

# ANG5188-22Spring 0001

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## Paleoethnobotany

### Instructor Contact

- Instructor: **Dr. Neil Duncan**
- Office: HPH 309
- Office Hours: Virtually on Thursdays, 10am-Noon or by appointment (please email me if you want to zoom)
- Phone: 407-823-4961
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>) (Please DO NOT email me at knights.ucf.edu, I will not receive it!)

### Course Information

- Course Name: Paleoethnobotany
- Course ID & Section: ANT4187/ANG5188
- Credit Hours: 3
- Preequisites: ANT2140, Junior Standing
- Semester/Year: Spring 2020
- Meeting time: Th 3:00pm-5:50pm
- Meeting place: MSB0149

### Course Description:

Catalog description: Provides students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. Odd Spring.

Paleoethnobotany studies the interrelationships between humans and the plant world through the archaeological record. This course will provide students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. The course will cover the major approaches paleoethnobotany uses in the study of archaeobotanical remains: charred wood and plant macro-remains, pollen, phytoliths, and starch grains and explore how these data can be integrated with each other and with other dietary and environmental indicators. Laboratory sessions will provide hands-on experience in sampling and identification techniques of plant materials.

### Student Learning Outcomes:

- To help students interested in the archaeological use of plants, diet, and past environments gain the knowledge needed to understand and critique archaeobotanical data and paleoethnobotanical interpretations.
- To provide hands-on experience working with, analyzing and interpreting archaeobotanical remains.
- To appreciate multidisciplinary and collaborative research in modern archaeology.
- To obtain first-hand research and/or grant-writing experience in paleoethnobotany.

### Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical

techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

## Grading and Course Requirements

### Undergrads and Grads

There will be 4 take-home (turned in online) quizzes distributed throughout the semester. These are designed to give you a chance to interpret an archaeobotanical dataset or apply what you're learning. Your work will be your own.

In addition, for each daily discussion reading, a student will be assigned to lead the discussion for that reading. The number of opportunities is limited by class size, but expect to have around three discussions to lead.

For each assigned reading (not including the Pearsall text) you will prepare an abstract that summarizes the main points/findings in the article and it's possible significance AND one (or more, if you like) discussion question. Abstracts should be around 3 to 5 sentences. Abstracts and discussion questions will be due on the day they are assigned and uploaded as a single document in webcourses.

Participation is expected and evaluated.

### Graduate Students Only

In addition to the above, graduate students will be assigned as group leaders during lab sessions. You will be responsible for overseeing group work and completion, making sure proper procedures are followed, and qualitatively assessing group participation. This will be part of your participation grade

In addition to the above requirements, you will have two options to prepare a project proposal for paleo- or ethnobotanical research in your area of graduate research or to conduct original research with materials from your own research.

*Option 1:* The goal of this 15-20 page research proposal is to assess your understanding of the potential contribution of paleoethnobotany to answering archaeological and anthropological questions including, but not limited to, diet, subsistence, environment and ritual. Guidelines for writing a research proposal will be distributed during the first week of class, but your proposal will generally include an abstract, an introduction that outlines your research questions, background research and theoretical approach that will inform your proposed research, the methods you intend to use to answer your research questions, and, finally, a statement of the significance of your proposed work (or, why this proposed work is important). Finally, you will present your proposal to class in a 15 minute "powerpoint" presentation at the end of the semester.

*Option 2:* This option is available to graduate students who are interested in conducting original research in their own areas of interest with materials that they have obtained (soils, artifacts, etc. or data) as part of their graduate projects. While I encourage graduate students to take this option, you should be aware that it may require a significant amount of personal time to complete. In addition, Laboratory Safety Training through UCF Environmental Health & Safety may also be required.

The research will be written up as paper or poster of a quality to be presented at a professional meeting. Lastly, you will present the paper or poster at the end of the semester.

### Points:

#### Undergraduates

Quizzes: 4 x 100 = 400

Abstracts (7 each) and Discussion Questions (3 each): 300

Class Participation: 100

Discussion Leadership: 100

Total for undergrads: 900

## Graduates:

Quizzes: 4 x 100 = 400

Abstracts (7 each) and Discussion Questions (3 each): 300

Class Participation: 100

Discussion Leadership: 100

Proposal or paper: 100

Total for grads: 1000

Name:	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 60.0%
F	< 60.0 % to 0.0%

### A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

## Required Textbook and Readings

Deborah Pearsall's *Paleoethnobotany: A Handbook of Procedures* 3rd Edition, 2015, Left Coast Press ISBN-10: 1611322995 will be our main text and referred to as "DMP" in the schedule below. Discussion readings will be provided as PDFs. Discussion readings are subject to change.

## Attendance/Participation and Missed Assignments

Class attendance is crucial and expected. It is strongly advised that you not miss a scheduled exam or assignment. I understand that life can be unpredictable, BUT scheduling make-up exams, quizzes, or assignments is a great inconvenience and will only be given in the following extenuating circumstances with written documentation of said circumstance:

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [.\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. 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 policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [\\_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)\\_](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

3) Illness of yourself or dependent – a doctor’s note is required.

4) Jury duty – copy of jury summons is required.

5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.

Please note that late assignments will suffer a point reduction.

## Policy Statements

### Statement Regarding COVID-19

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

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

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

#### **COVID-19 and Illness Notification**

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

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

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

#### **In Case of Faculty Illness**

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

#### **Course Accessibility and Disability COVID-19 Supplemental Statement**

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

## Academic Integrity

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

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

## 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/> (<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/> (<http://sas.sdes.ucf.edu/>)> (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential

course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience

## Deployed Active Duty Military Students

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

## 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> > (<https://policies.ucf.edu/documents/4-401.pdf>) >

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

## Copyright

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

## 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.

## 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](http://www.shield.ucf.edu) (<http://www.shield.ucf.edu>) and <http://cares.sdes.ucf.edu/> (<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/> (<http://oie.ucf.edu/>) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) (<mailto:askanadvocate@ucf.edu>)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>) & [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu) (<http://www.diversity.ucf.edu>)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/> (<http://jkrt.sdes.ucf.edu/>)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> (<http://compliance.ucf.edu/>) & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) (<mailto:complianceandethics@ucf.edu>)
- Ombuds Office – <http://www.ombuds.ucf.edu> (<http://www.ombuds.ucf.edu>)

## UCF Cares

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

## University Writing Center

<http://uwc.cah.ucf.edu/> (<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.

## In-Class Recording Statement

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.

# Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

## Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

### 1) Week 1/11

Introduction to the class.

Syllabus and expectations

### 2) Week 1/18

Historical overview and general principles of paleoethnobotany. DMP Ch 1

*Discussion Readings:*

[Ford, R. I. \(1979\). \*Paleoethnobotany in American Archaeology Advances in Archaeological Method and Theory\* \(Vol. 2\): Academic Press. Ford 1979.](https://webcourses.ucf.edu/courses/1400962/files/91038658/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038658/download?download\_frd=1)

[Marston, J., C. Warriner, and J. D'Alpoim Guedes \(2014\) \*Paleoethnobotanical Method and Theory in the Twenty-First Century. In Method and Theory in Paleoethnobotany\*, J. Marston, J. D'Alpoim Guedes, C. Warriner, eds. Boulder: University Press of Colorado.](https://webcourses.ucf.edu/courses/1400962/files/91038629/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038629/download?download\_frd=1)

[van der Veen, Marijke \(2014\) \*The materiality of plants: plant–people entanglements. World Archaeology\* 46\(5\):799-812.](https://webcourses.ucf.edu/courses/1400962/files/91038630/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038630/download?download\_frd=1)

Lab: Flotation

### 3) Week 1/25

Sampling for Macroremains; Issues and Directions in Recovery of Macroremains. DMP Ch 2

*Discussion Readings*

[Chapman, J., & Watson, P. J. \(1993\). \*The Archaic Period and the Flotation Revolution. In C. M. Scarry \(Ed.\), Foraging and Farming in the Eastern Woodlands\* \(pp. 27-38\). Gainesville: University Press of Florida.](https://webcourses.ucf.edu/courses/1400962/files/91038631/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038631/download?download\_frd=1)

[Wagner, G. E. \(1988\). \*Comparability among recovery techniques. In C. A. Hastorf & V. S. Popper \(Eds.\), Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains.\* \(pp. 17-35\). Chicago: University of Chicago Press.](https://webcourses.ucf.edu/courses/1400962/files/91038617/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038617/download?download\_frd=1)

Lab: Flotation

### 4) Week 2/1

Presenting and Interpreting Results. DMP Ch 3:97-141

*Discussion Readings*

[Lopinot, N. and W. Woods \(1993\) \*Wood Overexploitation and the Collapse of Cahokia. In Foraging and Farming in the Eastern Woodlands\*, ed. by C. M. Scarry, pp. 206-231](https://webcourses.ucf.edu/courses/1400962/files/91038619/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038619/download?download\_frd=1)



[Beresford-Jones, D. G., Whaley, O., Ledesma, C. A., & Cadwallader, L. \(2011\). Two millennia of changes in human ecology: archaeobotanical and invertebrate records from the lower Ica valley, south coast Peru. \*Vegetation History and Archaeobotany\*. doi: 10.1007/s00334-011-0292-4](https://doi.org/10.1007/s00334-011-0292-4) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038618/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038618/download?download_frd=1))

Lab: Sorting flotation, wood identification

### 5) Week 2/8

In-text Case Studies; Issues and Directions in Macroremain analysis. DMP Ch 3:141-182

*Discussion Readings*

Case study 1 page 170 DMP Dung Fuel or Broad-spectrum revolution

Case study 2 page 177, Diet and social change

[Miksicek, C. \(1987\) Formation Processes of the Archaeological Record. In \*Advances in Archaeological Method and Theory\* 10, ed. by M. Schiffer, pp. 211-248.](https://doi.org/10.1007/978-1-4020-9103-6_10) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038620/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038620/download?download_frd=1))

[Reddy, Seetha N. and Jon M. Erlandson. 2012. Macrobotanical food remains from a trans-Holocene sequence at Daisy Cave \(CA-SMI-261\), San Miguel Island, California. \*J Arch Sci\* 39:33-40](https://doi.org/10.1007/978-1-4020-9103-6_39) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038652/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038652/download?download_frd=1))

[Sheets, P., et al. \(2011\) Manioc Cultivation at Ceren, El Salvador: Occasional Kitchen Garden Plant or Staple Crop? \*Ancient Mesoamerica\* 22\(01\): 1-11.](https://doi.org/10.1007/978-1-4020-9103-6_22) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038621/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038621/download?download_frd=1))

[Ugent, D., et al. \(1982\) Archaeological Potato Tuber Remains from the Casma Valley of Peru. \*Economic Botany\* 36\(2\): 182-192.](https://doi.org/10.1007/978-1-4020-9103-6_36) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038622/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038622/download?download_frd=1))

Lab: Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

## Part 2: Pollen in Archaeology

### 6) Week 2/15

Nature and Production of Pollen; History of Pollen Analysis. DMP Ch 4, pp185-225

*Discussion Readings*

[Barton, H. and R. Fullager 2006 Microscopy. In \*Ancient Starch Research\*, pp47-52. Robin Torrence and Huw Barton, eds. Left Coast Press. \(slanted toward starch but useful overview of microscope techniques\)](https://doi.org/10.1007/978-1-4020-9103-6_47) ↓ ([https://webcourses.ucf.edu/courses/1400962/files/91038648/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1400962/files/91038648/download?download_frd=1))

