ANG5094: Writing in Anthropology
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	Term:	*Fall 2022*
Office:	*Online*	Credit Hours	*3*
Phone:	*(407) 823-4962*	Class Meeting Days:	*W*
E-Mail:	*scott.branting@ucf.edu*	Class Meeting Hours:	*6:00pm – 8:50pm*
Website:	*UCF Webcourses*	Class Location:	*MSB 149*
Office Hours	*Dr. Branting W 3:30-5:00 or by*	TA:	
Online:	*appointment*	TA email:	

University Course Catalog Description
Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting.

Course Overview
Anthropology requires a distinctive style of writing. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The sub disciplines of cultural, biological anthropology, and archaeology each cultivate some distinct characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular sub disciplines can maximize the usefulness of the workshop for their own benefit.

Course Objectives
In this course, students will gain skills in:
- Become familiar with expectations in scholarly writing in anthropology
- Improve scholarly writing
- Learn to provide constructive editorial feedback on scholarly writing

I ask that you put energy into your own work, but also be an excellent editor for your classmates. This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

Course Prerequisites
None

Required Text and Articles

There is one required book:

- Belcher, W. (2019): Writing Your Journal Article in Twelve Weeks (2nd Edition). Chicago: University of Chicago Press.

Any other readings for this course will be available through the course website on Webcourses@UCF.

Basis for Final Grade
Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 15%), editing and critique of your colleague's intermediary products (2 x 10%), editing and critiquing a colleague's final product during week 14 (14%), your final CV (10%), and a syllabus quiz (1%). Failure to hand it in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the workshopping or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday, Week 1 at 3:00pm	1% and federal verification requirement	1
Student – Draft CV	By Friday on Week 5 at 1:00pm	0%	0
Student – CV	Week 7 at start of the class period	10%	10
Workshopping – product 1	By Friday at 1:00pm on Week 8 or 9 (depending on your group)	15%	15
Workshopping – product 2	By Friday at 1:00pm on Week 10 or 11 (depending on your group)	15%	15
Workshopping – editing	In two assigned classes on Weeks 9, 10, 11, 12.	20% (2 x 10%)	20
Final Product	By Friday of Week 13 at 1:00pm	25%	25
Peer-Review Session	Week 15 or Finals Week	14%	14

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

Students should familiarize themselves with UCF's Rules of Conduct at <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.

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
Both I and the University of Central Florida are 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.

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.

University Writing Center:
The University Writing Center (https://guides.ucf.edu/writingcenter) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

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

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

Accommodations for 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.

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf), will be provided with an alternative time for their presentations.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Material other than Belcher will be provided on UCF Webcourses.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 24	Introduction to Class Classroom – Introduction, Paper Discussions **ASSIGNMENT: Syllabus Quiz due Fri. Aug. 26th, 3pm**	**Straub (1999) "Responding – Really Responding – to Other Students' Writing"** **Belcher (2019) 202-208**
2	W	Aug. 31	Belcher Discussion Progress Roundtable Grants Branting Grants – Workshopped 1	**Branting Grants** **Belcher (2019) Introduction and Chapter 1** Belcher (2019) Week 0 (Page 390-400)
3	W	Sept. 7	Progress Roundtable Argument Development Branting Grants – Workshopped 2	**Branting Grants** **Belcher (2019) Chapter 2-3**
4	W	Sept. 14	Progress Roundtable Literature Review / Background / Works Cited Branting Grants – Workshopped 3	**Branting Grants** **Belcher (2019) Chapter 5**
5	W	Sept. 21	Progress Roundtable Significance and Structure CVs Branting CV – Workshopped **ASSIGNMENT: Draft CV Due Friday Sept 23 by 1pm**	**Branting CVs** **Belcher (2019) Chapter 6 and 9**

6	W	Sept. 28	Progress Roundtable Analyzing and Presenting Evidence Workshop – Students Curriculum Vitae	**Belcher (2019) Chapter 7-8**
7	W	Oct. 5	Progress Roundtable Opening and Concluding **ASSIGNMENT: Final CV** **Due Wednesday Oct 5 by 6pm**	**Belcher (2019) Chapter 10**
8	W	Oct. 12	Revising and Editing Progress Roundtable Writing Session and Open Review **ASSIGNMENT: Group 1 Product 1** **Due Friday Oct 14 by 1pm**	**Belcher (2019) Chapter 11 and X**
9	W	Oct. 19	Workshop – Group 1 Product 1 **ASSIGNMENT: Group 2 Product 1** **Due Friday Oct 21 by 1pm**	
10	W	Oct. 26	Workshop – Group 2 Product 1 **ASSIGNMENT: Group 1 Product 2** **Due Friday Oct 28 by 1pm**	
11	W	Nov. 2	Workshop – Group 1 Product 2 **ASSIGNMENT: Group 2 Product 2** **Due Friday Nov 4 by 1pm**	
12	W	Nov. 9	Workshop – Group 2 Product 2	
13	W	Nov. 16	**FINAL ASSIGNMENT DUE Friday Nov 18 by 1pm** Writing Session and open review	

14	W	Nov. 23	**THANKSGIVING HOLIDAY** No Class	
15	W	Nov. 30	Peer-Review Session Group 1	
Finals	W	Dec. 7	***Note Different Time: 7:00pm – 9:50pm** Peer-Review Session Group 2	

Bibliography

Straub, Richard
1999   "Responding – Really Responding – to Other Students' Writing" In *The Subject is Writing* (2nd Edition). Wendy Bishop, ed. Pp. 136-146. Portsmouth: Boynton/Cook Publishers.

Belcher, W.L.
2019   *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd Edition). Chicago: University of Chicago Press.

Medical Anthropology
ANT 5462: 0001

Class Time: Tuesdays and Thursdays 1:30- 2:45
Class Location: CB1 O307

Instructor: Dr. Russell Manzano
Email: Russell.manzano@ucf.edu
Office Location: HPH 309E
Office Hours: 10:00-11:30 Tuesdays and Thursdays, and by appointment. Please email me if you plan to attend office hours.

Prerequisites
Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Course Description
Central concepts and methods in comparative contextualization of health, healing systems, suffering, distribution of risk, and use of medical technologies from physiological and biocultural perspectives.

Learning Outcomes:
- Students will understand principles of medical anthropology.
- Students will learn examples of the context of ideas in medical anthropology both in the United States and around the world.
- Students will learn and understand research methods and theoretical concepts in medical anthropology.
- Students will explore applied implications for health care and medicine.
- Students will be able to utilize critical thinking to evaluate medical anthropology theory and practices.

Required Course Materials

Books:
Life Beside Itself by Lisa Stevenson ISBN: 9780520282940
They Leave their Kidneys in the Fields by Sarah Horton, ISBN: 9780520283275

Films:
Students are required to see all films/videos shown in and out of class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

Grading System
The final grade will be weighted using the following calculation. Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

95-100 A	85-89 B	75-79 C+	65-69 D	+ <60 F
90-94 A-	80-84 B-	70-75 C	60-65 D-	

Grades will not be changed unless in the case of an extreme emergency. I do not round up grades, but extra credit opportunities will be offered throughout the semester.

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

Writing Parameters: All writing assignments should be double-spaced, 1" margins on all sides, Times New Roman size 12.

Extra Credit
You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

Course Assignments
The following assignments will make up your grade. Please note that quizzes will not be dropped.

Participation	30%
Reflection Paper	30%
Final Paper	40%

Participation
You will be graded based on your participation in this class. This ranges from attendance to discussion in class. You are expected to come to class prepared to discuss the reading for the week and participate in class discussions.

