:59pm
	QUIZ 10: Slaves and Freed Persons (https://webcourses.ucf.edu/courses/1385026/assignments/7257718)	due by 11:59pm
Tue Nov 9, 2021	QUIZ 11: The Soldiers (https://webcourses.ucf.edu/courses/1385026/assignments/7257721)	due by 11:59pm
Mon Nov 15, 2021	DATA ACTIVITY 3: World of Trauma (https://webcourses.ucf.edu/courses/1385026/assignments/7257775)	due by 11:59pm
	POV4: Women Warriors? (https://webcourses.ucf.edu/courses/1385026/assignments/7258496)	due by 11:59pm
Tue Nov 16, 2021	QUIZ 12: The Gladiators (https://webcourses.ucf.edu/courses/1385026/assignments/7257722)	due by 11:59pm
Wed Nov 17, 2021	POV4: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7258835)	due by 11:59pm
Tue Nov 23, 2021	POV5: Criminal Crucifixion? (https://webcourses.ucf.edu/courses/1385026/assignments/7258907)	due by 11:59pm
	QUIZ 13: Prostitutes, Bandits and Pirates (https://webcourses.ucf.edu/courses/1385026/assignments/7257723)	due by 11:59pm
Tue Nov 30, 2021	POV5: Group Response (https://webcourses.ucf.edu/courses/1385026/assignments/7258939)	due by 11:59pm

Date	Details	Due
	QUIZ 14: Empire's Edge (https://webcourses.ucf.edu/courses/1385026/assignments/7257725)	due by 11:59pm
Thu Dec 9, 2021	EXAM 3: Modules 11 through 15 (https://webcourses.ucf.edu/courses/1385026/assignments/7257813)	due by 11:59pm

ANT2000 / Fall 2021

Mondays and Wednesdays 11:30 AM – 12:20 PM
CB2 206

Instructor: Dr. Emily Zavodny
Office: HPH 309-D
Office Hours: Mondays 1:00 - 2:30 pm (virtual) or by appointment
Email: Emily.Zavodny@ucf.edu or via Webcourses

GTA: Ms. Megann Phillips
Office Hours: Wednesdays 9:30 – 11:00 am
Email: via Webcourses

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

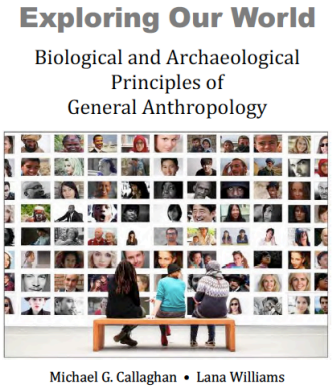
Objectives

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

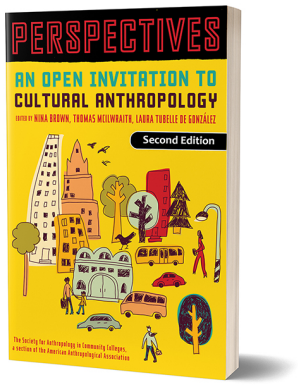
- Define Anthropology and differentiate between its subfields.
- Understand the basic methods, techniques, and theories employed by anthropologists studying human cultures around the world.
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans.
- Evaluate the 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
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:

$$\text{Percentage Grade} = 100\left(\frac{\text{Total Points Earned from Syllabus Quiz + Reading Quizzes + Exams + Film Activities}}{500}\right)$$

Letter grades are assigned according to the table below.

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

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 <u>must</u> 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.

<u>Email is the best way to communicate with me</u> 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."

Dates	Topic	Readings and Due Dates
Week 1	Introduction and Course Overview What is Anthropology?	Read *Examining* Ch. 1 Financial Aid Activity (Due 5PM Aug 27)
Week 2	Evolution & Genetics	Read *Examining* Ch. 2 Quiz 1 (Due Aug 30)
Week 3	Exploring Human Variation	Read *Examining* Ch. 3 Quiz 2 (Due Sept 6)
Week 4	Modern Human Diversity	Read *Perspectives* Ch. 9 Quiz 3 (Due Sept 13)
	EXAM 1	**Opens online 1:00 pm Wednesday, Sept 15** **Due 11:59 pm Saturday, Sept 18**
Week 5	Meeting the Relatives: Primates	Read *Examining* Ch. 4, pp. 84-99 Quiz 4 (Due Sept 20)
Week 6	Fossils and Primate Origins	Read *Examining* Ch. 4, pp. 100-142 Quiz 5 (Due Sept 27)
Week 7	The Human Story	Reading TBA Film Activity #1 (Due Oct 6)
	EXAM 2	**Opens online 1:00 pm Wednesday, Oct 6** **Due 11:59 pm Saturday, Oct 9**
Week 8	Practicing Archaeology	Read *Examining* Ch. 5 Quiz 6 (Due Oct 11)
Week 9	First Farmers	Read *Examining* Ch. 6, pp. 165-181; Diamond 1987 Quiz 7 (Due Oct 18)
Week 10	Rise of Complex Societies and Social Inequality	Read *Examining* Ch. 6, pp, 182-204 Quiz 8 (Due Oct 25) Film Activity #2 (Due Oct 27)
	EXAM 3	**Opens online 12 pm Wednesday, Oct 27** **Due 11:59 pm Saturday, Oct 30**
Week 11	The Culture Concept	Read *Perspectives* Ch. 2 Quiz 9 (Due Nov 1)
Week 12	Defining Kinship	Read *Perspectives* Ch. 8 Quiz 10 (Due Nov 8)
Week 13	Gender and Sexuality	Read *Perspectives* Ch. 10 Quiz 11 (Due Nov 15)
Week 14	Religion and Ritual	Read *Perspectives* Ch. 11 Quiz 12 (Due Nov 22)

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**