**First Take-home Quiz Due (no discussion readings this week)**

Lab: Pollen

### 7) Week 2/22

Presenting and Interpreting Results DMP Ch 4, pp 226-251

*Discussion Readngs*

[Bryant, V.M. and R G. Holloway \(1983\). The role of palynology in archaeology. \*Advances in archaeology Method and Theory\*. 6: 191-224.](https://webcourses.ucf.edu/courses/1400962/files/91038644/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038644/download?download\_frd=1)

[Hase, Yoshitaka, Akiko Iwauchi, Utako Uchikoshiyama, Eri Noguchi and Naoko Sasaki \(2012\) Vegetation changes after the late period of the Last Glacial Age based on pollen analysis of the northern area of Aso Caldera in central Kyushu, Southwest Japan. \*Quaternary International\* 254:107-117.](https://webcourses.ucf.edu/courses/1400962/files/91038624/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038624/download?download\_frd=1)

[Kozáková, Radka, Petr Pokorný, Vladimír Peša, Alžběta Danielisová, Katarína Čuláková and Helena Svitavská Svobodová \(2015\) Prehistoric human impact in the mountains of Bohemia. Do pollen and archaeological data support the traditional scenario of a prehistoric “wilderness”? \*Review of Palaeobotany and Palynology\* 220:29-43.](https://webcourses.ucf.edu/courses/1400962/files/91038625/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038625/download?download\_frd=1)

*Lab: Presenting and Interpreting Results*

## 8) Week 3/1

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

*Discussion Readings*

Case study:

[Fearn, M. L., & Liu, K.-b. \(1995\). Maize pollen of 3500 B.P. from southern Alabama. \*American Antiquity\*, 60\(1\), 109-117.](https://webcourses.ucf.edu/courses/1400962/files/91038627/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038627/download?download\_frd=1)

[Eubanks, M. \(1997\). Reevaluation of the identification of ancient maize pollen from Alabama. \*American Antiquity\*, 62\(1\), 139-145.](https://webcourses.ucf.edu/courses/1400962/files/91038626/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038626/download?download\_frd=1)

[Fearn, M. L., & Liu, K.-b. \(1997\). Identification of Maize pollen: Reply to Eubanks. \*American Antiquity\*, 62\(1\), 146-148](https://webcourses.ucf.edu/courses/1400962/files/91038628/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038628/download?download\_frd=1)

[Pearsall, D \(2019\) The Paleoethnobotany of Maize. Chapter 6 in Case Studies in Paleoethnobotany, pp112-145](https://webcourses.ucf.edu/courses/1400962/files/91038646/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038646/download?download\_frd=1)

*Lab: Pollen*

**SPRING BREAK no class 3/8**

## Part 3: Opal Phytoliths in Archaeology

### 9) Week 3/15

**Second Take-home Quiz Due**

*Lecture:*

Nature and Occurrence of Phytoliths. DMP Ch 5, pp 253-279

*Discussion Reading:*

[Ball, T., Karol Chandler-Ezell, Ruth Dickau, Neil Duncan, Thomas C. Hart, Jose Iriarte, Carol Lentfer, Amanda Logan, Houyuan Lu, Marco Madella, Deborah M. Pearsall, Dolores R. Piperno, Arlene M. Rosen, Luc Vrydaghs, Alison Weisskopf and Jianping Zhang \(2015\) Phytoliths as a tool for investigations of agricultural origins and dispersals around the world. \*Journal of Archaeological Science\*.](https://webcourses.ucf.edu/courses/1400962/files/91038650/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038650/download?download\_frd=1)

[Liu, Li., Duncan, N.A., Chen, X., Ji, P. \(2016\). Plant-based subsistence strategies and development of complex societies in Neolithic Northeast China: Evidence from grinding stones, \*Journal of Archaeological science: Reports\* 7, 247-261.](https://webcourses.ucf.edu/courses/1400962/files/91038651/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038651/download?download\_frd=1)

Lab: Phytoliths

### 10) Week 3/22

Field Sampling; Laboratory Analysis. DMP Ch 5, pp280-313

Scanning and Counting Procedures; Presenting and Interpreting Results. DMP Ch 5

Discussion Readings

[Harvey, E. L. and D. Q. Fuller \(2005\). "Investigating crop processing using phytolith analysis: the example of rice and millets." \*Journal of Archaeological Science\* 32\(5\): 739-752.](https://webcourses.ucf.edu/courses/1400962/files/91038632/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038632/download?download\_frd=1)

[Iriarte, J. \(2003\). "Assessing the feasibility of identifying maize through the analysis of cross-shaped size and three-dimensional morphology of phytoliths in the grasslands of southeastern South America." \*Journal of Archaeological Science\* 30\(9\): 1085-1094.](https://webcourses.ucf.edu/courses/1400962/files/91038633/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038633/download?download\_frd=1)

[Piperno, D. R., et al. \(2000\). "Phytoliths in Cucurbita and other Neotropical Cucurbitaceae and their occurrence in early archaeological sites from the lowland American tropics." \*Journal of Archaeological Science\* 27\(3\): 193-208.](https://webcourses.ucf.edu/courses/1400962/files/91038634/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038634/download?download\_frd=1)

Lab: Phytoliths

### 11) Week 3/29

Third Take home quiz assigned

In-text Case Studies; Issues and Directions in Phytolith Analysis. DMP Ch 5, pp214-340

Discussion Readings

[Pearsall, D. M., K. Chandler-Ezell, A. Chandler-Ezell \(2003\) Identifying maize in neotropical sediments and soils using cob phytoliths. \*Journal of Archaeological Science\* 30:611-627.](https://webcourses.ucf.edu/courses/1400962/files/91038635/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038635/download?download\_frd=1)

[Rover, Irwin \(2004\) On transparent blindfolds: Comments on identifying maize in Neotropical sediments and soils using cob phytoliths \*JAS\* 31:815-819](https://webcourses.ucf.edu/courses/1400962/files/91038636/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038636/download?download\_frd=1)

[Pearsall, Deborah M., Karol Chandler-Ezell, Alex Chandler-Ezell](https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download\_frd=1)

[\(2004\) Maize can still be identified using phytoliths: response to Rovner \*JAS\* 31:1029-1038](https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download\_frd=1)

[Case study in DMP: How Common was Maize at Real Alto? p326](https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038637/download?download\_frd=1) (please abstract and discussion question this)

Lab: Phytoliths

## Part 4: Starch Grains Analysis in Archaeology

### 12) Week 4/5

### **Third Take-home Quiz Due**

Starch grain analysis. DMP Chp 6, pp341-374

#### *Discussion Readings*

[Gott, B., H. Barton, D. Samuel, and R. Torrence \(2006\) Biology of Starch. In \*Ancient Starch Research\*, pp 35-45. Robin Torrence and Huw Barton, eds. Left Coast Press.](https://webcourses.ucf.edu/courses/1400962/files/91038623/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038623/download?download\_frd=1)

[Piperno, Dolores R., A. J. Ranere, I. Holst, and P. Hansell \(2000\) Starch grains reveal early root crop horticulture in the Panamanian tropical forest. \*Nature\* 407\(6806\):894-897.](https://webcourses.ucf.edu/courses/1400962/files/91038640/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038640/download?download\_frd=1)

[Perry, L. \(2004\) Starch analyses reveal the relationship between tool type and function: an example from the Orinoco valley of Venezuela. \*Journal of Archaeological Science\* 31:1069-1081.](https://webcourses.ucf.edu/courses/1400962/files/91038639/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038639/download?download\_frd=1)

[Hardy, K., T. Blakeney, L. Copeland, J. Kirkham, R. Wrangham, M. Collins](https://webcourses.ucf.edu/courses/1400962/files/91038638/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038638/download?download\_frd=1)

[\(2009\) Starch Granules, dental calculus and new perspectives on ancient diet. \*JAS\* 36\(2\):248-255](https://webcourses.ucf.edu/courses/1400962/files/91038638/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038638/download?download\_frd=1)

Lab: Starch

### **13) Week 4/12**

DMP Chp 6, pp 375-384

#### *Discussion Readings*

[Babot, M. Pilar \(2003\) Starch grain damage as an indicator of food processing. \*Phytolith and starch research in the Australian-Pacific-Asian regions: the state of the art\*: 69-81.](https://webcourses.ucf.edu/courses/1400962/files/91038641/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038641/download?download\_frd=1)

[Lu, H., X. Yang, M. Ye, K. B. Liu, Z. Xia, X. Ren, L. Cai, N. Wu and T. S. Liu \(2005\) Culinary archaeology: Millet noodles in Late Neolithic China. \*Nature\* 437\(7061\):967-968.](https://webcourses.ucf.edu/courses/1400962/files/91038645/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038645/download?download\_frd=1)

[Ge, W. E. I., L. I. Liu, Xingcan Chen and Zhengyao Jin \(2011\) Can Noodles Be Made from Millet? An Experimental Investigation of Noodle Manufacture Together with Starch Grain Analyses. \*Archaeometry\* 53\(1\):194-204.](https://webcourses.ucf.edu/courses/1400962/files/91038642/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038642/download?download\_frd=1)

[Mercader, J., T. Bennett and M. Raja \(2008\) Middle Stone Age starch acquisition in the Niassa Rift, Mozambique. \*Quaternary Research\* 70\(2\):283-300.](https://webcourses.ucf.edu/courses/1400962/files/91038643/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038643/download?download\_frd=1)

## **The final part: paleoethnobotanical and paleoecological data**

### **14) Week 4/19**

## Take home Quiz 4 Assigned

[Clement, Charles R., and André B. Junqueira](https://webcourses.ucf.edu/courses/1400962/files/91038656/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038656/download?download\_frd=1)

[2010 Between a Pristine Myth and an Impoverished Future. Biotropica 42\(5\):534-536.](https://webcourses.ucf.edu/courses/1400962/files/91038656/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038656/download?download\_frd=1)

[Bush, Mark B., Crystal H. McMichael, Dolores R. Piperno, Miles R. Silman, Jos Barlow, Carlos A. Peres, Mitchell Power, and Michael W. Palace](https://webcourses.ucf.edu/courses/1400962/files/91038657/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038657/download?download\_frd=1)

[2015 Anthropogenic influence on Amazonian forests in pre-history: An ecological perspective. Journal of Biogeography 42\(12\):2277-2288.](https://webcourses.ucf.edu/courses/1400962/files/91038657/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038657/download?download\_frd=1)

[Levis, C. et al.](https://webcourses.ucf.edu/courses/1400962/files/91038655/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038655/download?download\_frd=1)

[2017 Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. Science 355:925-931.](https://webcourses.ucf.edu/courses/1400962/files/91038655/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038655/download?download\_frd=1)

[McMichael, C. N., F. Matthews-Bird, W. Farfan-Rios, and K. J. Feeley](https://webcourses.ucf.edu/courses/1400962/files/91038654/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038654/download?download\_frd=1)





[2017 Ancient human disturbances may be skewing our understanding of Amazonian forests. Proc Natl Acad Sci U S A.](https://webcourses.ucf.edu/courses/1400962/files/91038654/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1400962/files/91038654/download?download\_frd=1)

















Lab: TBA

## Final Exam Day Fourth Take-home Quiz Due!!!

**Abstracts Due!!!! DATE TBA (not listed in schedule)**

## Course Summary:

Date	Details	Due
Thu Mar 26, 2020	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449772">PHYTOLITH VIRTUAL LAB</a> (https://webcourses.ucf.edu/courses/1400962/assignments/7449772)	due by 3:59pm
Sun Jan 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449903">Academic Activity</a> (https://webcourses.ucf.edu/courses/1400962/assignments/7449903)	due by 11:59pm
Tue Jan 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449782">Week 2</a> (https://webcourses.ucf.edu/courses/1400962/assignments/7449782)	due by 3pm
Tue Jan 25, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449783">Week 3</a> (https://webcourses.ucf.edu/courses/1400962/assignments/7449783)	due by 3pm