Reflection Paper
You will write weekly reflection papers based on the topic for the week. Specific information about the papers will be provided in class and on Canvas.

Semester Project
Each student will choose a topic for examination relating to medical anthropology for the semester project. The project will consist of a research proposal, participant observation, one interview, and the project analysis. These sections will be reviewed in class and on Canvas.

Course Policies:

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

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.

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

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

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

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

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

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

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and

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explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

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

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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

Attendance
Attendance is required for this class.

Late Assignment Policy
Late assignment submissions must be discussed with the instructor prior to the assignment due date.

Steps for academic continuity in the event of campus closure:
In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor

Canvas for each class for course specific communication, and the main UCF, College, and department websites, and emails for important general information.

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

Other Policies
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.

Course Schedule

Date	Topic	Reading	Assignment
8/23	Class Introduction	Syllabus	
8/25	Introduction to Anthropology	none	
8/30	Introduction to Medical Anthropology	Inhorn, Marcia C. "Medical Anthropology at the Intersections." Medical anthropology quarterly 24.2 (2010): 263–269.	
9/1		**no class—football game	Refection Paper Due
9/6	Heat Illness in California	Horton Ch 1	
9/8			Refection Paper Due
9/13	Gender	Horton Ch 2	Project Approval Due
9/15			Refection Paper Due
9/20	Policy	Horton Ch 3	
9/22			Refection Paper Due
9/27	Physiological toll of farm work	Horton Ch 4	
9/29			Refection Paper Due
10/4	Chronic Disease	Horton Ch 5	
10/6			Refection Paper Due
10/11	Kidney	Horton Ch 6	

	disease and disability		
10/13		**No class—football game	Refection Paper Due
10/18	Social determinants of health	Readings on Canvas	
10/20		Paper Workshop	Participant observation paper due
10/25	Life Beside Itself	Ch 1	
10/27			Refection Paper Due
11/1	Life Beside Itself	Ch 2	
11/3			Refection Paper Due
11/8	Life Beside Itself	Ch 3	
11/10	Paper Workday	No class	No class Interview analysis paper due
11/15	Life Beside Itself	Ch 4	
11/17			Refection Paper Due
11/22	Life Beside Itself	Ch 5	
11/24			Refection Paper Due
11/29	Life Beside Itself	Ch 6	
12/1	Paper Workshop		Reflection Paper Due
12/6	Final Paper Due		Final Paper Due

*The syllabus and course schedule are subject to change and revision.

ANG5486: Quantitative Research in Anthropology
Fall 2022 (3 credits)
Thursdays, 12:30-3:20pm
Location: PSY 0107
Mode: P

Instructor Information:
Donovan M. Adams, Ph.D. (Any)
Office: HPH309D
Office Phone Number: 407-823-0951
Office Hours: Mondays, 3:30-5:00pm, or by appointment
E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:
- *Quantitative Methods in Archaeology Using R*. David L. Carlson. ISBN: 978-1-107-65557-7. (Available for complete download through the library.)
- *The Book of R: A First Course in Programming and Statistics*. Tilman M. Davies.
- Additional readings will be provided through Webcourses@UCF.

Required Technology:
- R (https://cran-r-project.org).
- R Studio (https://rstudio.com/products/rstudio/download/).
- Access to Webcourses@UCF

Course Requirements:
- 9 lab assignments
- 8 reading assignments
- 1 final project
  - Data set and research question/hypotheses
  - 1 check-in
  - 1 abstract
  - 1 research poster
  - 1 research poster
  - 1 R results output

Course Description:
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small sample sizes.
Course Objectives:
Students will:
- Learn how to use the R statistical software for calculating univariate statistics and begin building skills at writing functions for statistical application.
- Learn basic statistical principles.

- Learn univariate statistical techniques for sample summaries, analysis, and data treatment.
- Critically examine methodology, interpretations, and presentation of anthropological research.
- Carry out and present quantitative projects.

Grading: Grades will be posted to Webcourses@UCF based on the following:

1. Homework Assignments: There are 9 assignments throughout the semester, each worth 25 points. These will allow you to practice the material learned in lecture. These will require use of R to answer the questions. You will provide both the answers obtained and the code used to obtain it. These assignments must be completed using R Markdown. Each assignment is due by the beginning of class (12:30 pm) and must be submitted on Webcourses@UCF.

2. Reading Assignments: There will be 8 required reading assignments for each article, with a set of questions that should be addressed ***each week for each article***. These questions should be answered and submitted before class the following week (12:30 pm). How you address these questions is up to you: 1) short notes, like a bulleted list, written into Webcourses@UCF; 2) notated/highlighted pdfs specifying how your notes address each question; 3) flow charts and diagrams; or 4) another method that works well in answering the questions. These will assist in improving critical reading of studies and help to facilitate class discussions.

3. End-of-Semester Project: This will consist of four (4) primary components: abstract (100 points), data analysis (100 points), a research poster presentation (100 points), and a write-up (100 points). You may use either 1) your own data, 2) a dataset provided to you by a faculty member (great opportunity to get involved on research projects; however, the faculty member MUST know and have provided written permission for data to be used as a part of this class), or 3) an open-source dataset. Using the techniques learned in class, you must carry out a research project, consisting of preparing data for analysis, conducting statistical treatments, and carrying out interpretations. The poster (December 1st) will be conducted as if you are at a conference. Additionally, you must submit a write-up formatted as if submitting a journal article (i.e., an abstract, introduction, materials and methods, results, discussion and conclusions, and references) and your R output (December 6th). More detailed instructions for this assignment will be given in class and provided on Webcourses@UCF, along with grading rubrics for each component of the assignment.

   1. You must have a selected dataset by September 8th (10 points) and a chosen research question and hypotheses by September 22nd (10 points).
   2. The week of October 19th there will be a required check-in where, at minimum, you must present your data, questions, hypotheses, plan for analysis, and descriptive statistics.
   3. You must submit an abstract (no longer than 250 words) of your project by November 10th. My comments will be returned to you no later than November 17th. Your revisions will be due November 29th. These abstracts should be an accurate summary of your research and will be collected into "conference proceedings" that will be distributed to the class before posters on the 1st.
   4. You will present your project as a conference-style poster on December 1st.

5. You will submit your R results output and your journal manuscript/final paper (4,000-5,000 words) on December 6th.

Assignment	Percentage of Grade (Points)
9 Assignments	26.32% (25 points each)
8 Article Discussions	18.71% (20 points each)
Data Selection	1.17% (10)
Research Question Selection	1.17% (10)
Check-in	5.85% (50)
Abstract	11.70% (100)
Research Poster	11.70% (100)
Research Paper	11.70% (100)
R Output	11.70% (100)
Total	**100.00% (855)**

A: 92.51-100	B-: 80-82.49	D+: 67.5-69
A-: 90-92.5	C+: 77.5-79	D: 62.5-67.49
B+: 87.5-89	C: 72.5-77.49	D-: 60-62.49
B: 82.5-87.49	C-: 70-72.49	F: 59 and below

Classroom Policies:
- Classroom periods are designed to allow for instruction on statistical concepts, critical discussion regarding the readings, and connection of these topics to broader anthropological questions. Therefore, questions, abstract thinking, and critical analysis is encouraged. Critical evaluation of the implications of these statistics, the appropriateness and ethical considerations are also important for robust methodologies.
- We will discuss a range of topics that may involve critical and important sociopolitical issues. This means that while evidence-based ideas may be expressed, it is expected that evidence supports your arguments, and that discussion is held *appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals (or to oneself) and will result in ejection from the class*. The value, equality, and respectful treatment of human life and variation are embraced in and fundamental to anthropology.
- There is a significant amount of work to be done in this class both outside and inside the classroom, weekly and throughout the semester. Success in this class requires significant commitment, including working on your weekly assignments, watching recorded lectures, and working on your semester-long project. I recommend beginning working on your assignments early so if you have questions or it takes you longer than anticipated to run your statistics, you have time to complete everything before the following class. I recommend using office hours to their fullest potential.

