Course Syllabus

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The Transformation of Human Societies

Fall 2022

Wednesdays, 3-5:50, with Webcourses support

HPH 409M

Course Overview

Instructor Contact

Professor	Dr. Stacy Barber
Office	HPH409T
Office Hours	Wednesdays, 1-2:30 (dedicated)
Email	Webcourses mail client; sarah.barber@ucf.edu
Phone	(407) 823-2207

Professor	Dr. Ty Matejowsky
Office	HPH309
Office Hours	Wednesdays, 1-2:30 (dedicated)
Email	Ty.matejowsky@ucf.edu
Phone	(407) 823-4611

Catalog Information and Course Description

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

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

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

Student Learning Outcomes

Upon course completion, students will be able to:

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

Course Materials and Resources

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

Assessment and Grading Procedures

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

requirements below.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Thursday at **11:59am** on Canvas.	12%	120
Discussion Leadership	All students must lead discussion twice during the semester	12%	120
Weekly Participation	Based on attendance and participation in class discussions when not class leader	12%	120
Workshop	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

Grading scale: (+/- letter grades)

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

Assignment Details:

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

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

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-35 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

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

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

Course Accessibility

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should

contact **sas@ucf.edu (mailto:sas@ucf.edu)** to discuss specific accommodations for this or other courses.

Policies

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

	remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* **http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (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 (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.

Participation, Diversity and Inclusion	Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. We (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not. Like many field sciences, the profession of anthropology is rife with examples of sexual misconduct and discrimination. It is very important to us that those problems not be replicated in our classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu (http://www.shield.ucf.edu/)** and **http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/)**. Please be aware that we are mandatory reporters for Title IX violations. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.
Critical thinking and diversity of ideas	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 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.

Emergency Procedures

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

· In case of an emergency, dial 911 for assistance.

· Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** >.

· Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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

· To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu (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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· 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)**

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>).

Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements
In-Class Recording	Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may

constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Schedule of Topics and Readings

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

Week 1: Course introduction

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

Module 1: Disease in the Transformation of Human Society

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

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

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

  Fornaciari, A. (2017) Environmental Microbial Forensics and Archaeology of Past Pandemics. *Environmental Microbial Forensics* pp. 215-236. ASM Press.

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

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

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

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

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

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

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

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

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

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

Module 2: Food in the Transformation of Human Society

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

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

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

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

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

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

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

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

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

  Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

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

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

Module 4: Collective Action and the Transformation of Human Societies

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

- Week 11: Collective Action and the Origins of Civilization. Following on a general discussion of collective action and human evolution, we will look at the potential for collective action to enable one of the most important transformations in human history: the origins of "civilization."

  Demartis, Earle

- Week 12: Prosocial Behavior and Human Evolution. This week, we consider a basic question: why do humans cooperate in the first place? Could our capacity to work together create evolutionary advantages

  Readings pending

- Week 13: Collective Action in the Modern World.

  Mitchell, L. (2018). Civility and collective action: Soft Speech, loud roars, and the politics of recognition. *Anthropological Theory*, 18(2-3), 217-247.

Wiessner, P. (2019). Collective Action for war and peace: A case study among the Enga of Papua New Guinea. *Current Anthropology,* 60(2), 224-244.

Priante, A. (2018) Identity and collective action via computer-mediated communication: A review and agenda for future research. *New Media & Society* 20(7), 2647-2669.

Course Summary:

Date	Details	Due
Fri Aug 26, 2022	First Week Attendance Quiz (https://webcourses.ucf.edu/courses/1412393/assignments/7635288)	due by 11:59pm
Wed Aug 31, 2022	Attendance Week 2 (https://webcourses.ucf.edu/courses/1412393/assignments/7635294)	due by 3pm
Thu Sep 1, 2022	Week 2 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635313)	due by 11:59am
Wed Sep 7, 2022	Attendance Week 3 (https://webcourses.ucf.edu/courses/1412393/assignments/7635295)	due by 3pm
	Call For Papers (https://webcourses.ucf.edu/courses/1412393/assignments/7635302)	due by 11:59pm
Thu Sep 8, 2022	Week 3 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635314)	due by 11:59am
Wed Sep 14, 2022	Attendance Week 4 (https://webcourses.ucf.edu/courses/1412393/assignments/7635296)	due by 3pm
Thu Sep 15, 2022	Week 4 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635315)	due by 11:59am
Wed Sep 21, 2022	Attendance Week 5 (https://webcourses.ucf.edu/courses/1412393/assignments/7635297)	due by 3pm
Thu Sep 22, 2022	Week 5 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635316)	due by 11:59am

Date	Details	Due
Wed Sep 28, 2022	Attendance Week 6 (https://webcourses.ucf.edu/courses/1412393/assignments/7635298)	due by 3pm
Thu Sep 29, 2022	Week 6 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635317)	due by 11:59am
Wed Oct 5, 2022	Attendance Week 7 (https://webcourses.ucf.edu/courses/1412393/assignments/7635299)	due by 3pm
Thu Oct 6, 2022	Week 7 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635318)	due by 11:59am
Wed Oct 12, 2022	Attendance Week 8 (https://webcourses.ucf.edu/courses/1412393/assignments/7635300)	due by 3pm
	Abstracts (https://webcourses.ucf.edu/courses/1412393/assignments/7635289)	due by 11:59pm
Thu Oct 13, 2022	Week 8 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635319)	due by 11:59am
Wed Oct 19, 2022	Attendance Week 9 (https://webcourses.ucf.edu/courses/1412393/assignments/7635301)	due by 3pm
Thu Oct 20, 2022	Week 9 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635320)	due by 11:59am
Wed Oct 26, 2022	Attendance Week 10 (https://webcourses.ucf.edu/courses/1412393/assignments/7635290)	due by 3pm
Thu Oct 27, 2022	Week 10 Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635308)	due by 11:59am
Wed Nov 2, 2022	Attendance Week 11 (https://webcourses.ucf.edu/courses/1412393/assignments/7635291)	due by 3pm
Thu Nov 3, 2022	Week 11 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635309)	due by 11:59am

Date	Details	Due
Wed Nov 9, 2022	Attendance Week 12 (https://webcourses.ucf.edu/courses/1412393/assignments/7635292)	due by 3pm
Thu Nov 10, 2022	Week 12 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635310)	due by 11:59am
	Program (https://webcourses.ucf.edu/courses/1412393/assignments/7635307)	due by 11:59pm
Wed Nov 16, 2022	Attendance Week 13 (https://webcourses.ucf.edu/courses/1412393/assignments/7635293)	due by 3pm
Thu Nov 17, 2022	Week 13 Writing Assignment (https://webcourses.ucf.edu/courses/1412393/assignments/7635311)	due by 11:59am
Wed Dec 7, 2022	Week 16 Attendance (https://webcourses.ucf.edu/courses/1412393/assignments/7635312)	due by 3pm
	Presentation (https://webcourses.ucf.edu/courses/1412393/assignments/7635306)	due by 11:59pm
Fri Dec 9, 2022	Discussion Leadership (https://webcourses.ucf.edu/courses/1412393/assignments/7635303)	due by 11:59pm
	Final Paper (https://webcourses.ucf.edu/courses/1412393/assignments/7635304)	due by 11:59pm
	Peer Evaluation (https://webcourses.ucf.edu/courses/1412393/assignments/7635305)	due by 11:59pm
	Weekly Participation (https://webcourses.ucf.edu/courses/1412393/assignments/7635321)	due by 11:59pm