Date	Details	Due
Tue Feb 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449784">Week 4 (https://webcourses.ucf.edu/courses/1400962/assignments/7449784)</a>	due by 3pm
Tue Feb 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449785">Week 5 (https://webcourses.ucf.edu/courses/1400962/assignments/7449785)</a>	due by 3pm
Tue Feb 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449773">Quiz 1 (https://webcourses.ucf.edu/courses/1400962/assignments/7449773)</a>	due by 3:59pm
Tue Feb 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449786">Week 7 (https://webcourses.ucf.edu/courses/1400962/assignments/7449786)</a>	due by 3pm
Tue Mar 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449787">Week 8 (https://webcourses.ucf.edu/courses/1400962/assignments/7449787)</a>	due by 3pm
Tue Mar 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449774">Quiz 2 (https://webcourses.ucf.edu/courses/1400962/assignments/7449774)</a>	due by 3pm
Tue Mar 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449788">Week 9 (https://webcourses.ucf.edu/courses/1400962/assignments/7449788)</a>	due by 3:59pm
Tue Mar 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449777">Week 10 (https://webcourses.ucf.edu/courses/1400962/assignments/7449777)</a>	due by 3:59pm
Tue Mar 29, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449778">Week 11 (https://webcourses.ucf.edu/courses/1400962/assignments/7449778)</a>	due by 3pm
Tue Apr 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449775">Quiz 3 (https://webcourses.ucf.edu/courses/1400962/assignments/7449775)</a>	due by 3pm
Tue Apr 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449779">Week 12 (https://webcourses.ucf.edu/courses/1400962/assignments/7449779)</a>	due by 3pm
Tue Apr 12, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449780">Week 13 (https://webcourses.ucf.edu/courses/1400962/assignments/7449780)</a>	due by 3pm
Tue Apr 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449781">Week 14 (https://webcourses.ucf.edu/courses/1400962/assignments/7449781)</a>	due by 3pm
Tue Apr 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449838">Proposal/Paper (https://webcourses.ucf.edu/courses/1400962/assignments/7449838)</a>	due by 11:59pm
Wed Apr 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449776">Quiz 4 (https://webcourses.ucf.edu/courses/1400962/assignments/7449776)</a>	due by 3pm
	 <a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449770">Class participation (https://webcourses.ucf.edu/courses/1400962/assignments/7449770)</a>	

Date

Details

Due

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 [Discussion Leadership](https://webcourses.ucf.edu/courses/1400962/assignments/7449771)  
(<https://webcourses.ucf.edu/courses/1400962/assignments/7449771>)

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## ANT4441/ANG5441: Anthropology of Cities

*Department of Anthropology*

*College of Sciences, University of Central Florida*

### **COURSE SYLLABUS**

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Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2022</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Wednesday</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>9:00 – 11:50pm</i> <i>April 17<sup>th</sup> 7:00 –</i> <i>9:50am</i>
Website:	<i>Webcourses</i>	Class Location:	<i>MSB 149</i>
Office Hours:	<i>Wednesday 12:15pm – 1:45pm</i> <i>Or by Appointment</i>		

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#### **University Course Catalog Description**

An anthropological exploration of cities and their social systems in the past and present.

#### **Course Overview**

Over half of the world's population and eighty percent of the United States' population now live in cities, a percentage that continues to increase each year. Understanding cities and their inhabitants is, therefore, critically important to both the present and future of our world. This course will explore cities in the past and in the present from an anthropological and archaeological perspective along with the activities and social systems that create them and that are enabled by them. Students will be presented with anthropological perspectives on cities and will be expected to demonstrate familiarity with key concepts and methods as well as apply them through their own engagement with a city of their choice.

#### **Course Objectives**

- Discuss what cities are anthropologically, how they developed, and what they could become
- Explore the activities and social systems that form and are formed by cities
- Engage anthropologically with a city of the student's choosing

#### **Course Prerequisites**

None



### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your final grade will be based upon your final written research paper (45%), leading assigned article discussions throughout the semester (24%), and a final presentation (20%), a presentation about your chose city (10%), and a syllabus quiz (1%). The due dates for each are listed in the table below, other than the Article Discussion and Critiques which will be assigned as the course progresses. Failure to complete the assignment at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times will be scheduled later in the class. These assignments are designed to get you thinking, writing, and presenting your ideas about cities and their place in the past, present, and future.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement
City Presentations	February 9 <sup>th</sup>	10%
Article Discussion and Critiques – Graduate Students are expected to take a larger participatory role	During class with leadership on assigned weeks	24%
Final Project	April 13 <sup>th</sup> at start of the class period (9am)	45%
Final Project Presentation	Assigned Class Period in Week 15 or Finals	20%

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.

### Grading Scale

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

### **COVID-19**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **Statement Regarding 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. Masks are required in approved clinical or health care settings.

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

### **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 (<http://uwc.cah.ucf.edu/>) 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 <[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 <<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.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Jan. 12	Course Introduction / GIS and Cities / Syllabus Quiz  <b>ASSIGNMENT: Syllabus Quiz</b>	<b>Li et al 2020</b> <b>Smith 2010</b>
2	W	Jan. 19	What is a City?	<b>United Nations 2018</b> <b>Mumford 1937</b> <b>Wirth 1938</b> <b>Wheatley 1972</b> <b>Renfrew 2008</b>
3	W	Jan. 26	Rise of Cities	<b>Childe 1950</b> <b>Sjoberg 1965</b> <b>Wheatley 1963</b> <b>Smith 2006 (skim pp.109-130)</b> <b>Smith 2017</b>
4	W	Feb. 2	The Built Environment	<b>Lynch 1960</b> <b>Low 1996a</b> <b>Hillier 2012</b> <b>Smith 2007</b>
5	W	Feb. 9	<b>ASSIGNMENT DUE: City Presentations</b>	
6	W	Feb. 16	Social and Functional Differentiation in the City (Households, Communities, Neighborhoods, Networks)	<b>Wilson 2008</b> <b>Pacifico and Truex 2019</b> <b>Nicotera 2007</b> <b>Kwan 2013</b> <b>Chan et al. 2014</b>

7	W	Feb. 23	The City and its Hinterland (Catchments, Suburbs, Exburbs)	<b>Blanton 1976 Wilkinson 2005 Patterson 2000 Forsyth 2019</b>
8	W	Mar. 2	The City and its Provisioning and Environment	<b>Swaney at al. 2012 Daepf 2015 Awuor et al. 2008 Macke et al 2019</b>
9	W	Mar. 9	<b>SPRING BREAK NO CLASS</b>	
10	W	Mar. 16	Power in the City	<b>Kong 2008 Low 1996b Lilley 2008 Elwood 2006</b>
11	W	Mar. 23	Security and Crime in the City	<b>Hebert 2008 Low 2001 Coaffee and Murakami Wood 2008 Kitchin 2016</b>
12	W	Mar. 30	War, Disease, and Death in the City	<b>Coward 2004 Agier 2002 Anacker 2021 Davies and Bennet 2016</b>
13	W	Apr. 6	Death of a City	<b>Morrison 2006 Turner and Sabloff 2012 Eisinger 2014</b>
14	W	Apr. 13	<b>ASSIGNMENT DUE (9am): Final Project</b>  Future of Cities	
15	W	Apr. 20	<b>STUDENT PRESENTATIONS</b>	
FINAL	W	Apr. 27	<b>STUDENT PRESENTATIONS: Note Change of Time (7:00 – 9:50pm)</b>	

## Details of Assignments

### Article Discussion and Critiques:

You will participate in all discussions and lead the discussion of assigned articles during different class periods. You are expected to develop questions to lead the discussion and to also illustrate principles using the city that you are working on for the final project or a city/cities with which you are familiar.

### City Presentations:

This assignment is a 10-minute presentation on the city that you will be working with this semester. It should introduce the city, its location and context, and some of the issues or problems that the city faces or faced. Finally, you should explain the problem that you will be focusing on for your final project.

### Final Project Assignment:

This assignment is detailed in either the Undergraduate Final Project handout or in the Graduate Final Project handout depending on which level of the course you are enrolled.

### Final Presentation:

This assignment is a 15-minute presentation of your final research paper to the class. Times will be assigned during class.

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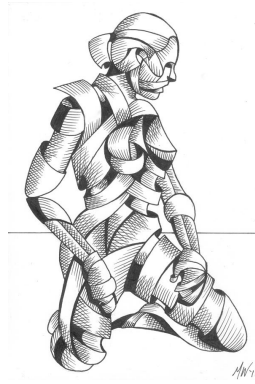
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# ANTHROPOLOGY OF THE BODY



ANG 5468

Section 0M01

Spring 2022

Thursday: 3:00pm – 5:50pm & Online

BA1 122

3 Credit Hours

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Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

shana.harris@ucf.edu

407-823-4963

Office Hours (Zoom): Wednesday, 2:00pm – 3:30pm

## Course Description

When writing about the human body, author Bill Bryson insisted that “we pass our existence within this wobble of flesh and yet take it almost entirely for granted.” This course is an effort to take the body seriously by giving it proper analytic attention. Drawing on work from cultural and medical anthropology and adjacent fields, we will explore “the body” as a culturally and historically contingent category, a site of identification and alteration, and a material locus of performance and practices. Course materials will cover a range of topics that affect and intersect with the body, including race, gender, illness, nationalism, and disability, in multiple contexts, such as Italy, Bangladesh, Israel, Eastern Europe, and the United States. By engaging with key areas of anthropological inquiry on these and other topics, this course will allow us to critically examine how culture, politics, and economics shape the body and how it is experienced.

## Public Course Description

Critically examines the body from the perspective of cultural anthropology

## Prerequisites

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

## Student Learning Objectives

This course has four objectives: 1) to familiarize you with some of the ways in which the body is differentially experienced, managed, and understood in various contexts; 2) to expose you to key areas of inquiry in the anthropology of the body; 3) to instigate critical thinking about the body in both the classroom and your everyday lives; and 4) to encourage the development and advancement of your own research projects and agendas as they pertain to the body.

## Class Structure

This mixed mode course has two important components: lectures and seminar discussions. You are required to attend weekly lectures, which will also be attended by undergraduate students enrolled in ANT 4486 (Anthropology of the Body). Lectures will cover material assigned to both graduate and undergraduate students. Additionally, you are required to participate in weekly seminar discussions with your fellow graduate students. These discussions are opportunities for you to engage in more in-depth analysis of the course material, including readings assigned only to graduate students.

## Office Hours

Office hours will be via Zoom (link available on Webcourses). An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: <https://cdl.ucf.edu/support/webcourses>.

## 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 in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

### *Reading and Participation*

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. Discussion leader(s) are expected to create a plan to encourage thoughtful, engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time to create this plan

together. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information from websites or media, prepare provocative questions to generate 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, singled-spaced, 1” margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style (author-date version) citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Not submitting your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 12 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

### ***Final Paper***

You will write a final paper that incorporates your research interests with themes and theories discussed in this course. The paper topic can be related to your thesis (if already chosen), a thematic area, or a theoretical orientation. This is an opportunity for you to go beyond course material to examine cultural anthropological literature about the body not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words plus bibliography, double-spaced, 1” margins on all sides, Times New Roman 12-point font, and Chicago Style (author-date version) citations.