- Classes in which there are recorded lectures will be run with the assumption that you have, in fact, watched the recorded lectures. We will not cover the material in those lectures in-depth, instead doing a general recap of what is in the lectures. Questions regarding this material should ask for more in-depth explanation or clarification, not just repeating information that is in there. We have a lot to cover in a short amount of time and to maximize the time please make sure you engage with those lectures.
- Recorded lectures are available on YouTube. Links will be provided for the appropriate week. Links and videos may not be shared outside of this class. Lecture videos may not be downloaded from YouTube or recorded through an alternative means.
- All communication will be done either through Webcourses@UCF and Webcourses announcements or directly to your UCF e-mail address. Be sure to have these on set up and that you are checking these consistently.

Financial Aid Requirement:

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the "Introduce Yourself" assignment on Webcourses@UCF by the end of the day on Friday, August 26th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

POLICIES

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

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 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:

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:

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:

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>

You will have the semester to make up a missing assignment for at least a 10% late penalty. No make-ups will be allowed beyond December 1st at 3:20pm. No make-ups for the final project will be allowed.

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>.

In-class Recording:

Students may 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. It will be made explicit when lectures have begun and ended. 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. The instructor may also record lecture (only lecture) periods of the class.

Classroom Discussion 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.

Turnitin:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

UCFCARES:

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.

University Writing Center:

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Diversity and Inclusion:

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can

find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

Course Schedule (Dates, assignments, and readings may change as needed. Any changes will be announced in class and through e-mail/Webcourses).

Each week, beginning on September 29th, a reading assignment is due. These are based on the <u>non-italicized</u> readings listed for the week. For example, the assignment due on September 29th is to be done on Heath-Stout (2019) and Beyin (2022).

Week	Day	Topic	Reading			Assignment
			C*	D**	Articles	
1	Aug 25	Introduction to course and R		Introduction, A, B		
2	Sept 1	R code; Working in R	2, 3.1	1, 2, 4		
3	Sept 8	More R code and data management	4, 5.1	3, 5, 8, 11		Dataset Due in class
4	Sept 15	Ethical considerations			*ASA (2018) Turner and Mulligan (2019) Boyer et al. (2020) Tsosie et al. (2020) Juutilainen et al. (2020) Stull et al. (2021)*	Lab #1 Due 15th
5	Sept 22	Introduction to statistics and research design	Intro	13.1, 15, 16	*Agbe-Davies (2009) Smith (2019)*	Project Topic Due in class
6	Sept 29	Descriptive statistics	3.3-3.4	13.2, 17	Heath-Stout (2019) Beyin (2022)	Lab #2 and Readings #1 Due 29th
7	Oct 6	Parametric Assumptions	3.2, 6	19.1.1, 22.3	Algee-Hewitt (2017) Thayer and Gildner (2022)	Lab #3 and Readings #2 Due 6th
8	Oct 13	Basic Figures and Tables	5.2-5.7	7, 4	de la Cova (2010) Sousa et al. (2020) *Webpage links*	Lab #4 and Readings #3 Due 13th
9	Oct 20	Tests for statistical significance; Hypothesis testing	8.2-8.4	18	Nelson (2016) Paez et al. (2022)	Lab #5 and Readings #4 Due 20th Check-in Due Week 9
10	Oct 27	Correlations and Error Testing	9.1-9.2	22.4	Lawrence et al. (2018) Shinde et al. (2018)	Lab #6 and Readings #5 Due 27th

11	Nov 3	Hypothesis Testing for 3+ Groups	8.5	19	Paul et al. (2016) Tallman (2019)	Lab #7 and Readings #6 Due 3rd Abstracts Due in class
12	Nov 10	Missing data; Imputation	7		*Kenyhercz and Passalacqua (2016) Kenyhercz et al. (2019)* Lasisi et al. (2016) Eng and Aldenderfer (2017)	Lab #8 and Readings #7 Due 10th
13	Nov 17	Research presentation: manuscripts, posters, and podiums			Stojanowski et al. (2007) Rathmann et al. (2022)	Lab #9 and Readings #8 Due 17th
14	Nov 24	**THANKSGIVING BREAK – NO CLASS**				
15	Dec 1	PRESENTATIONS				Abstract Edits Due Nov 29th
16	Dec 6	**FINAL EXAM DAY (1:00-3:50pm) – Results Output and Final Paper Due**				

*Assignments are due before class the following week (e.g., Assignment #1 is due before class on September 14th.

**Readings in italics are more informational/supplemental in nature and do not need to be critiqued as a part of your reading assignment. Having said this, there will still be discussions specifically regarding these papers and material learned in class will under the assumption that you have done these readings.

IMPORTANT DATES:

- Aug 26: Introduce Yourself Assignment Due
- Sept 8: Dataset Due
- Sep 15: Lab #1 Due
- Sep 29: Lab #2 and Readings #1 Due; Project Topic Due
- Oct 6: Lab #3 and Readings #2 Due
- Oct 13: Lab #4 and Readings #3 Due
- Oct 20: Lab #5 and Readings #4 Due; Project Dataset Due
- Oct 27: Lab #6 and Readings #5 Due
- Oct 29: Check-ins Due

- Nov 3: Lab #7 and Readings #6 Due
- Nov 10: Lab #8 and Readings #7 Due; Abstracts Due
- Nov 17: Lab #9 and Readings #8 Due
- Nov 29: Abstract Edits Due
- Dec 1: Presentations
- Dec 6: Paper and Results Due

ANG5525C: Human Osteology
Department of Anthropology College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	J. Marla Toyne, Ph.D.	**Term:**	Fall 2022
Office:	Howard Phillips Hall 409R	**Credit Hours:**	4
Phone:	407-823-1927	**Class Meeting Days:**	Tuesday and Thursday
E-Mail:	j.marla.toyne@ucf.edu	**Class Meeting Hours:**	1:30-2:45pm (Tuesday and Thursday Lecture) 3:00-4:50pm (Tuesday lab)
Website:	Webcourses – check regularly for announcements	**Class Location:**	MSB 149
Office Hours:	Thursday: 3:00pm to 5:00pm or by 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.

Prerequisites
ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor.

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, development of the human skeleton and dentition, and major landmarks of 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 identification of elements, siding, as well as estimation of age, sex, and stature. 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 observational 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 prepare and present an independent and original research poster on a selected topic
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Student Success:

This is my goal. This is a Face-to-Face course. There are **F2F meetings with lectures and interactive lab activities,** but we will have a few **online learning activities and sources of information to guide you**. So, this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, and 2) reviewed and thought about the provided skeletal term sheets including lab notes. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge.

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

Recommendations for Communication 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, GTA, 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.

Course Materials and Resources

Required Text (available at the bookstore)
Human Osteology, Third Edition (2011) by Tim White, Michael Black, and Pieter Folkens Publisher: Academic Press, ISBN: 9780123741349, also available in digital version.

