Course Syllabus

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General Anthropology
Fall 2022

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

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0M01)
Credit hours:	3.0 hours
Semester/year:	Spring 2021
Location/time:	T 4:30-5:50, BA1 Rm 119
Course GTA:	Nilver Tovar
GTA hours:	TBA
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
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Office Hours	T, TH 9-10:30 and by appt.
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology. No pre-requisites required.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and oral communication.

- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF

limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2020) (available as PDF chapters in this course)

Perspectives: An Open Invitation to Cultural Anthropology **(https://perspectives.americananthro.org/)** (Nina Brown, Thomas McIlwraith, and Laura Tubelle de González, 2020)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks, you should expect to spend around **1.5 hours of class time attending our regularly schedule lecture.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are "estimates" of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, feel free to schedule a meeting with me during office hours. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA.

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY:**

Academic Survey by **11:59pm EST** on **Friday August 26, 2022**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the prerequisites for this course?

What are the course requirements?

Summary

This course begins on **August 22, 2022** and ends on **December 11, 2022**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 online exams
- complete 8 out of 10 online assignments

Academic Activity Assessment (week 1 only)

This is a simple survey available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** class and assignments, so that you will be prepared to understand the lectures and participate in assignments.

Class Lectures (Attendance mandatory, but not taken)

Class lectures meet every week on T**uesdays from 4:30-5:50 in BA1 119**. **Lecture attendance is required, but attendance will not be taken**. It is through lecture where you'll learn the majority of content for exams and assignments, and it is a designated weekly time where you have the opportunity

content for exams and assignments, and it is a designated weekly time where you have the opportunity to ask questions about the material as we discuss it. While slides will be posted, they are not meant as a substitute for attending lectures.

Reading Quizzes (20% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings due on the day of lecture each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the lecture experience.

Online Assignments (20% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Wednesday December 7 at 11:59pm.**

How will I be evaluated and graded?

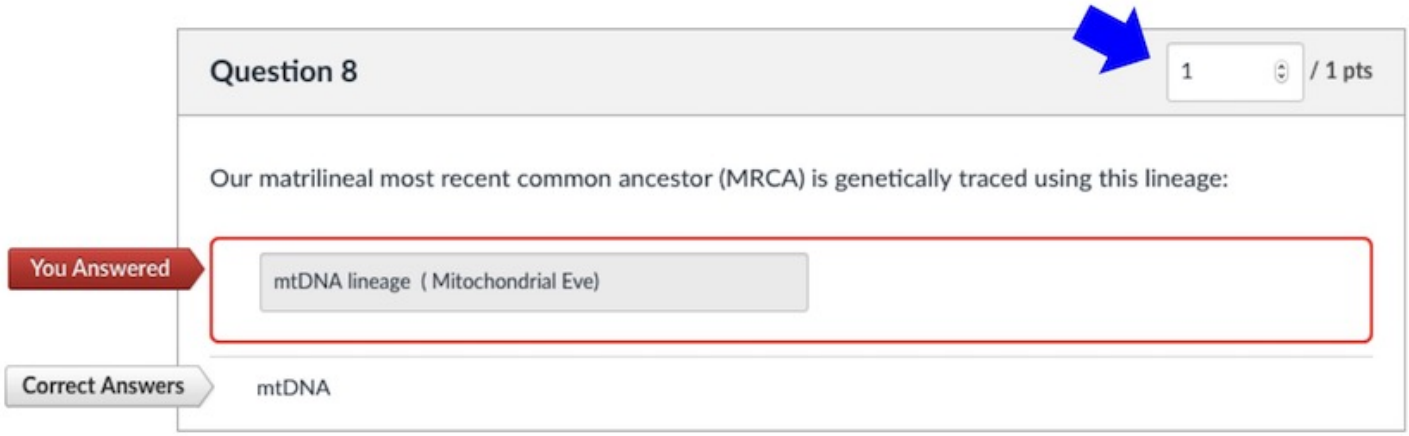
Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	**Points Possible**	**% Final Grade**
Academic Activity	1	<1%
Reading Quizzes (8 of 10)	80	20%
Exams (3)	300	60%
Assignments (8 of 10)	80	20%
Total	461	100%

You can access your grades for assignments and exams through the "Grades" link in the course menu

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

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be "hand-grading" each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being 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 **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



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

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

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

automatically be recorded as an "F" on your transcript.

What if I'm part of an authorized activity?

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

What if I'm making a religious observance?

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

What if I'm actively deployed in the military?

Students who are deployed active duty military and/or National Guard personnel and require accommodation **should contact me as soon as possible** after the semester begins and/or after they receive notification of deployment to make related arrangements. I require documentation of deployment and will **NOT** make accommodations for missed work after assignments are due.

What if I miss an assignment due to an "unauthorized" reason?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, and to the GTA who will be completing the grading, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It

is your responsibility to check the course schedule for assignment and exam due dates. Approval for make-up work **will NOT not be granted for more than 1 week of class**. If you miss more than 1 week of work and feel you cannot catch up, you must decide to withdraw or not receive credit.