### ***Grading Structure***

Reading Reflections (11 out of 12)	40% of total grade
Final Paper	30% of total grade
Participation	30% of total grade (15% for discussion leadership, 15% for non-leadership participation)

### ***Grading Scale***

Assignments 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 of the University of Central, and we embrace it as a source of strength. Our differences – of race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, abilities, experience, 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. Therefore, you are expected to conduct yourself in a

respectful manner in all class discussions and interactions with Dr. Harris and your classmates (in-person, virtual, and online).

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.

### ***Knights Email and Webcourses Communication***

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e., 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 would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours and submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work 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 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *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.
- *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 will not be tolerated in this course and will carry serious consequences. 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>

### ***Student Accessibility***

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 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 informing 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.

### ***Course Accessibility and Disability COVID-19 Supplemental Statement***

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

### ***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. You should make a note of the guide's physical location and review the online version: [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- 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>.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into [my.ucf.edu](http://my.ucf.edu). 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 the

Student Center Screen, click on “UCF Alert,” fill out the information (including email 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 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 as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

### ***Make-Up Assignments for Authorized University Activities***

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <https://policies.ucf.edu/documents/4-401.pdf>

### ***Religious Observance***

Please notify Dr. Harris in advance if you will miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

### ***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 or Knights email about changes specific to this course.

### ***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.

### ***COVID-19 and Illness Notification***

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

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

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

### ***In Case of Faculty Illness***

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

### ***In-Class Recording***

You may record a class lecture for your 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. Recordings may not be used as a substitute for class participation and attendance, and may not be published or shared without the written consent of Dr. Harris. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in *The Golden Rule*.

### ***Obtaining Notes for Missed Lectures***

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is your responsibility to obtain notes from a classmate for that lecture.

## **Academic Activity Record**

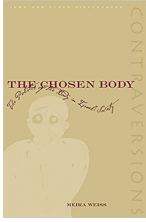
You must document your academic activity at the beginning of the semester by completing an Academic Activity Quiz on Webcourses by **Friday, January 14**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Not completing the quiz may result in a delay in the disbursement of your financial aid.

## **Required Texts**

The following books are required for this course:



- Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.



- Weiss, Meira. 2002. *The Chosen Body: The Politics of the Body in Israeli Society*. Stanford: Stanford University Press.

The required books are available for purchase at the UCF bookstore. **A free digital version of Mookherjee's book is also available through the UCF library.** Several additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. Technical support for Webcourses is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu) or 407-823-0407.

## Course Schedule

### Week 1

Thursday, January 13

- TOPIC: Syllabus and course overview

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### Week 2

Thursday, January 20

Reading  
Reflection #1

- TOPIC: The Social Body
- READINGS: Douglas, Mary. 1970. *Natural Symbols: Explorations in Cosmology*. London: Routledge. (pg. 69-87)

Scheper-Hughes, Nancy, and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1(1): 6-41.

Turner, Terence. 2012. "The Social Skin." *HAAU: Journal of Ethnographic Theory* 2(2): 486-504.

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### Week 3

Thursday, January 27

Reading  
Reflection #2

- TOPIC: The Political Body – Part 1

- READINGS: Weiss, pg. 1-8, 27-64, 94-134
- 

### *Week 4*

**Thursday, February 3**

Reading  
Reflection #3

- TOPIC: The Political Body – Part 2
- READINGS: Verdery, Katherine. 1999. *The Political Lives of Dead Bodies: Reburial and Postsocialist Change*. New York: Columbia University Press. (pg. 1-54)

Weiss, pg. 65-93

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### *Week 5*

**Thursday, February 10**

Reading  
Reflection #4

- TOPIC: The Lived Body
- READINGS: Csordas, Thomas J. 1993. "Somatic Modes of Attention." *Cultural Anthropology* 8(2): 135-156.

Gordon, Deborah R. 1990. "Embodying Illness, Embodying Cancer." *Culture, Medicine and Psychiatry* 14: 275-297.

Merleau-Ponty, Maurice. 2007. "From *The Phenomenology of Perception*." In *Beyond the Body Proper: Reading the Anthropology of Material Life*, edited by Margaret Lock and Judith Farquhar, 133-149. Durham: Duke University Press.

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### *Week 6*

**Thursday, February 17**

Reading  
Reflection #5

- TOPIC: The Wounded Body
- READINGS: Das, Veena. 1995. "National Honor and Practical Kinship: Unwanted Women and Children." In *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Faye D. Ginsburg and Rayna Rapp, 212-233. Berkeley: University of California Press.

Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

**Week 7**

**Thursday, February 24**

Reading  
Reflection #6

- TOPIC: The Gendered Body
- READINGS: Butler, Judith. 1988. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." *Theatre Journal* 40(4): 519-531.

Gill, Rosalind, Karen Henwood, and Carl McLean. 2005. "Body Projects and the Regulation of Normative Masculinity." *Body & Society* 11(1): 37-62.

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**Week 8**

**Thursday, March 3**

Reading  
Reflection #7

- TOPIC: The "Deviant" Body
- READINGS: Foucault, Michel. 1978. *The History of Sexuality: Volume I: An Introduction*. New York: Vintage Books. (pg. 3-13, 17-49, 135-159)

McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. "Big Freaky-Looking Women?: Normalizing Gender Transgression Through Bodybuilding." *Sociology of Sport Journal* 26: 235-254.

Sloop, John M. 2012. "'This Is Not Natural': Caster Semenya's Gender Threats." *Critical Studies in Media Communication* 29(2): 81-96.

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**Week 9**

**Thursday, March 10**

- NO CLASS – SPRING BREAK
- 

**Week 10**

**Thursday, March 17**

Reading  
Reflection #8

- TOPIC: The Metaphorical Body
- READINGS: Low, Setha M. 1994. "Embodied Metaphors: Nerves as Lived Experience." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 139-162. Cambridge: Cambridge University Press.

Martin, Emily. 1999. "The Woman in the Flexible Body." In *Revisioning Women, Health, and Healing: Feminist, Cultural, and Technoscience Perspectives*, Adele E. Clarke and Virginia L. Olesen, 97-115. New York: Routledge.

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### ***Week 11***

**Thursday, March 24**

Final Paper  
topic due

- NO CLASS – SFAA CONFERENCE
  - AT-HOME FILM: *Black Bodies*
- 

### ***Week 12***

**Thursday, March 31**

Reading  
Reflection #9

- TOPIC: The Racialized Body
- READINGS: Fassin, Didier. 2011. "Racialization: How To Do Races With Bodies." In *A Companion to the Anthropology of the Body and Embodiment*, edited by Frances E. Mascia-Lees, 419-434. Malden: Wiley-Blackwell.

Waring, Chandra D. L. 2013. "'They See Me As Exotic...That Intrigues Them': Gender, Sexuality and the Racially Ambiguous Body." *Race, Gender & Class* 20(3-4): 299-317.

Yancy, George. 2017. *Black Bodies, White Gazes: The Continuing Significance of Race in America*. Lanham: Rowman & Littlefield. (pg. 1-16)

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### ***Week 13***

**Thursday, April 7**

Reading  
Reflection #10

- TOPIC: The "Ideal" Body – Part 1
- READINGS: Bordo, Susan. 2004. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley: University of California Press. (pg. 185-213)

Greenhalgh, Susan. 2012. "Weighty Subjects: The Biopolitics of the U.S. War on Fat." *American Ethnologist* 39(3): 471-487.

Lupton, Deborah. 2018. *Fat*. London: Routledge. (pg. 47-69)

West, Lindy. 2016. *Sbrill*. New York: Hachette Books. (pg. 86-107)

## *Week 14*

Thursday, April 14

Reading  
Reflection #11

- TOPIC: The “Ideal” Body – Part 2
- READINGS: Becker, Anne. 1994. “Nurturing and Negligence: Working on Others’ Bodies in Fiji.” In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 100-115. Cambridge: Cambridge University Press.

Urla, Jacqueline, and Alan C. Swedlund. 1995. “The Anthropometry of Barbie: Unsettling Ideals of the Feminine Body in Popular Culture.” In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited Jennifer Terry and Jacqueline Urla, 277-313. Bloomington: Indiana University Press.

## *Week 15*

Thursday, April 21

Reading  
Reflection #12

- TOPIC: The Modified Body
- READINGS: Brush, Pippa. 1998. “Metaphors of Inscription: Discipline, Plasticity, and the Rhetoric of Choice.” *Feminist Review* 58: 22-43.

Chong, Jia-Rui. 2005. “Beauty and the Bleach.” *The Los Angeles Times*, July 26.

Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. (pg. 3-31, 135-169, 195-228)

Kaw, Eugenia. 1994. “‘Opening’ Faces: The Politics of Cosmetic Surgery and Asian American Women.” In *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, 241-265. New Brunswick: Rutgers University Press.

## *Finals Week*

Thursday, April 28

Final Paper due  
by 4:00pm





## ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2022</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>12:00pm – 2:50pm April 28<sup>th</sup> 10:00am – 12:50</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>CB1 219</i>
Office Hours:	<i>Dr. Branting Th 3:15-4:45 Lexie W 3:00-5:00pm, F 12:00-2:00pm, or by appointment</i>	TA:	<i>Lexie Brock</i>
(Online Only)		TA email:	<i>alexandria.brock@ucf.edu</i>

#### University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research

- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

### Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>	<b>Max. Points</b>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	During class with leadership on assigned weeks	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 14 <sup>th</sup> at start of the class period (12:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 15 or 16	20%	20

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.

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

### **COVID-19**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **Statement Regarding 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. Masks are required in approved clinical or health care settings.

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

**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 (<http://uwc.cah.ucf.edu/>) 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 [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 <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. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Jan. 13	Introduction to Class  Classroom – Introduction, Syllabus Quiz, Paper Discussions  <b>ASSIGNMENT: Syllabus Quiz due Fri. 14<sup>th</sup>, 3pm</b>	
2	Th	Jan. 20	Monitoring Things from Space  Classroom Discussion and Project Preparation Session	<b>Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”</b>
3	Th	Jan. 27	Tracking Movement  Classroom Discussion and Project Preparation Session	<b>Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”;</b>  <b>Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”</b>
4	Th	Feb. 3	More Statistical Analysis and Arguments  Classroom Discussion and Project Preparation Session	<b>Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;</b>  <b>Spielman (2006) “Appropriate use of the K Function in Urban Environments”;</b>  <b>Austin et al. (2006) “Austin et al. Respond”</b>



5	Th	Feb. 10	Telling a Story with Maps - Cartography  Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know";  Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	Th	Feb. 17	Maps and Behavior  Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	Th	Feb. 24	PPGIS, Crowdsourcing, Web  Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	Th	Mar. 3	Simulations  Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	Th	Mar. 10	<b>SPRING BREAK</b>  <b>NO CLASS</b>	
10	Th	Mar. 17	Databases and Privacy  Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
11	Th	Mar. 24	Report Preparation Session	
12	Th	Mar. 31	Report Preparation Session	
13	Th	Apr. 7	Report Preparation Session	

14	Th	Apr. 14	<b>ASSIGNMENT DUE AT START OF CLASS</b> <b>Thursday Apr 14</b> <b>Final Project Report (no more than 10 pages)</b>  The Future of GIS Discussion	<b>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</b>
15	Th	Apr. 21	<b>STUDENT PRESENTATIONS</b>	
Finals	Th	Apr. 28	<b>STUDENT PRESENTATIONS</b>  <b>*Note Different Time: 10:00am – 12:50pm</b>	

### Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni  
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti  
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel  
2014 “Whose data is it anyway?” The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt  
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.