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

https://go.openathens.net/redirector/ucf.edu?url=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20140050319
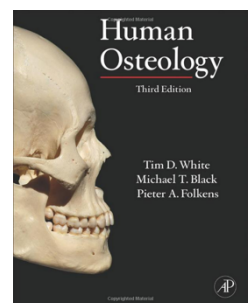
Course Handouts
Supplemental course handouts for class and lab will be posted on Webcourses.

Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Toyne after they are reviewed. You can access your scores at any time using the Grades function of Webcourses. Please note that only your raw points for the exams will be posted on Webcourses.

Your final grade will be based out of a total of 700 possible points.
Academic Activity Posting (10 points) – Syllabus quiz and What I expect to achieve by completing this class. 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.
All postings must be completed by **Friday August 27 by 11:59pm**. You will receive 10 points 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 60 points)
All quizzes are in class and timed. 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 300 points: Exam 1 is 100 points, Exam 2 is 100 points, and Exam 3 is 100 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 Functional Anatomy and must be pre-approved by Dr. Toyne no later than **September 2.** Your outlines are due **October 7** 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 11**. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations will occur on **November 22** (time to be determined), and final paper drafts will be due on **December 2nd by 5:00 pm**. Refer to handout for specific directions.

- September 2: Approved paper topics – Meeting with Toyne
- October 7: Paper outlines and Bibliography (50 points)
- November 11: Complete draft of paper (optional)
- November 22 or an additional day will be scheduled if needed: Graduate Presentations (50 pts)
- December 2: Final day to turn in completed paper (5:00 pm) (100 points)

Final Exam (120 points)
The final exam will occur on **Tuesday, December 6 from 1:00-3:50pm in MSB 149.** The final exam will consist of a CUMULATIVE bell-ringer exam and a written section.

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 610/700, for a score of 87%. 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 (%)			
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

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.

Course Schedule (see final pages)
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 and in announcements. 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.

Important UCF Dates to Remember
- Drop/Swap Deadline   August 26
- Add Deadline   August 26
- Withdrawal Deadline   October 28
- Grade forgiveness Deadline   December 2

Course 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 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 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.

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 ANT 4525 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.

Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. 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 once you contact the professor after missing a deadline. 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>.
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. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Late Penalties

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.
Late assignments will be subject to a Late penalties of 5% per calendar day, including: non-class days, holidays and weekends.

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (http://catalog.ucf.edu/policies/academic-regulations) for further details. Or, students should consult the Academic Counseling Office in their "home" Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

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 and DOCUMENTED medical emergencies prevent a student in good standing from completing the course and the remaining work can be completed the next semester. Dr. Toyne 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. Toyne to make special allowances for your grade because she will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Toyne early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Obtaining Notes for Missed Lectures
If you miss a lecture Dr. Toyne will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Toyne to go over any material that you may not understand.

TECHNOLOGY AND MEDIA
Webcourses@UCF: This is a Face-to-Face course. Only some course materials and assignments have an online component that is 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 class, 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.

I "Control Alt Deleted" my homework: There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

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.

General Information:
*   **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. Students who disrupt class and have been warned may suffer a 5% reduction in their final class grade.
*   **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
*   While computers/**laptops/tablets (electronic devices)** may be used in class, it is a privilege and not a right. You are allowed to use devices for taking course notes. You are not allowed to use devices for surfing the web, checking your email, working on homework, FaceBooking, or instant messaging (anything NOT course related) 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 using laptops inappropriately, 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.

- **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
- **Be polite**. 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.
- **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.

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

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. Toyne 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.

UCF Policy Statements

COVID-19 Statements

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed.

However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

Academic Conduct

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.

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.

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.

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.

Instructional Concepts

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.

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>).

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>

Deployed Active Duty Military Students Statement

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

Religious Observances

Students 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.

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.

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.

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Toyne 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 **<u>ALWAYS</u>** 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.

➢ **<u>NEVER, NEVER, NEVER</u>** 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, **<u>NEVER</u>** 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 by Dr. Toyne that you treat all material with respect and handle it with care. However, please alert Dr. Toyne 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!!!!!!

Course Schedule

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 and in announcements. 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.

WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC	READINGS
1	Tu	Aug. 23	Introduction; Basic Bone Biology & Anatomical Terminology **Discuss Poster Topics**		Chp. 2
				Introduction to the lab	
	Th	Aug. 25	Basic Bone Biology & Anatomical Terminology		Chps. 2 & 3; handouts
2	Tu	Aug. 30	Hyoid & Vertebral Column		Chp. 6
				Bone Biology, Hyoid & Vertebra	
	Th	Sept. 1	Sternum & Ribs **Paper topic finalized** **Class ends at 2:00: Football Game**		Chp. 7
3	Tu	Sept. 6	Skull –Calvarium and Mandible		Chp. 4
				Skull	
	Th	Sept. 8	Skull -Splanchnocranium **Quiz 1-written**		Chp. 4
4	Tu	Sept. 13	Skull Fragments		Chp. 4
				Exam #1; Review Skull	
	Th	Sept. 1	Study for Exam #1		Chp. 4; handout
5	Tu	Sept. 20	**Exam Practical Prep: No Class**		Chp. 5; handout
				Exam #1	
	Th	Sept. 22	Dentition		Chp. 5; handout
6	Tu	Sept. 27	Clavicle & scapula		Chp. 8
				Quiz 2- practical; Review Dentition, Clavicle & Scapula	
	Th	Sept. 29	The Arm		Chp. 9
7	Tu	Oct. 4	The Arm **Quiz 3 – written**		Chp. 9
				Arm	
	Th	Oct. 6	Hand & wrist		Chp. 10
8	Tu	Oct. 11	Os Coxa		Chps. 11 and 12

				Quiz 4 – practical; Exam # 2 Review; Hand, Wrist and Os Coxa	
	Th	Oct. 13	Study for Exam #2 **Class ends at 2:00: Football Game**		Chp. 12
9	Tu	Oct. 18	**Exam Practical Prep: No Class**		
				Exam #2	
	Th	Oct. 20	The Leg		Chp. 13
10	Tu	Oct. 25	Tarsals & foot bones		
				Leg, Ankle & Foot	
	Th	Oct. 27	Biological Profile: Sexing the Skeleton		Chp. 18; handouts
11	Tu	Nov. 1	Biological Profile: Aging the Skeleton		Chp. 18; handouts
				Quiz 5 – practical; Biological Profile: Sexing the Skeleton	
	Th	Nov. 3	Skeletal Pathological Conditions		Chp. 19
12	Tu	Nov. 8	Skeletal Pathological Conditions		Chp. 19
				Exam #3 Review; skeletal pathology review	
	Th	Nov. 10	Study for Exam #3		
13	Tu	Nov. 15	**Exam Practical Prep: No Class**		
				Exam #3	
	Th	Nov. 17	**Student Presentations**		Chp. 18; handouts
14	Tu	Nov. 22	**Student Presentations**		
				Student Presentations; open lab	
	Th	Nov. 24	*Thanksgiving: No Class*		
15	Tu	Nov. 29	Final Exam Review		
				Final Exam Review	
	Th	Dec. 1	Course wrap up		
16	Tu	Dec. 6	**FINAL EXAM 1:00-3:50pm**		

Important UCF Dates to Remember
- Drop/Swap Deadline   August 26
- Add Deadline   August 26
- Withdrawal Deadline   October 28
- Grade forgiveness Deadline   December 2

Course Syllabus

| ✎ **Edit**

Proseminar in Anthropology

The College of Sciences at the University of Central Florida

Course Information

Course Name: Proseminar in Anthropology

Course ID: ANG 6002 (0001) / Fall 2022

Credit Hours: 3.0 hours

Location/time: Howard Phillips Hall 409M /Mondays 3:00-5:50 pm

Professor Contact

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

Main office: UCF Main Campus - Phillips Hall 409J

Phone: 407-823-2206

Office Hours: Mondays from 1-3

E-mail: beatriz.reyes-foster@ucf.edu

University Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology. **Prerequisites:** Admission to Anthropology MA, PhD or CI.