Is there Extra Credit?

During a usual semester I often offer extra credit through lectures about anthropology, or engaging with anthropology in some other meaningful personal and experiential way. These opportunities are subject to availability. As opportunities present themselves I will give you more details.

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

FINAL GRADES ARE FINAL.

Are there any COVID-19 protocols for this course?

Students who believe they may have a COVID-19 diagnosis should not come to class if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. 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)**

Please consult the latest CDC guidelines for isolation: **https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html (https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html)**

While masks are not currently required on-campus, wearing a mask is always an option. Please respect one another's choices regarding masks and do your best to avoid making assumptions about beliefs or health status.

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student

Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)**> (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)**, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and

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

How is respect for diversity maintained?

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

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

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

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

- UCF Compliance and Ethics Office – **http://compliance.ucf.edu/** (http://compliance.ucf.edu/) & **complianceandethics@ucf.edu** (mailto:complianceandethics@ucf.edu)
- Ombuds Office – **http://www.ombuds.ucf.edu** (http://www.ombuds.ucf.edu/)

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise

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

How is academic integrity maintained?

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity **http://academicintegrity.org (http://academicintegrity.org)** .

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < **https://goldenrule.sdes.ucf.edu/ (https://goldenrule.sdes.ucf.edu/)** >. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an

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.

In this course, violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question **AT A MINIMUM**. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

How do I communicate with the professor or GTA?

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

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

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

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble: **https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417 (https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-**

[student/ta-p/417) (https://community.canvaslms.com/t5/Student Guide/How-do-I-view-Announcements-as-a-student/ta-p/417)](https://community.canvaslms.com/t5/Student Guide/How-do-I-view-Announcements-as-a-student/ta-p/417)

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

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

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

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

Will I be monitored during quizzes and exams?

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be

monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

In addition WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances

where computer "glitches" or "Internet speed bumps" occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified.**

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

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

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.

Unauthorized use of websites and internet resources

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

Unauthorized use of technology for graded work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an

answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

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

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

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

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

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

Unauthorized distribution of class notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me

during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Can I record class lectures (FL HB 233)?

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

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

What's the "Stop WOKE Act" (FL HB 7) and does it apply to this course?

House Bill 7 (HB 7) amends a current Florida non-discrimination law (Fla. Stat. 1000.05: Florida Educational Equity Act) to provide that an educational institution, including UCF, may not subject any student or employee to training or instruction that "espouses, promotes, advances, inculcates, or compels such student or employee to believe" any of eight "specified concepts" (each based on race, color, sex, or national origin - see link below for more details) because such action would be *per se* discriminatory under the amended statute.

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable,

or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with

ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Please refer to this site for more information on HB 7 at UCF: **https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/ (https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/)**

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)** >.
- 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 (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 (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 (https://youtu.be/NIKYajEx4pk)** >).

What is the course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule.

You will be notified of any changes through Announcements in WebCourses.

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

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

Week	Topic	Readings
1	What is Anthropology?	
	What are the different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-7)
2	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)
	Is Cultural Relativity Possible?	Miner, 1956.pdf; Kratz, 2002.pdf
3	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)
	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58); Collins, 2007.pdf; Penn Stat
4	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 104-119)
	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 120-126)
5	When did Homo Sapiens Evolve?	Callaghan and Williams (chapter 4, pp. 126-146)
		The Atlantic (https://www.theatlantic.com/science/archive/2017/05/homo-naledi-a *Scientific American (https://www.scientificamerican.com/article/new-evidence-o*

	What's it like to find Fossil Hominids?	*homo-naledi-raises-questions-about-how-humans-evolved/)* Film: *Dawn of Humanity* (https://www.youtube.com/watch?v=RzLJAa5X4Fo) (%24CANVAS_COURSE_REFERENCE%24/file_ref/gdb8431f2cf5fffc4bdf93e2ed52d wrap=1)
6	Are Humans still Evolving and are there Human "Races"?	Callaghan and Williams (chapter 3)
	Exam 1	
7	How de we do Archaeology?	Callaghan and Williams (chapter 5)
	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 169-186)
8	What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 186-197)
	What was life like for the Ancient Maya, and where did they go?	Callaghan and Williams (chapter 6, pp. 197-210) (https://www.dailymotion.com
9	How did Archaeologists Decipher Maya Hieroglyphs?	Film: (https://www.dailymotion.com/video/x5ihx72) *Cracking the Maya Code (https://www.dailymotion.com/video/x5ihx72)*
	What is Human Language?	*Perspectives* (Language)
10	Why is the Sapir-Whorf Hypothesis still important?	Thomson (1975)
	Why do we Miscommunicate	