**ANG 6536 Advances in Bioarchaeology seminar**  
**Department of Anthropology**  
**College of Sciences, University of Central Florida**  
**SPRING 2022**  
**COURSE SYLLABUS**

Instructor:	Dr. J. Marla Toyne	Term:	Spring 2022
Office:	HPH 409R	Class Meeting Days:	Wednesday
Phone:	407 823 1927	Class Meeting Hours:	3:00 to 5:50pm
E-Mail:	j.marla. <a href="mailto:toyne@ucf.edu">toyne@ucf.edu</a>	Class Location:	MSB 149
Website:	Use Webcourses		
Office Hours:	Weds 11-1pm – MSB 150		
Appointments:	<a href="https://calendly.com/jmtoyne-1/toyne-spring-office-hours">https://calendly.com/jmtoyne-1/toyne-spring-office-hours</a> (Note all times in EST)		

### **I. Welcome!**

This graduate level course explores bioarchaeology theory and interpretation at an advanced level, including current approaches and issues.

### **II. University Course Catalog Description**

This course builds on the prior knowledge of graduate students to train them in advanced bioarchaeological analysis of cultural and historical processes that affect human skeletal remains.

### **III. Course Overview**

Bioarchaeology, or the study of human skeletal remains from archaeological sites, allow us to tackle complex questions of cultural and historical processes that changed ancient human lives across the globe. Although a solid knowledge of human anatomy is imperative for identifying human bone and patterns changes, this graduate course will draw on techniques from a variety of disciplines including biology, chemistry, archaeology, pathology, demography, and history in order to understand how to reconstruct both individual lives and collective population histories. Major Topics will include the exploration of complex mortuary practices, age and gender identities, patterns of disease and dietary change, life history approach, the impact of social complexity and urbanization, and migration and colonization. This graduate seminar will explore the myriad ways in which bioarchaeological data can contribute to an understanding of human lives from the archaeological record. During the semester, we will contextualize and discuss the theory and the methods behind bioarchaeological analysis as they are applied to research questions and specific interpretative issues.

#### **IV. Course Objectives**

With diligent application students will accomplish the following core objectives:

1. Identify the importance of a contextually and theoretically based approach to the analysis of human remains.
2. Understand the implications of the “Osteological paradox” on bioarchaeological research.
3. Evaluate a range of topics and review associated literature review across the history of the discipline to understand the impact of bioarchaeological research in anthropology.
4. Define a theoretically-driven research topic for a professional symposium at a major conference.
5. Develop and design a bioarchaeological research proposal including developing a research question, building a model, evaluating an appropriate theoretical and methodological approach, and organizing the logistics of working with a viable human remains collection.
6. Advance reading comprehension, knowledge syntheses, and writing skills towards reports, grant writing, and publications.

#### **V. Course Prerequisites**

ANG6521 Advanced Methods in Human Osteology or equivalent.

BA in Anthropology or equivalent. Instructor permission.

#### **VI. Course Credits**

3 credit hours

#### **VII. Course Requirements**

- Regular attendance and participation in course lectures and discussions.
- Submission of written summaries, graded assignments, presentations, and individual in-class discussion of readings.
- Each class will include a weekly Discussion lead by a selected student.

#### **Seminar Structure:**

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week’s topic will be provided in a lecture style format, while discussions will focus on specific readings assigned for that week.

#### **VIII. Required Texts and Materials**

Texts:

- Agarwal, S.C., & Glencross, B.A. (Eds.). (2011). *Social bioarchaeology*. New York: Wiley-Blackwell Publishers. (SB) 978-1444337679 (available in digital copy)

- Larsen, C.S. (2015). *Bioarchaeology: Interpreting behavior from the human skeleton*. Cambridge: Cambridge University Press. (BIO) 978-0521547482
- Parker Pearson, M. (1999). *The archaeology of death and burial*. College Station, Texas: Texas A&M University Press. (ADB) 978-1585440993
- Additional required journal articles and book chapters will be available online.

#### Highly recommended:

- Buikstra, J.E. (Ed.). (2019). *Bioarchaeologists Speak Out. Deep time perspectives on contemporary issues*. New York: Springer. 978-3-319-93012-1. (BSO)
- Katzenberg, M.A., & Saunders, S.R. (Eds.). (2019). *Biological anthropology of the human skeleton* (3rd ed.). New York: Wiley-Liss. 978-1119151616 (BAHS) available online UCF library

All of these will be available from the UCF university bookstore or can be purchased online in advance of class beginning.

#### Optional –

- Mays, S.A. (1998). *The archaeology of human bones*. New York: Taylor & Francis.
- Buikstra, J.E., & Beck, L.A. (Eds.). (2006). *Bioarchaeology: The contextual analysis of human remains*. Boston: Academic Press.
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
- Sofaer, J. (2006). *The body of material culture: A theoretical osteoarchaeology*. Cambridge: Cambridge University Press.
- Martin, D.L., Harrod, R.P., & Perez, V.R. (2014). *Bioarchaeology. An integrated approach to working with human remains*. New York: Springer.

#### Weekly Supplemental Readings:

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

Students will also be expected to independently find resources and present new materials to the class.

## IX. Evaluation

The required readings will serve as the main material for the course, and will be supplemented by recommended readings and discussion. The required reading should be completed before attending class. Each class will also be led by student discussants, who are responsible for a short presentation and assisting in leading the discussion. In addition to

readings, students will also be required to write a research proposal that addresses a specific aspect of bioarchaeology, and to present that proposal at the end of the semester. Your grade will be calculated as follows:

Lead Discussion (2x50)	20%
Symposium Proposal and Presentation	20%
Critical Reflections/Position Papers	20%
Book Review	20%
Participation	20%
Total	100

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

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

**X. Grade Dissemination**

Grades and feedback will be made available via Webcourses.

**XI. Learning Assessment**

**Discussion Leadership:** Each student will be responsible for leading weekly discussions on a particular topic (sign up by due date as complete/incomplete). Topics will be assigned at the beginning of class, and 1 week before the student will provide an additional reading (new) for the class to read ahead as well to add to the discussion (evaluated as complete/incomplete). This additional reading can be a case study or topically similar that enhances the perspective of the topic. A PDF should be provided minimum 1 week before to a Discussion board on Webcourses. The purpose each week is to review, summarize, evaluate, synthesize, and critique each reading individually and as a selection of the broader literature. On their select week, students should bring a minimum of 5 questions for the class to discuss and to be included in a class handout.

**Book Review:** Student will select book related to bioarchaeology (preferentially an edited volume or perhaps a single authored book – ask if you have an idea or question) and complete a book review of the topic and substance of the book following guidelines from the AJBA. Consider this as practice for the later Conference Symposium Proposal if considering the topic, the theoretical/methodological theme, organization of the topics/chapters, or the collection of authors. Book reviews are short, concise, critical evaluations of the overall contribution of the book/volume to the literature (specific topical area and beyond); consider breadth, depth, consistency of argument, need for such a contribution, and future directions.

**Conference Symposium proposal:** Additionally, students will present to the class their proposed idea for a conference symposium at a major professional meeting. Topic selection will be evaluated by due date as complete/incomplete. This will include a detailed abstract on

the topic and major expectations and contributions, and a list of potential invitees (and their topics). This could be regionally specific or globally broad. WHO would you like to invite to talk about this topic? I recommend that the topic connects and highlights the broader biocultural importance of such research. This assignment will include submitting the 2-3 page proposal and 1-2 page list of invited speakers, “pitching” the idea (pretend your classmates are those you want to attend or participate), possible supporting references, and discussing feedback from your colleagues about the symposium.

**Critical Reflection/Position Papers:** Students will prepare 1-2 page critical reviews of several topics over the course of the semester. These will demonstrate a clear argumentative and supportive narrative addressing several of the topics of key interest in contemporary bioarchaeological issues.

**Participation:** Regular attendance, preparation, and active participation in each week’s lectures will be expected. Each student will prepare and hand in one discussion question each week, worth 2 points. Students will be allowed to turn in late discussion questions or miss a discussion and presentation without losing points only in the case of medical or family emergencies. In either case, the instructors must be notified *before* the due date and a written excuse from an appropriate source must be provided (such as a doctor) see below.

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

See Webcourses for more information about formatting and suggestions for **Discussion Additions**.

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

## **XII. Required Statement Regarding COVID-19**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and



professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

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

### **COVID-19 and Illness Notification**

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

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

### **In Case of Faculty Illness**

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

### XIII. Policies

Topic	Policy
Contacting the professor	<p>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.</p> <p><u>Please REMEMBER:</u> 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. 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 using the Calendly app provided.</p> <p>If you choose to email me at <a href="mailto:j.marla.toyne@ucf.edu">j.marla.toyne@ucf.edu</a> (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards.</p>
Webcourses@UCF	<p>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.</p> <p>Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). 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.</p>
Accessing On-line Course Content	<p>You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday by 5pm.</p>
Grading and evaluation	<p>Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF. Midterm grades are unofficial.</p>
Attendance and Participation (Professionalism Policy)	<p>Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Be on time.</b> 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Cell phones will be turned off</b> and put away during class. No texting. No messaging. No internet. Let's not get distracted together!</li> <li>• While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.</li> <li>• <b>Be polite, please.</b> 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.</li> <li>• <b>Let's chat!</b> 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.</li> <li>• 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.</li> </ul>
<p>Zoom Policy (in the event that we need to pivot online)</p>	<p><b>Meeting Expectations:</b> Since we may be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.</p> <p>In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:</p> <ul style="list-style-type: none"> <li>• <b>Join early.</b> Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance.</li> <li>• <b>Find a quiet place to attend class,</b> with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise.</li> <li>• <b>Enable video.</b> Have your video on unless you truly are experiencing connection issues.</li> <li>• <b>You're on camera!</b> Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.</li> <li>• <b>Avoid using zoom backgrounds.</b> Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue.</li> <li>• <b>Lighting.</b> Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Camera level.</b> Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.</li> <li>• <b>Microphone.</b> Mute your microphone when not talking.</li> <li>• <b>Raising your hand.</b> If you have a question or comment, use Zoom’s “Raise Hand” function so that Dr. Toyne can call on you. This will prevent you from speaking over / speaking at the same time as other participants. Chat can be used to set up questions if we have time to discuss them. But live questions are best.</li> </ul>
Deadlines and Make-ups	<p>There can be accommodations for <b>in-class/online exams or quizzes or the final exam</b>. No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor’s note).</p> <p>The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation <u>prior</u> to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date and will take a different format from the original. No penalty will be applied.</p> <p>University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at &lt;<a href="http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf">http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf</a>&gt;.</p> <p>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 &lt;<a href="http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf">http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf</a>&gt;.</p> <p>An alternative assignment or make up exam may be offered.</p>
Late Work Policy and Grades of ‘Incomplete’	<p>Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.</p> <p>The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.</p>
Academic conduct	<p>Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i> &lt;<a href="http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf">http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf</a>&gt;. UCF faculty members</p>