What is this course about?

This course is designed as an graduate anthropology working group, exploring the inner workings of professional anthropology through current central concepts and debates within and outside the discipline, academic and applied resources, and research design, all of which are necessary for a successful career as an anthropologist practitioner. Using research design, professional writings, and

successful career as an anthropologist practitioner. Using research design, professional writings, and career activities shared by us in our four-field approach, we will examine an array of skills 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 multidisciplinary nature of anthropology, emphasis is placed on 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:

- Define and describe your goals in pursuing anthropology as a career.
- Demonstrate basic skills of research design, method application and formulation of research questions
- Provide a professional portfolio and skill evaluations for employment
- Describe the grant writing and publishing processes
- Discuss academic and non-academic career paths and practitioner opportunities
- 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 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 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 readings (outside of these texts) will be provided in your online course materials.

Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner
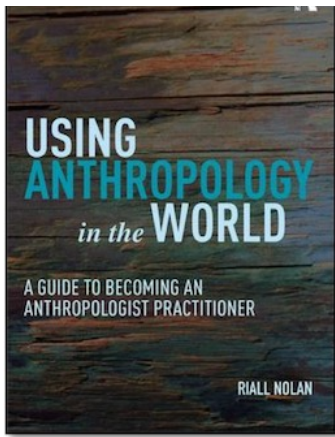
Author: Riall Nolan
Edition: 1st edition
Year: 2017
Publisher: Routledge
ISBN: 9781611329506

A**vailable in paperback, eBook** (https://ucf.catalog.fcla.edu/cf.jsp?t1=using+anthropology+in+the+world&k1=ti&avli=&ADV=S) **and rental formats**

Research Design

Author: J.W. Creswell and J.D. Creswell
Edition: 5th edition
Year: 2018
Publisher: Sage Publications
ISBN: 9781506386706

Available in paperback, eBook and rental formats
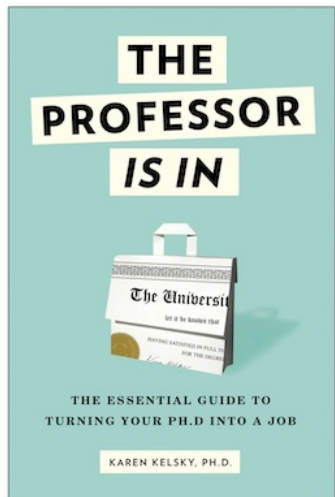
The Professor Is In: The Essential guide to Turning Your PhD Into a Job

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

Available in paperback and eBook formats
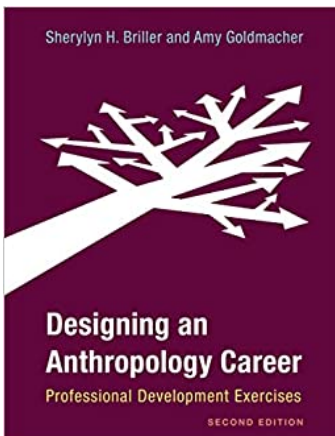
Designing an Anthropology Career: Professional Development Exercises

Author: Sherylyn Briller and Amy Goldmacher

Edition: 2nd

Publisher: Rowman & Littlefield

ISBN: 9781538143285

How should I plan my course time?

While I can provide general guidelines based on past students experiences, everyone learns and works 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 the subject, 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.**

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 urge you to not come to class if you feel sick or have a known exposure to COVID19. If you are unable to attend class F2F, please let me know and I will run a simultaneous zoom session so that you are able to attend class remotely**. 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.

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 pivot to an online modality if necessary.

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.

Webcourses

This class uses WebCourses, an online course management system (accessed through **my.ucf.edu (http://my.ucf.edu)** and then the "Online Course Tools" tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. **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.

During the next 15 weeks of the Fall 2020 term, you should expect to spend the **three hours of class time each week discussing assigned reading, taking notes, 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 work through required activity assignments**. 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 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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!

What are the course requirements?

The Fall 2022 semester begins on **August 22, 2021** and ends on **December 16, 2022**. Over this period, you will be expected to:

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Mondays from 3:00-5:50 pm
- review online learning materials and assigned readings;
- submit 10 career activity assignments;
- submit 8 research design assignments;
- submit 4 professional portfolio assignments;
- 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. The modules contain required readings, media content, graded assignment instructions, and links to information websites. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). 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.

Please do not be tempted to skip a week 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. If you need any assistance with course materials or assignments, please visit my **online office hours on Mondays from 1-3 pm.**

How do I get started in the course?

After reading this Course Syllabus, click on the 'Modules' button in the menu on the left to access the 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, computer set-up and/or use of 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 start on the **REQUIRED ACTIVITY: Expectations and Takeaways** assignment in the COURSE INTRO: Things You Should Know by **11:59pm EST** on **August 30, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your graduate funding.

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
Required & Career Activities (10)	100	30%
Research Design Activities (8)	160	30%
Professional Portfolio (5)	100	20%
Graduate Student Conference	100	20%
Total Possible	*460*	*100%*

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 classroom group and general discussion.

- **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 assessment your expectations and what you would like to take away from this course.

- **Career Activities:** These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist practitioner.

- **Professional Portfolio:** You will need to produce four documents, that reflect your experiences

- **Professional Portfolio.** You will need to produce four documents that reflect your experiences, goals and abilities as a researcher, teacher, prospective 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 readily accessible.

- **Research Design Activities:** These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. You will be working on these assignments with the outcomes directed toward producing your MA/PhD research proposal.

- **Graduate Student Conference:** You will assist with the organization of 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	95 - 100%	C+	76 - 79%
A-	90 - 94%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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 three-to-five days after the final due date. For most professional portfolio assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement

that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

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

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). **Three or more absences from this course constitutes a failing grade, unless those absences are properly documented and discussed with Dr. Reyes-Foster.**

With this in mind, the following circumstances require academic responsibility on your part:

- If you are **representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military or National Guard** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors 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 for online, mixed-mode and face-to-

face courses.

- If you find yourself in a situation where you are **going to miss a class meeting**, you must notify your professor 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 meeting end time. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

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 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 approved accommodations include a specialized environment or equipment for testing or other assigned work, it is your responsibility to make the necessary arrangements to write your exams or complete the work** within the SAS facilities.

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.

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 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 I can make arrangements for you. 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 (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 assignmentin 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 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.

Why should I use WebCourses email inbox?

Our **official mode of communication is Knights email or the secure WebCourses Inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check your Knights email and 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.

When using the proper channels of communication, you can generally **expect a response to your message Inbox within 24 hours**. Please keep in mind that I generally do not check Webcourses or 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 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 a non-UCF email address.

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all assignments will be submitted and/or 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 online isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, 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**

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

- Technical assistance is available through phone, email and live chat through **[WebCourses@UCF Support (https://cdl.ucf.edu/support/webcourses/)](https://cdl.ucf.edu/support/webcourses/)**
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting 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.

Can I use external study groups and course websites?

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 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.**

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright and UCF Rules of Conduct and may face serious penalties**. Materials on these sites 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. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as 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**

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 your professor.