	Miscommunicate if we speak the same Language?	Tannen (1990, 1994)
11	What can language tell us about culture?	
	Exam 2	
12	How do Cultural Anthropologists Study Living Groups?	***Perspectives* (Fieldwork)**; **Sterk (2000)**
	How and When do we Learn our Culture?	**Henry (1963)**; **Kindergarten Education**
13	How do Boys become Men and Girls become Women?	***Perspectives* (Gender and Sexuality)**
	Who are The Sambia of Papua New Guinea?	**Film: *Guardians of the Flutes* (https://video.alexanderstreet.com/watch/guardia**
14	**NO CLASS - THANKSGIVING**	
15	How do Boys become Men in Sambia Culture?	**Herdt (1983)**
	Where do our Relatives come from and why does it Matter?	***Perspectives* (Family and Marriage)**
16	**Exam 3**	

Course Summary:

Date	Details	Due
Fri Aug 26, 2022	ASSIGNMENT: Academic Activity Survey (https://webcourses.ucf.edu/courses/1404141/assignments/7504650)	due by 11:59pm
Mon Aug 29, 2022	QUIZ: Reading Quiz 1 (https://webcourses.ucf.edu/courses/1404141/assignments/7504642)	due by 11:59pm
Fri Sep 2, 2022	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1404141/assignments/7504659)	due by 11:59pm
Mon Sep 5, 2022	QUIZ: Reading Quiz 2 (https://webcourses.ucf.edu/courses/1404141/assignments/7504648)	due by 11:59pm
Fri Sep 9, 2022	ASSIGNMENT 2: Reconciling Faith and Evolution (https://webcourses.ucf.edu/courses/1404141/assignments/7504658)	due by 11:59pm
Mon Sep 12, 2022	QUIZ: Reading Quiz 3 (https://webcourses.ucf.edu/courses/1404141/assignments/7504655)	due by 11:59pm
Fri Sep 16, 2022	ASSIGNMENT 3A: Early Hominid Location Labeling (https://webcourses.ucf.edu/courses/1404141/assignments/7504662)	due by 11:59pm
	ASSIGNMENT 3B: Hominid Matching Timeline (https://webcourses.ucf.edu/courses/1404141/assignments/7504663)	due by 11:59pm
Mon Sep 19, 2022	QUIZ: Reading Quiz 4 (https://webcourses.ucf.edu/courses/1404141/assignments/7504652)	due by 11:59pm
Fri Sep 23, 2022	ASSIGNMENT 4: Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1404141/assignments/7504664)	due by 11:59pm
Fri Sep 30, 2022	EXAM: Exam 1 (https://webcourses.ucf.edu/courses/1404141/assignments/7504653)	due by 11:59pm

Date	Details	Due
Mon Oct 3, 2022	QUIZ: Reading Quiz 5 (https://webcourses.ucf.edu/courses/1404141/assignments/7504644)	due by 11:59pm
Fri Oct 7, 2022	ASSIGNMENT 5: Archaeology of a Room (https://webcourses.ucf.edu/courses/1404141/assignments/7504665)	due by 11:59pm
Mon Oct 10, 2022	QUIZ: Reading Quiz 6 (https://webcourses.ucf.edu/courses/1404141/assignments/7504651)	due by 11:59pm
Fri Oct 14, 2022	ASSIGNMENT 6: Materializing Myth (https://webcourses.ucf.edu/courses/1404141/assignments/7504666)	due by 11:59pm
Mon Oct 17, 2022	QUIZ: Reading Quiz 7 (https://webcourses.ucf.edu/courses/1404141/assignments/7504643)	due by 11:59pm
Fri Oct 21, 2022	ASSIGNMENT 7: Dialect Lexicons (https://webcourses.ucf.edu/courses/1404141/assignments/7504660)	due by 11:59pm
Mon Oct 24, 2022	QUIZ: Reading Quiz 8 (https://webcourses.ucf.edu/courses/1404141/assignments/7504654)	due by 11:59pm
Fri Oct 28, 2022	ASSIGNMENT 8: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1404141/assignments/7504661)	due by 11:59pm
Fri Nov 4, 2022	EXAM: Exam 2 (https://webcourses.ucf.edu/courses/1404141/assignments/7504649)	due by 11:59pm
Mon Nov 7, 2022	QUIZ: Reading Quiz 9 (https://webcourses.ucf.edu/courses/1404141/assignments/7504647)	due by 11:59pm
Fri Nov 11, 2022	ASSIGNMENT 9: Socialization through Stories (https://webcourses.ucf.edu/courses/1404141/assignments/7504657)	due by 11:59pm
Mon Nov 14, 2022	QUIZ: Reading Quiz 10 (https://webcourses.ucf.edu/courses/1404141/assignments/7504646)	due by 11:59pm

Date	Details	Due
Fri Nov 18, 2022	**ASSIGNMENT 10: "Playing" with Gender: Creating Gender through Toys** (https://webcourses.ucf.edu/courses/1404141/assignments/7504656)	due by 11:59pm
Wed Dec 7, 2022	**EXAM: Exam 3** (https://webcourses.ucf.edu/courses/1404141/assignments/7504645)	due by 11:59pm