	<p>have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see &lt;<a href="http://goldenrule.sdes.ucf.edu/zgrade">http://goldenrule.sdes.ucf.edu/zgrade</a>&gt;.</p>
<p>Academic integrity</p>	<p>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 <a href="http://z.ucf.edu/">http://z.ucf.edu/</a>.</p> <p>Students should familiarize themselves with UCF's Rules of Conduct at &lt;<a href="http://osc.sdes.ucf.edu/process/roc">http://osc.sdes.ucf.edu/process/roc</a>&gt;. According to Section 1, "Academic Misconduct," students are prohibited from engaging in</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Falsifying or misrepresenting the student's own academic work.</li> <li>5. <b>Plagiarism:</b> Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. The UCF definition of Plagiarism is available here (<a href="https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php">https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php</a>) and YOU are responsible for understanding it.</li> <li>6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</li> <li>7. Helping another violate academic behavior standards.</li> </ol> <p>For more information about <b>Academic Integrity</b>, consult the International Center for Academic Integrity &lt;<a href="http://academicintegrity.org">http://academicintegrity.org</a>&gt;.</p> <p>For more information about <b>plagiarism</b> and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" &lt;<a href="http://wpacouncil.org/node/9">http://wpacouncil.org/node/9</a>&gt;</p>

	I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Turnitin.com	In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.
<b>UCF Cares</b>	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 <a href="http://UCFCares.com">UCFCares.com</a> 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 <a href="mailto:ucfcares@ucf.edu">ucfcares@ucf.edu</a> with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
Accessibility Statement	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS &lt;<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>&gt; (Ferrell Commons 185; 407-823-2371; <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>) to talk about academic accommodations.</p> <p>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.</p>
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.
Campus Safety Statement	<p>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.</p> <ul style="list-style-type: none"> <li>• In case of an emergency, <b>dial 911 for assistance.</b></li> <li>• 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 &lt;<a href="http://emergency.ucf.edu/emergency_guide.html">http://emergency.ucf.edu/emergency_guide.html</a>&gt;.</li> <li>• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</li> <li>• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn</li> </ul>

	<p>where those are located, see &lt;<a href="http://www.ehs.ucf.edu/AEDlocations-UCF">http://www.ehs.ucf.edu/AEDlocations-UCF</a>&gt; (click on link from menu on left).</p> <ul style="list-style-type: none"> <li>• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to &lt;<a href="https://my.ucf.edu">https://my.ucf.edu</a>&gt; 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.”</li> <li>• Students with special needs related to emergency situations should speak with their instructors outside of class.</li> </ul> <p>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (&lt;<a href="https://youtu.be/NIKYajEx4pk">https://youtu.be/NIKYajEx4pk</a>&gt;)</p>
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.
University Writing Center	This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <a href="http://www.uwc.ucf.edu">http://www.uwc.ucf.edu</a> , stop by MOD 608, or call 407.823.2197.

#### **XIV. 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.

#### **XV. 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.

## **XVI. Disclaimer**

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

## **XVII. Important Dates to Remember**

The SPRING academic calendar can be found online at: <http://calendar.ucf.edu/2022/spring>

Drop/Swap Deadline: January 14<sup>th</sup>, 2022

Withdrawal Deadline: March 18<sup>th</sup>, 2022

Spring Break: March 7-11<sup>th</sup>, 2022



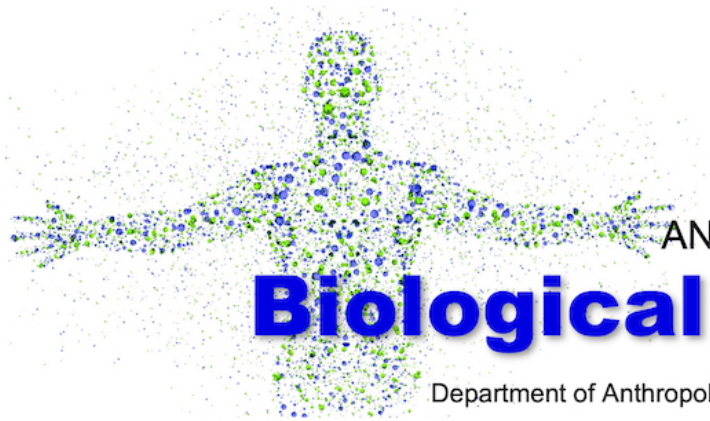
## I. Schedule

All the dates and assignments are tentative, and can be changed at the discretion of the professor with advance notice or unpredictable circumstances. Webcourses will be used to update readings and changes.

<b>Date</b>	<b>Topic to be Discussed in Class</b>	<b>Reading Prepared before class Assignments Due</b>
<b>UNIT 1 Analyzing Human Remains in Archaeology</b>		
Week 1	Introduction to Bioarchaeology; The Human Skeleton; History of Bioarchaeology; Bioarchaeology as Anthropology	BIO Ch. 1; Baker/Agarwal 2017; Buikstra 1977; Knüsel 2010; Armelagos 2002  <b>Discussion Leadership Topic Selection</b>
Week 2	Human Burials: Preservation and Collections	Lambert/Walker 2019; Stodder 2019; Kakaliouras 2012; SB Ch.3 Turner/Andrushko 2011; Lewis et al. 2013; Halcrow et al. 2021 <b>Critical Paper #1</b>
Week 3	Principles of Mortuary archaeology; Archaeothanatology; The Dead as Agents	ADB Ch. 1, 2, & 3; Duday 2006; SB Ch.5 Weiss-Krjeci 2011; Goldstein 2006; Tung 2014
<b>UNIT 2 Concepts of Health and Stress</b>		
Week 4	The Osteological Paradox Health and health status	Wood et al. 1992; Dewitte/Stojanowski 2015; SB Ch.5 Jackes 2011; Margerison/Knusel 2002; Temple/Goodman 2014 <b>Critical Paper #2</b>
Week 5	Life History and DOHaD	BIO CH2; Agarwal 2016; Low et al. 2012; Roksandic/Armstrong 2011; Gowland 2105; DeWitte 2014
Week 6	Age and Sex Experiences	BIO Ch.10; Sofaer 2006; SB Ch. 6 Hollimon 2011; SB Ch.12 Halcrow and Tayles 2011; Geller 2009 <b>Book Selection Due</b>
<b>UNIT 3 Social Identity Reconstruction</b>		
Week 7	Social Status and Disease	ADB Ch.4; Salpofsky 2004; Buzon 2012; Gravlee 2009; Robb et al. 2001 <b>Critical Paper #3</b>
Week 8	Individuals, Groups, and Social Collectivities	Knudson and Stojanowski 2008; Saul and Saul 1989; Robb et al. 2019; Becker/Juengst 2017; Haun/Carrasco 2010 <b>Symposium Selection Due</b>
<b>UNIT 4 Historical and Cultural Transformations</b>		
Week 9	Spring Break	

Week 10	Adaptations and Agricultural Revolution	BIO Ch5/6; Schoeninger 2014; Roberts 2010; Steckel et al. 2002; Temple/Stojanowski 2018 <b>Critical Paper #4</b>
Week 11	Urbanism and Urbanization	Cowgill 2004; Blakely/Beck 1982; Owsley et al 1987; White et al. 2004; Tilley/Cameron 2014
Week 12	Violence (Trauma and Surgical Interventions)	BIO Ch.4; SB Ch.14 Glencross 2011; Walker 2001; Brickley/Smith 2006; Nystrom 2014 <b>Symposium Proposal Due</b>
<b>UNIT 5 Population Interactions</b>		
Week 13	Colonization and Migration	SB Ch.7 Zakrzewski 2011; Barrett/Blakey 2011; Pfeiffer/Fairgrieve 1994; Blakely/Mathews 1990; Kilgrove/Tykot 2018 +blog <b>Critical Paper #5</b>
Week 14	Contemporary Issues	Buikstra 2019 – various chapters; Halcrow et al. 2018
Week 15	Innovations	TBD by student selection <b>Book Reviews Due</b>
Week 16	<b>Final Exam</b>	<b>Presentations</b>

# Course Syllabus



ANG 6587 (0001) Spring Seminar 2022

## Biological Anthropology

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

### Course Information

**Course name:** Seminar in Biological Anthropology  
**Course ID:** ANG 6587 (0001)  
**Credit hours:** 3.0 hours  
**Semester/year:** Spring 2022  
**Location & time:** Wednesday 6:00-8:50pm in MSB 149

### Professor Contact

**Professor:** Dr. Lana Williams  
**Main office:** UCF Main Campus - Phillips Hall 309F  
**Phone:** 407-823-2227  
**Office Hrs:** Wednesday 4:00-5:30 PM in HPH 309F  
(or by scheduled appointment online via Zoom)  
**E-mail:** via WebCourses Inbox (or lana.williams@ucf.edu)

### Syllabus Quick Links

- [Course Description](#)
  - [Skill development](#)
  - [Required textbook](#)
  - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [COVID Notifications](#)
- [Working in WebCourses](#)
  - [Planning your time](#)
  - [Accessibility and inclusion](#)
  - [Getting started](#)
  - [Communicating with Inbox](#)
- [Technical Resources](#)
- [Academic and Life Resources](#)
- [Course Policies](#)
  - [Missing or late work](#)
  - [Absence accommodations](#)
  - [Respect for diversity](#)
  - [Academic integrity](#)
  - [External study materials](#)
  - [Campus emergencies](#)

### University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.

**Prerequisites:** Admission to Anthropology MA or CI.

## *What is this course about?*

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research on human evolution and the biological basis for human diversity and behavior. Using analytical discussion as our foundation, we will examine many of the major questions and issues facing biological anthropologists today.

Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories
- Molecular genomics, population and behavioral genetics and evolutionary forces
- Human and primate behavioral and cognitive evolution
- Functional and adaptive nature of human diversity and biological variation
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course
- Evolutionary and contemporary biocultural perspectives on human health, including nutrition and adaptive immunity

## *What skills will I develop in this course?*

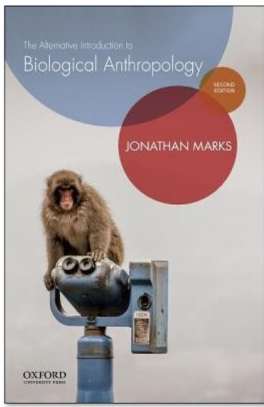
Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

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

- Speak knowledgeably about core theoretical concepts that are fundamental to biological anthropology, including their historical development.
- Explore new and unfamiliar problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Integrate empirical evidence relevant to the human experience in evolutionary history, our biological diversity and social-environmental ecology.
- Produce high-quality writing addressing specific points in research design, methodological applications, or context and use of empirical evidence.
- Present information and engage in scholarly dialogues with colleagues and critically reflect on the generation and dissemination of that knowledge.
- Actively contribute to a better understanding of biological anthropology through group interaction and discussion.

## *What textbooks will I need?*

The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



### ***The Alternative Introduction to Biological Anthropology***

Author: J. Marks

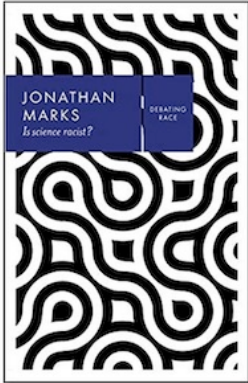
Edition: **2nd edition**

Year: 2018

Publisher: Oxford University Press

ISBN: 9780190490997

Available in paperback, eBook and rental formats



### ***Is Science Racist?***

Author: J. Marks

Edition: 1st edition

Year: 2017

Publisher: Polity

ISBN: 9780745689227

Available in paperback and eBook formats

## ***What is WebCourses@UCF?***

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your professor and peers in the course. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## ***How should I plan my course work schedule?***

This course explores the many aspects of biological anthropology through evolution, human genomics, and human biological diversity – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For students striving for an A- grade or higher, I recommend that you spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities**. You should also plan on setting aside at least **four-to-five hours each week to complete your assigned reading and work through required assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate seminar. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling

time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in the course activities will contribute to your learning and success in this course. All due dates for graded work are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content or study time 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 **office hours on Wednesdays from 4:00-5:30PM EST in HPH 309F**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Chat, Zoom or office appointment as needed.