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 discussion 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. 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 Summary:

Date	Details	Due
Mon Aug 24, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670327&include_contexts=course_1414717)**	6pm to 9pm
Mon Aug 31, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670328&include_contexts=course_1414717)**	6pm to 9pm
Mon Sep 7, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670329&include_contexts=course_1414717)**	6pm to 9pm
Mon Sep 14, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670330&include_contexts=course_1414717)**	6pm to 9pm
Mon Sep 21, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670331&include_contexts=course_1414717)**	6pm to 9pm
Mon Sep 28, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670332&include_contexts=course_1414717)**	6pm to 9pm
Mon Oct 5, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670333&include_contexts=course_1414717)**	6pm to 9pm
Mon Oct 12, 2020	📅 **Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670334&include_contexts=course_1414717)**	6pm to 9pm

Mon Oct 19, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670335&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670335&include_contexts=course_1414717)	6pm to 9pm
Mon Oct 26, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670336&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670336&include_contexts=course_1414717)	6pm to 9pm
Mon Nov 2, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670338&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670338&include_contexts=course_1414717)	6pm to 9pm
Mon Nov 9, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670339&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670339&include_contexts=course_1414717)	6pm to 9pm
Mon Nov 16, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670340&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670340&include_contexts=course_1414717)	6pm to 9pm
Mon Nov 23, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670341&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670341&include_contexts=course_1414717)	6pm to 9pm
Mon Nov 30, 2020	📅 [Prosem in Anthropology: Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=2670337&include_contexts=course_1414717)](https://webcourses.ucf.edu/calendar?event_id=2670337&include_contexts=course_1414717)	6pm to 9pm
Fri Aug 27, 2021	📝 [REQUIRED ACTIVITY: Expectations and Takeaways (https://webcourses.ucf.edu/courses/1414717/assignments/7684195)](https://webcourses.ucf.edu/courses/1414717/assignments/7684195)	due by 11:59pm
Sun Aug 29, 2021	📝 [CAREER 1: Understanding Yourself (https://webcourses.ucf.edu/courses/1414717/assignments/7684179)](https://webcourses.ucf.edu/courses/1414717/assignments/7684179)	due by 11:59pm

Sun Sep 5, 2021	📣 **CAREER 2: The Transcript Exercise** (https://webcourses.ucf.edu/courses/1414717/assignments/7684177)	due by 11:59pm
	📝 **RESEARCH 1: Selecting a Research Worldview** (https://webcourses.ucf.edu/courses/1414717/assignments/7684196)	due by 11:59pm
Sun Sep 12, 2021	📝 **CAREER 3: Understanding Your Work Background** (https://webcourses.ucf.edu/courses/1414717/assignments/7684180)	due by 11:59pm
	📝 **RESEARCH 2: Mapping Literature Reviews** (https://webcourses.ucf.edu/courses/1414717/assignments/7684197)	due by 11:59pm
Sun Sep 19, 2021	📝 **CAREER 4: The Practitioner Interview** (https://webcourses.ucf.edu/courses/1414717/assignments/7684181)	due by 11:59pm
	📝 **CAREER 5: Academic Job Postings and Descriptions** (https://webcourses.ucf.edu/courses/1414717/assignments/7684182)	due by 11:59pm
Sun Sep 26, 2021	📝 **RESEARCH 3: The Theoretical Lens** (https://webcourses.ucf.edu/courses/1414717/assignments/7684198)	due by 11:59pm
Sun Oct 3, 2021	📝 **RESEARCH 4: Good Writing = Good Science?** (https://webcourses.ucf.edu/courses/1414717/assignments/7684199)	due by 11:59pm
Sun Oct 10, 2021	📝 **CAREER 6: CV / Resume Review** (https://webcourses.ucf.edu/courses/1414717/assignments/7684183)	due by 11:59pm
	📝 **Career 7: The Networking Exercise** (https://webcourses.ucf.edu/courses/1414717/assignments/7684184)	due by 11:59pm
	📝 **RESEARCH 5: Having a Hook** (https://webcourses.ucf.edu/courses/1414717/assignments/7684200)	due by 11:59pm

	📝 **CAREER 8: Understanding Your Ideal Job** (https://webcourses.ucf.edu/courses/1414717/assignments/7684185)	due by 11:59pm
Sun Oct 17, 2021		
	📝 **RESEARCH 6: Stating Your Purpose** (https://webcourses.ucf.edu/courses/1414717/assignments/7684201)	due by 11:59pm
Sun Oct 24, 2021	📝 **PORTFOLIO 1: CVs and Resumes** (https://webcourses.ucf.edu/courses/1414717/assignments/7684190)	due by 11:59pm
Sun Oct 31, 2021	📝 **RESEARCH 7: Tables, Charts and Graphs, Oh My!** (https://webcourses.ucf.edu/courses/1414717/assignments/7684202)	due by 11:59pm
	📝 **CAREER 9: Go SWOT Yourself** (https://webcourses.ucf.edu/courses/1414717/assignments/7684186)	due by 11:59pm
Sun Nov 7, 2021		
	📝 **PORTFOLIO 2: Teaching Assignment** (https://webcourses.ucf.edu/courses/1414717/assignments/7684191)	due by 11:59pm
	📝 **CAREER 9: Show Me the Money** (https://webcourses.ucf.edu/courses/1414717/assignments/7684187)	due by 11:59pm
Sun Nov 14, 2021		
	📝 **PORTFOLIO 3: Research / Diversity / Personal / Teaching Statement** (https://webcourses.ucf.edu/courses/1414717/assignments/7684192)	due by 11:59pm
Sun Nov 21, 2021	📝 **PORTFOLIO 4: Cover Letter** (https://webcourses.ucf.edu/courses/1414717/assignments/7684193)	due by 11:59pm
	📝 **CAREER 10: The Lifestyle Exercise** (https://webcourses.ucf.edu/courses/1414717/assignments/7684178)	due by 11:59pm
Sun Nov 28, 2021		
	📝 **Final Project: Taking Your Portfolio Online** (https://webcourses.ucf.edu/courses/1414717/assignments/7684189)	due by 11:59pm

Fri Dec 3, 2021   📝 **[Final Presentation (https://webcourses.ucf.edu/courses/1414717/assignments/7684188)](https://webcourses.ucf.edu/courses/1414717/assignments/7684188)**   due by 11:59pm

📝 **[PROJECT: Conference Proposal (https://webcourses.ucf.edu/courses/1414717/assignments/7684194)](https://webcourses.ucf.edu/courses/1414717/assignments/7684194)**

Course Syllabus

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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 program, or CI.

Fall 2022: Thursdays at 6-8:50pm.

Instructor Contact Information

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 2:00 - 3:30 pm Thursday (dedicated to this class), or by appointment.

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 the social sciences 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 Harris and Cipolla text is available for 4-hour checkout in the library.

Harris, Oliver J.T. and Craig N. Cipolla, Archaeological Theory in the New Millennium. 2017. London and New York: Routledge.

Useful Web Sites

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

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.\n\nSubmitted 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.\n\nSubmitted 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.\n\nSubmitted 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).\n\nSubmitted 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

(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/ (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."