## *Is the course accessible for students with disabilities?*

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu) (<http://sas.sdes.ucf.edu>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

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

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

## *What are the course requirements?*

The Spring 2022 semester classes begin on **JAN 10, 2022** and end on **MAY 03, 2022**, with a **required** final assessment class on **APR 28, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- complete weekly assigned reading and keep a weekly notes journal;
- participate in weekly online forums and in-class discussions;
- write 10 short critical reaction papers and participate in peer reviews of written work.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of the course. The modules contain your readings, assignments, and any links to information websites. Modules also contain tools on reading and writing effectively, critical analysis, and research topic suggestions to assist you in preparing for class discussions and completing your assignments. All written 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.

## How do I get started in the course?

After reading the 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. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to meet this requirement, please submit your initial online forum contribution in **FORUM 1: Validating Science?** in MODULE 1 by **11:59pm EST on JAN 14, 2022**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or 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:

**Forum contributions** (10 points each week)      140 points      20% of final grade

**Critical reaction papers** (10 points each paper)      100 points      40% of final grade

### Participation:

- Weekly notes journal (5 points each class)      70 points      20% of final grade
- Active attendance (5 points each class)      70 points      10% of final grade
- Peer review process (5 points each paper)      50 points      10% of final grade

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take **about 30 minutes** to complete.
- **Critical reaction papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper includes a thoughtful and constructive critique that references required readings and outside sources not included in the course. On average, you should expect to spend **approximately 2 hours** writing and editing your paper prior to submission.
- **Weekly notes journal:** You will need to complete and submit a 'Note-Taking for Journal Articles' form for each assigned article. This process is intended to help you summarize and formulate your own discussion points and questions in preparation for forum contributions and in-class discussions. You should expect to spend at least 10 minutes taking notes per assigned article, or **about 1 hour** per week.
- **Active attendance:** You will need to fully participate in weekly in-class discussion using your notes on assigned readings. Active attendance means that you are prepared, present in the discussion, and proactive (and polite) when engaging in scholarly discourse. This is a **self-graded response** in fairly and responsibly evaluating your participation and should take **about 5 minutes** to complete..

- **Peer review process:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend **approximately 30-45 minutes** reading and writing review comments each week that a paper is submitted.

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

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	77 - 79%
A-	90 - 94%	C (Satisfactory)	74 - 76%
B+	87 - 89%	C-	70 - 73%
B (Good)	84 - 86%	D (Marginal)	60 - 69%
B-	80 - 83%	F (Failing)	59% or less

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.

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

## *How do I view my grades?*

You can access your grades for assignments 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, participation and forum contribution grades will be available within five-to-seven days after the final due date. For critical summary papers, grades will be available within seven-to-ten days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader and/or overall class feedback in announcements. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

## *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 or 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).

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved.** It is your responsibility to check the course schedule for assignment and exam due dates.



- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** (<https://scs.sdes.ucf.edu/services/>) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the class meeting time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed **within five days of the missed seminar meeting date** (if medically possible).

## *Are there accommodations for military, essential workers or authorized events?*

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make reasonable arrangements for completion of work.
- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the **UCF policy** (<https://policies.ucf.edu/documents/4-401.pdf>).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the **UCF policy** (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

## *What are the COVID-related policies at UCF?*

### **Armor Up at UCF!**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, **in line with the latest CDC guidelines** (<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>). Masks are required in approved clinical or health care settings.

### **Notice of Changes to Course Modality**

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

### **Illness Notifications**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health

Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

## **Flexibility and Accountability**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, **I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed.** I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, **this does not mean that I will not hold you accountable,** especially in terms of class attendance, participation, and contributions.

## *What academic and career 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/) [\(http://uwc.cah.ucf.edu/\)](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/) [\(http://sarconline.sdes.ucf.edu/\)](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/) [\(https://apps.ucf.edu/\)](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) [\\_\(https://vimeopro.com/cdlvideo/successful-you\)\\_](https://vimeopro.com/cdlvideo/successful-you), so you can avoid undesirable academic outcomes.
- **Planning your future** is easier with [Career Services](http://career.ucf.edu/), [\(http://career.ucf.edu/\)](http://career.ucf.edu/) with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

## *What resources are available to help me with life challenges?*

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

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers [Therapy Assistance Online \(TAO\)](https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/) [\\_\(https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/\)\\_](https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

- [UCF Victim Services \(http://victimservices.ucf.edu/\)](http://victimservices.ucf.edu/) if you need confidential advocacy and support after you or someone you know has been impacted by crime violence or abuse.
- [Lesbian Gay Bisexual Transgender Questioning/Queer \(LGBTQ+\) Services \(https://www.ucf.edu/services/s/lgbtq/\)](https://www.ucf.edu/services/s/lgbtq/) to connect with our diverse student population for opportunities, resources, and strength in each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and allies.
- [Campus Faith and Ministries \(CFM\) \(https://www.ucf.edu/services/s/campus-faith-and-ministries-cfm/\)](https://www.ucf.edu/services/s/campus-faith-and-ministries-cfm/), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

## *How is respect for diversity and inclusion maintained?*

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact Student Accessibility Services.

This course will be conducted in a way that respects **all aspects of diversity** [\(http://www.diversity.ucf.edu/\)](http://www.diversity.ucf.edu/). The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

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

## *How is academic integrity maintained?*

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

Your enrollment in this course means that you will adhere to the [UCF Creed](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) (<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) (<http://osc.sdes.ucf.edu/process/roc>), students are prohibited from engaging in:

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z' grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct** (<http://osc.sdes.ucf.edu/faq#students>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (<http://goldenrule.sdes.ucf.edu/>) for further information.

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

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

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

## *How can I use study groups and external materials responsibly?*

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

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

GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!

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

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

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

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

## *Why should I use WebCourses Email Inbox?*

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

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

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

## *What are the technology and software requirements?*

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

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

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

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

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

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

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

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

## *What do I do if there is a campus emergency?*

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](http://emergency.ucf.edu/emergency_guide.html) [\\_ \(http://emergency.ucf.edu/emergency\\_guide.html\)](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 [locate](http://www.ehs.ucf.edu/AEDLocations-UCF) [\\_ \(http://www.ehs.ucf.edu/AEDLocations-UCF\)](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) [\\_ \(https://my.ucf.edu\)](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) (<https://youtu.be/NIKYajEx4pk>).

## What is my seminar discussion and assignment schedule?

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

Your seminar 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 in the INTRODUCTION page of each learning module.








## Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454171">FORUM 1: Validating 'science'?</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454171">https://webcourses.ucf.edu/courses/1394847/assignments/7454171</a> )	due by 11:59pm
Sat Jan 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454159">FORUM 2: Darwin and Culture?</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454159">https://webcourses.ucf.edu/courses/1394847/assignments/7454159</a> )	due by 11:59pm
Mon Jan 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454187">PAPER 1: Value of 'Biocultural'</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454187">https://webcourses.ucf.edu/courses/1394847/assignments/7454187</a> )	due by 11:59pm
Thu Jan 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454179">ATTEND: Class on JAN 19, 2022</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454179">https://webcourses.ucf.edu/courses/1394847/assignments/7454179</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454180">ATTEND: Class on JAN 26, 2022</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454180">https://webcourses.ucf.edu/courses/1394847/assignments/7454180</a> )	due by 11:59pm
Sat Jan 29, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454160">FORUM 3: Ethical Codes?</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454160">https://webcourses.ucf.edu/courses/1394847/assignments/7454160</a> )	due by 11:59pm
Mon Jan 31, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454188">PAPER 2: Meaning of the Gene</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454188">https://webcourses.ucf.edu/courses/1394847/assignments/7454188</a> )	due by 11:59pm
Thu Feb 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454175">ATTEND: Class on FEB 02, 2022</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454175">https://webcourses.ucf.edu/courses/1394847/assignments/7454175</a> )	due by 11:59pm

Date	Details	Due
Sat Feb 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454167">FORUM 4: Genetic Diversity?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454167">/assignments/7454167</a>	due by 11:59pm
Mon Feb 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454189">PAPER 3: Changing the Pool</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454189">/assignments/7454189</a>	due by 11:59pm
Thu Feb 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454176">ATTEND: Class on FEB 09, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454176">/assignments/7454176</a>	due by 11:59pm
Sat Feb 12, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454169">FORUM 5: Species or Not?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454169">/assignments/7454169</a>	due by 11:59pm
Mon Feb 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454190">PAPER 4: Taxonomy vs. Diversity</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454190">/assignments/7454190</a>	due by 11:59pm
Thu Feb 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454177">ATTEND: Class on FEB 16, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454177">/assignments/7454177</a>	due by 11:59pm
Sat Feb 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454170">FORUM 6: Primate Culture?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454170">/assignments/7454170</a>	due by 11:59pm
Mon Feb 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454191">PAPER 5: The Primate "Threat"</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454191">/assignments/7454191</a>	due by 11:59pm
Thu Feb 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454178">ATTEND: Class on FEB 23, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454178">/assignments/7454178</a>	due by 11:59pm
Sun Feb 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454161">FORUM 7: Are We Asking the Right Questions?</a> ( <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454161">https://webcourses.ucf.edu/courses/1394847/assignments/7454161</a> )	due by 11:59pm
Thu Mar 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454181">ATTEND: Class on MAR 02, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454181">/assignments/7454181</a>	due by 11:59pm
Sat Mar 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454168">FORUM 8: Being Modern</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454168">/assignments/7454168</a>	due by 11:59pm



Date	Details	Due
Mon Mar 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454192">PAPER 6: Why Not Neanderthal?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454192">/assignments/7454192</a>	due by 11:59pm
Thu Mar 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454182">ATTEND: Class on MAR 16, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454182">/assignments/7454182</a>	due by 11:59pm
Sat Mar 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454163">FORUM 9: An Evolved Adolescence?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454163">/assignments/7454163</a>	due by 11:59pm
Mon Mar 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454193">PAPER 7: Living a Long Life History</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454193">/assignments/7454193</a>	due by 11:59pm
Thu Mar 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454183">ATTEND: Class on MAR 23, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454183">/assignments/7454183</a>	due by 11:59pm
Sat Mar 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454166">FORUM 10: Is Taste 'Everything'?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454166">/assignments/7454166</a>	due by 11:59pm
Mon Mar 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454194">PAPER 8: Nutritional Transitions</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454194">/assignments/7454194</a>	due by 11:59pm
Thu Mar 31, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454184">ATTEND: Class on MAR 30, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454184">/assignments/7454184</a>	due by 11:59pm
Sat Apr 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454165">FORUM 11: Evolution and the Current Petri Dish?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454165">/courses/1394847/assignments/7454165</a>	due by 11:59pm
Mon Apr 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454195">PAPER 9: Past and Future Disease-scapes</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454195">/courses/1394847/assignments/7454195</a>	due by 11:59pm
Thu Apr 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454185">ATTEND: Class on APR 06, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454185">/assignments/7454185</a>	due by 11:59pm
Sat Apr 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454164">FORUM 12: Burn then Crash? Or Crash then Burn?</a> <a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454164">/assignments/7454164</a>	due by 11:59pm
Thu Apr 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1394847">ATTEND: Class on APR 13, 2022</a> <a href="https://webcourses.ucf.edu/courses/1394847">/courses/1394847</a>	due by 11:59pm