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

·   To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video **[You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)](https://youtu.be/NIKYajEx4pk)**

[(https://youtu.be/NIKYajEx4pk)](https://youtu.be/NIKYajEx4pk)

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 25	What is Archaeological Theory?
2--September 1	Archaeology as Anthropology (reading and assignment only--NO CLASS)
3--September 8	Fieldwork (term paper topic preferences due this week)
4--September 15	Early Professional Archaeology--Ethics and Cultural History
5--September 22	Dating techniques
6-September 29	New Archaeology--Man the Hunter
7--October 6	The Postprocessual Critique
8--October 13	Processual, Processual-plus, and Marxist Archaeologies (reading and assignment only--NO CLASS)
9--October 20	Agency and Agency-Related Approaches
10--October 27	Gender and Identity
11--November 3	Landscape and Geospatial Methods

12--November 10	Curation, Stakeholders, and the Public (annotated bibliography due this week)
13--November 17	Where we go from here (final weekly writing assignment due this week)
14--December 1	Presentations
15--December 6	Presentations

Course Summary:

Date	Details	Due
Thu Aug 27, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665962&include_contexts=course_1412394)	2pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar?event_id=2665943&include_contexts=course_1412394)	6pm to 9pm
Fri Aug 28, 2020	📝 **Week 1 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673573)	due by 11:59pm
Thu Sep 3, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665965&include_contexts=course_1412394)	2pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar?event_id=2665944&include_contexts=course_1412394)	6pm to 9pm
Fri Sep 4, 2020	📝 **Week 2 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673575)	due by 11:59am
Thu Sep 10, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665960&include_contexts=course_1412394)	2pm to 4pm

| Date	Details	Due
	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2665964&include_contexts=course_1412394)	3pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar? event_id=2665945&include_contexts=course_1412394)	6pm to 9pm
Fri Sep 11, 2020	📝 **Week 3 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673577)	due by 11:59am
Thu Sep 17, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2665963&include_contexts=course_1412394)	2pm to 4pm
	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2665968&include_contexts=course_1412394)	3pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar? event_id=2665946&include_contexts=course_1412394)	6pm to 9pm
Fri Sep 18, 2020	📝 **Week 4 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673580)	due by 11:59am
Thu Sep 24, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2665970&include_contexts=course_1412394)	2pm to 4pm
	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2665969&include_contexts=course_1412394)	3pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar? event_id=2665947&include_contexts=course_1412394)	6pm to 9pm
Fri Sep 25, 2020	📝 **Week 5 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673582)	due by 11:59am

Date	Details	Due
	📝 **Term Paper Topics** (https://webcourses.ucf.edu/courses/1412394/assignments/7673563)	due by 11:59pm
	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665961&include_contexts=course_1412394)	2pm to 4pm
Thu Oct 1, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665971&include_contexts=course_1412394)	3pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar?event_id=2665948&include_contexts=course_1412394)	6pm to 9pm
Fri Oct 2, 2020	📝 **Week 6 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673584)	due by 11:59am
Thu Oct 8, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665972&include_contexts=course_1412394)	2pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar?event_id=2665949&include_contexts=course_1412394)	6pm to 9pm
Fri Oct 9, 2020	📝 **Week 7 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673586)	due by 11:59am
Thu Oct 15, 2020	📅 **Virtual Office Hours** (https://webcourses.ucf.edu/calendar?event_id=2665975&include_contexts=course_1412394)	2pm to 4pm
	📅 **ANG6110-20Fall 0001** (https://webcourses.ucf.edu/calendar?event_id=2665950&include_contexts=course_1412394)	6pm to 9pm
Fri Oct 16, 2020	📝 **Week 8 Writing Assignment** (https://webcourses.ucf.edu/courses/1412394/assignments/7673588)	due by 11:59am

Date	Details	Due
Thu Oct 22, 2020	📅 **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2665966&include_contexts=course_1412394)**	2pm to 4pm
	📅 **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar? event_id=2665951&include_contexts=course_1412394)**	6pm to 9pm
Fri Oct 23, 2020	📝 **Week 9 Writing Assignment** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673590)**	due by 11:59am
	📝 **Bibliography** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673557)**	due by 11:59pm
Thu Oct 29, 2020	📅 **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2665976&include_contexts=course_1412394)**	2pm to 4pm
	📅 **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar? event_id=2665952&include_contexts=course_1412394)**	6pm to 9pm
Fri Oct 30, 2020	📝 **Week 10 Writing Assignment** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673566)**	due by 11:59am
Thu Nov 5, 2020	📅 **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2665973&include_contexts=course_1412394)**	2pm to 4pm
	📅 **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar? event_id=2665953&include_contexts=course_1412394)**	6pm to 9pm
Fri Nov 6, 2020	📝 **Week 11 Writing Assignment** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673568)**	due by 11:59am
Thu Nov 12, 2020	📅 **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2665974&include_contexts=course_1412394)**	2pm to 4pm

Date	Details	Due
	🗓️ **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar?** **event_id=2665954&include_contexts=course_1412394)**	6pm to 9pm
Fri Nov 13, 2020	📝 **Week 12 Writing Assignment** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673570)**	due by 11:59am
Thu Nov 19, 2020	🗓️ **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar?** **event_id=2665977&include_contexts=course_1412394)**	2pm to 4pm
	🗓️ **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar?** **event_id=2665955&include_contexts=course_1412394)**	6pm to 9pm
	📝 **Discussion Leadership** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673559)**	due by 11:59pm
Fri Nov 20, 2020	📝 **Week 13 Writing Assignment** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673572)**	due by 11:59am
Thu Nov 26, 2020	🗓️ **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar?** **event_id=2665967&include_contexts=course_1412394)**	2pm to 4pm
	🗓️ **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar?** **event_id=2665956&include_contexts=course_1412394)**	6pm to 9pm
Thu Dec 3, 2020	🗓️ **Virtual Office Hours** **(https://webcourses.ucf.edu/calendar?** **event_id=2665978&include_contexts=course_1412394)**	2pm to 4pm
	🗓️ **ANG6110-20Fall 0001** **(https://webcourses.ucf.edu/calendar?** **event_id=2665957&include_contexts=course_1412394)**	6pm to 9pm
Fri Dec 4, 2020	📝 **Class Participation** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673558)**	due by 11:59pm

Date	Details	Due
	📅 **Virtual Office Hours (https://webcourses.ucf.edu/calendar? event_id=2665979&include_contexts=course_1412394)**	2pm to 4pm
Thu Dec 10, 2020	📅 **ANG6110-20Fall 0001 (https://webcourses.ucf.edu/calendar? event_id=2665958&include_contexts=course_1412394)**	6pm to 9pm
	📝 **Presentation (https://webcourses.ucf.edu/courses/1412394/assignments/7673562)**	due by 6pm
Fri Dec 11, 2020	📝 **Final Paper (https://webcourses.ucf.edu/courses/1412394/assignments/7673561)**	due by 9am
Wed Dec 16, 2020	📝 **Final Grade (https://webcourses.ucf.edu/courses/1412394/assignments/7673560)**	due by 12pm
	📅 **Virtual Office Hours (https://webcourses.ucf.edu/calendar? event_id=2665980&include_contexts=course_1412394)**	2pm to 4pm
Thu Dec 17, 2020	📅 **ANG6110-20Fall 0001 (https://webcourses.ucf.edu/calendar? event_id=2665959&include_contexts=course_1412394)**	6pm to 9pm
	📝 **Week 1 (https://webcourses.ucf.edu/courses/1412394/assignments/7673564)**	
	📝 **Week 10 (https://webcourses.ucf.edu/courses/1412394/assignments/7673565)**	
	📝 **Week 11 (https://webcourses.ucf.edu/courses/1412394/assignments/7673567)**	
	📝 **Week 12 (https://webcourses.ucf.edu/courses/1412394/assignments/7673569)**	
	📝 **Week 13 (https://webcourses.ucf.edu/courses/1412394/assignments/7673571)**	

Date	Details	Due
	📝 **Week 2** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673574)**	
	📝 **Week 3** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673576)**	
	📝 **Week 4** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673578)**	
	📝 **Week 5** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673581)**	
	📝 **Week 6** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673583)**	
	📝 **Week 7** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673585)**	
	📝 **Week 8** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673587)**	
	📝 **Week 9** **(https://webcourses.ucf.edu/courses/1412394/assignments/7673589)**	

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:

<u>Weekly Writing Assignments:</u> 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 <u>noon</u> 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.

<u>Discussion Leadership:</u> 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.

<u>Weekly Participation:</u> 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.

<u>Workshop:</u> 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.

<u>Final Paper:</u> 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.

<u>Final Exam</u>: 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)](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 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.

Participation, Diversity and Inclusion	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)

(https://youtu.be/NIKYajEx4pk)
>).

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

ETHNOGRAPHIC RESEARCH METHODS

ANG 6801
Section 0001

Fall 2022
Monday: 6:00 pm – 8:50 pm
HPH 409M
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
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407-823-4963
Office Hours (Zoom): Thursday, 1:30pm – 3:00pm

Course Description

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

Public Course Description

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

Prerequisites

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

Student Learning Objectives

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

Class Structure

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

Office Hours

Office hours will be via Zoom. The Zoom link is available on Webcourses. You are not required to make an appointment, however, if you cannot meet during regular office hours because of a class conflict, work schedule, child care issues, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues with accessing office hours via Webcourses, please contact Webcourses at webcourses@ucf.edu, https://cdl.ucf.edu/support/webcourses, or 407-823-0407.

Course Requirements

Attendance

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

Reading and Participation

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

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

Reading Reflections

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

CITI Training

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

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three interviews (45-60 minutes each)** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts are due at different points during the semester (see below). The final report will be 5000-6000 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

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

Grading Structure

Reading Reflections (11 out of 12)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

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

Course Policies

Respectful Behavior

Diversity is a defining feature and strength of UCF. Our differences with respect to race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, and more enhance our ability to achieve UCF's core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued.

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

Open Exchange

Fundamental to UCF'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.

Knights Email and Webcourses Communication

There will be important email and Webcourses communications between Dr. Harris and the class. You are responsible for checking your Knights email and Webcourses regularly (at least once a day).

Late Policy

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

Grade Disputes

If you want to dispute a grade on a particular assignment, please come to Dr. Harris's office hours to discuss it. If she agrees to re-read your work, please be aware that her willingness to do so is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

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

- *Unauthorized assistance.* Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of 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 a course assignment or project.
- *Plagiarism.* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Commercial use of academic material.* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, course syllabi, instruction sheets, handouts, etc.
- *Multiple submissions.* Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards.

Responses to Academic Misconduct

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

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

Campus Safety

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

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. Make a note of the guide's physical location: http://emergency.ucf.edu/emergency_guide.html
- Know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into my.ucf.edu. Click on "Student Self Service" on the left side of the screen in the

tool bar, scroll down to "Personal Information" on the Student Center Screen, click on "UCF Alert," fill out the information, click "Apply" to save the changes, and click "OK."

- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

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

Religious Observance

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

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with <u>documentation in advance</u> to arrange a make-up; no penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

In-Class Recording

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

Student Accessibility

UCF is committed to providing access and inclusion for all persons. Students who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris to inform her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires

consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

### *Writing Center Services*

You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at <u>any stage of the writing process</u> (brainstorming, organization, drafts, etc.). They also offer grammar workshops and host writing groups. To learn more about the Writing Center's services and/or to schedule an online or in-person appointment: https://uwc.cah.ucf.edu.

Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 26**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.
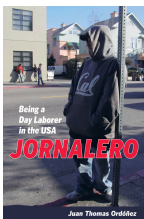
Required Texts

The following books are required for this course:
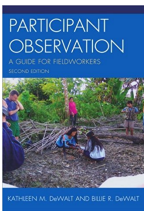
- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers.* Walnut Creek: AltaMira Press.
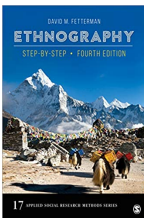
- Fetterman, David M. 2019. *Ethnography: Step-By-Step.* 4th Edition. Newbury Park: Sage Publications.

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

The required books are available for purchase at the student bookstore. Additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them.

To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANG6801-22Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu, 407-823-0407, and https://cdl.ucf.edu/support/webcourses.

Course Schedule

Week 1

Monday, August 22

- TOPIC: Course Overview and Key Concepts in Ethnographic Fieldwork

- READINGS: DeWalt and DeWalt, pg. 1-40

    Fetterman, pg. 1-41

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

Week 2

Monday, August 29

Reading Reflection #1

- TOPIC: The "Field"

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

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

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

Week 3

Monday, September 5

- NO CLASS – LABOR DAY

Week 4

Monday, September 12

- TOPIC: Participant Observation

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

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

Week 5

Monday, September 19

- TOPIC: Interviewing

- READINGS: Fetterman, pg. 42-78

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

Week 6

Monday, September 26

- TOPIC: Fieldwork Ethics

- READINGS: American Anthropological Association 2012 Code of Ethics

    DeWalt and DeWalt, pg. 211-226

    Fetterman, pg. 141-162

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

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

Week 7

Monday, October 3

- TOPIC: Research Design

- READINGS: DeWalt and DeWalt, pg. 109-136

  Rubin, Ashley T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Stanford: Stanford University Press. (Chapter 3 – pg. 35-58)

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

Week 8

Monday, October 10

- TOPIC: Insider/Outsider Challenges

- READINGS: Anderson, Esther R. 2021. "Positionality, Privilege, and Possibility: The Ethnographer 'At Home' as an Uncomfortable Insider." *Anthropology and Humanism* 46(2): 212-225.

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

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

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

Week 9

Monday, October 17

- TOPIC: Gaining Trust and Access

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. (Chapter 3 – pg. 41-62)

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

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

Week 10

Monday, October 24

<div style="float:right; border:1px solid black; padding:4px;">Reading Reflection #8</div>

- TOPIC: Analyzing Data and Fieldnotes

- READINGS: DeWalt and DeWalt, pg. 157-210

    Fetterman, pg. 100-120

Week 11

Monday, October 31

<div style="float:right; border:1px solid black; padding:4px;">Reading Reflection #9</div>

- TOPIC: Writing

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. (Chapter 9 – pg. 191-208)

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

    Fetterman, pg. 121-140

    O'Hare, Paul. 2007. "Getting Down to Writing Up: Navigating from Field to the Desk and the (Re)presentation of Fieldwork." *Anthropology Matters* 9(2): 1-9.

Week 12

Monday, November 7

<div style="float:right; border:1px solid black; padding:4px;">Reading Reflection #10</div>

- TOPIC: Representation

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

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

  Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. (Chapter 4 – pg. 95-114)

Week 13

Monday, November 14

Reading Reflection #11
AND
Data Collection and Analysis Due

- TOPIC: Reflexivity

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

  Pillow, Wanda S. 2003. "Confession, Catharsis, or Cure?: Rethinking the Uses of Reflexivity as Methodological Power in Qualitative Research." *Qualitative Studies in Education* 16(2): 175-196.

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

Week 14

Monday, November 21

Reading Reflection #12

- TOPIC: Ethnography Example

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

Week 15

Monday, November 28

- Student presentations – Part 1

Finals Week

Monday, December 5

- Student presentations – Part 2 (7:00pm – 9:50pm)

Friday, December 9

Project Report due by 11:59pm