Date	Details	Due
	<a href="#">/assignments/7454172)</a>	
Sat Apr 16, 2022	 <a href="#">FORUM 13: Accepting Biological Race? (https://webcourses.ucf.edu/courses/1394847/assignments/7454162)</a>	due by 11:59pm
Mon Apr 18, 2022	 <a href="#">PAPER 10: Rejecting Biological Race (https://webcourses.ucf.edu/courses/1394847/assignments/7454186)</a>	due by 11:59pm
Sat Apr 23, 2022	 <a href="#">FORUM 14: Where Do We Go Next? (https://webcourses.ucf.edu/courses/1394847/assignments/7454158)</a>	due by 11:59pm
Thu Apr 28, 2022	 <a href="#">ATTEND: Class on APR 20, 2022 (https://webcourses.ucf.edu/courses/1394847/assignments/7454173)</a>	due by 11:59pm
	 <a href="#">ATTEND: Class on APR 27, 2022 (https://webcourses.ucf.edu/courses/1394847/assignments/7454174)</a>	due by 11:59pm
Tue May 3, 2022	 <a href="#">PARTICIPATION: Peer Review Process (https://webcourses.ucf.edu/courses/1394847/assignments/7454196)</a>	due by 11:59pm
	 <a href="#">PARTICIPATION: Weekly Journal Notes (https://webcourses.ucf.edu/courses/1394847/assignments/7454197)</a>	due by 11:59pm

## Syllabus & Course Outline



**ANG6740C: Advanced Forensic Anthropology**  
*Department of Anthropology*  
*College of Sciences, University of Central Florida*

### **COURSE SYLLABUS- Spring 2022**

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Instructor:	<i>John J. Schultz, Ph.D.</i>	<i>Class Meeting Days:</i>	<i>Monday</i>
Office:	<i>Phillips Hall 409T</i>	<i>Class Meeting Hours:</i>	<i>3:00-5:50pm</i>
Phone:	<i>407-823-1180</i>	<i>Class Location:</i>	<i>MAP 149</i>
E-Mail:	<i><a href="mailto:john.schultz@ucf.edu">john.schultz@ucf.edu</a></i>		
Office:	<i>HPH 309</i>		
Hours:	<i>Monday 1:00- 2:45pm; or by appointment</i>		

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#### **University Course Catalog Description**

Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

#### **Course Objectives**

After completing this course students will develop a proficiency in the following areas:

- Human identification methods of the skeleton
- Non-human osteological identification
- Taphonomic and pathological analysis of the skeleton
- Writing forensic osteology reports

#### **Course Description**

This will be an advanced forensic anthropology course that will focus on laboratory methods of the human skeleton. It will be expected that each student is proficient in human osteology, including small fragment identification, and basic laboratory methods of skeletal analysis prior to taking this course. This course will provide students with more advanced skeletal identification methods, basic pathological and taphonomic analysis of the skeleton, and fundamental knowledge of forensic anthropology casework.

#### **Course Prerequisites**

Graduate student in Anthropology MA program and proficiency in fragmentary osteology.

# Syllabus & Course Outline

## Recommended Textbooks

Christensen AM, Passalacqua NV, and Bartelink EJ. 2014. Forensic anthropology: Current methods and practices. Oxford: Academic Press.

- eBook is available through the library

***\*A list of required article readings will be posted at least a week before each class period.***

## Basis for Final Grade

Your final grade will be based out of a total of 500 points and will be derived from 10 laboratory reports, class participation and discussion, 10 article critiques, two practical examinations, and a literature review paper and presentation. Details of the requirements will be discussed in class.

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<b>Assessment</b>	<b>Points</b>	<b>Percent of Final Grade</b>
Posting	1	0.2%
Ten Laboratory Case Reports	150	30%
Practical Examination I	89	17.8%
Practical Examination II	100	20%
Literature Review Paper & Presentation	160	32%
Total	500	100.0%

## Academic Activity Assignment – 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. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

- 1) Why did you enroll in this class?
- 2) What do you expect to achieve by completing this class?

**All postings must be completed by January 14. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first practical if the posting is not completed by January 14, 11:59pm.**

## ***Syllabus & Course Outline***

### **Practical Examinations (189 points)**

There will be two practical examinations. Practical I will focus on human and nonhuman osteology. Refer to the Tim White Osteology (3<sup>rd</sup> edition) textbook for osteology terminology. Practical II will also include human and nonhuman osteology. In addition, the Practical II will include skeletal methods that were applied to the casework throughout the class.

### **Ten Skeletal Cases (150 points): Refer to Handout for Additional Information**

There are ten required skeletal cases. The cases will involve writing a complete and fully referenced case report with images and tables. Grading will be based on your ability to correctly identify and analyze bones, as well as write-up the results. Paper expectations will be discussed during class and a handout will also be provided with directions.

### **Final Paper and Presentation (160 points): Refer to Handout for Additional Information**

#### Paper Topics

Paper topics must be approved by Dr. Schultz and must be relevant to Forensic Anthropology. Topics dealing with forensic archaeology, bioarchaeology and general paleopathology are not appropriate for this course.

#### Outlines due February 7 (10 points)

Paper outlines must include a number of components:

- 1) A paper title.
- 2) An abstract providing an overview of your paper.
- 3) A detailed bulleted outline of your paper including headings and subheadings with in-text citations that is 2-3 pages in length not including your Literature Cited section.
- 4) A minimum of 20 references (AJPA style) with the majority of references in forensic and osteology journals and books. Website references are not permitted.

I will expect that you will consider my outline comments when you are writing your final paper draft.

#### Paper (100 points)

You will be required to write a fully referenced (AJPA style) literature review paper with a minimum of 30 references that is 20 pages in text length (double spaced, 1-inch margins, and Times New Roman font). The cover page, literature cited, figures and tables are not included when calculating the text length. Additional paper guidelines will be discussed in class. Further, I expect summary tables and flow charts that are created based on the information synthesized

## Syllabus & Course Outline

from your literature search. Paper expectations will be discussed during class and a handout will also be provided with directions.

### Presentations (50 points)

In addition, presentations will follow a professional meeting format such as the American Association of Physical Anthropologists and will be presented using PPT. All text, tables and images must be properly cited. Further, you will be allotted 15 minutes for your presentation that includes time for questions. You should expect to talk for around 13 minutes (you must talk for at least 12.5 minutes and a maximum of 14 minutes) to leave time for questions, and you must ask at least three total questions during the class presentations.

### Final Paper and Presentation Dates

February 7	Paper outlines and bibliography (10 points)
March 21	Submit complete draft of paper for review (optional); do not submit partial paper
April 18	Class presentations (50 points)
April 25	Final day to turn in your completed paper (100 points)

### **Grading Scale**

Your grades will be based on your performance for the class. Therefore, please do not ask the professor to change your final grade. The +/- system will be used in this course. These percentages correspond to the following letter grades:

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

### **Grade Dissemination**

We will go over graded materials during class time.

### **Course Policies: Grades**

**Practical Examinations:** Prior to starting the practical, 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.

## ***Syllabus & Course Outline***

**Paper Requirements:** Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

**Grades of “Incomplete”:** Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am 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:** I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve your study and comprehension skills.

### **Course Policies: Technology and Media**

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

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

### **Course Policies: Student Expectations**

**Attendance Policy:** No make-up assignments will be permitted if you do not turn in this assignment by the due date. You are permitted to send me your assignment via my email before class starts if you cannot make the class. Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you may need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask

## **Syllabus & Course Outline**

questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

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

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you've written (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.

### **Course Policies: Technology and Media**

**Email:** I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. However, 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.

**CANVAS:** You are expected to visit the course website on Canvas, and your Knights email, regularly for any updates sent by me and for keeping current with the course material. In addition, partial PowerPoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline.

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



## Syllabus & Course Outline

### Important UCF Dates to Remember

- Drop/Swap deadline: January 14
- Add deadline: January 14
- Grade forgiveness deadline: April 25
- Withdrawal deadline: March 25

### Course Schedule

I reserve the right to make reasonable modifications to the course schedule.

Week	Date	Lab Topics	Case Report Schedule
Wk 1	Jan 10	Introduction to Laboratory Techniques; Non-human Lab	
Wk 2	Jan 17	<b>No Class: Martin Luther King Jr. Day</b>	
Wk 3	Jan 24	Non-human Lab; Report Writing; Osteometric Landmarks & Measurement Lab	1: 10 points
Wk 4	Jan 31	Sequencing Ribs; Teeth; FORDISC 3.0 Discussion	2: 10 points
Wk 5	Feb 7	Open Study Lab	3: 10 points
Wk 6	Feb 14	<b>Practical Exam 1</b>	
Wk 7	Feb 21	Forensic Context and Non-forensic Remains	
Wk 8	Feb 28	Sex Estimation	4: 10 points
Wk 9	Mar 7	<b>Spring Break Week</b>	
Wk 10	Mar 14	Age Estimation	5: 10 points
Wk 11	Mar 21	Ancestry and Stature	6: 15 points
Wk 12	Mar 28	Taphonomy	7: 15 points
Wk 13	April 4	Antemortem Conditions	8: 20 points
Wk 14	April 11	Perimortem Trauma	
Wk 15	April 18	<b>Presentations</b>	9: 20 points
Wk 16	April 25	<b>Open Study Lab</b>	
Wk 17	May 2	<b>Practical Exam 2 (4:00-6:50 PM)</b>	10: 30 points

### List of References to use for Class Discussions and When Writing Your Case Reports

#### Week 1 and 2: Introduction to Laboratory Techniques Non-Human Remains, Osteometric Landmarks & Measurement Lab Is It Bone?

Stout SD. 2008. Small bones of contention. In: Steadman DW, editor. Hard Evidence: Case studies in forensic anthropology. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 239-247.

## **Syllabus & Course Outline**

Ubelaker DH. 2002. The use of SEM/EDS analysis to distinguish dental osseous tissue from other materials. *J Forensic Sci.* 47(6):940-943.

Ubelaker DH. 1998. The evolving role of the microscope in forensic anthropology. In: Reichs KJ, editor. *Forensic Osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 514-532.

### **Is It Human?**

Mulhern DM. 2009. Differentiating Human from nonhuman skeletal remains In: Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and Archaeology*. Walnut Creek: Left Coast Press p 151-152.

Ubelaker DH, Lowenstein JM, Hood DG. 2004. Use of solid-phase double-antibody radioimmunoassay to identify species from small skeletal fragments. *J Forensic Sci.* 49(5): 924-929.

Non-Human manuals will also be available

### **Week 4: Introduction to FORDISC 3.0**

Jantz RL and Ousley SD. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 253-269.

Jantz RL and Ousley SD. 2012. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *A companion to forensic anthropology*. NY: Wiley-Blackwell. p 311-329.

Ousley S and Hollinger RE. 2009. A forensic analysis of human remains from a historic conflict in North Dakota. In: Steadman DW, editor. *Hard evidence: Case studies in forensic anthropology*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 91-102.

### **Week 7: Human Remains: Identifying the Forensic Context**

Berryman HE et al. 1997. Recognition of cemetery remains in the forensic setting. In: Haglund, WD and Sorg, MH, editors. *Forensic taphonomy: The postmortem fate of human remains*. Boca Raton: CRC Press. p 165-169.

Forbes S and Nugent K. 2009. Dating of anthropological remains of forensic interest. In: Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and archaeology*. Walnut Creek: Left Coast Press. p 164-173.

Schultz JJ. 2012. Determining the forensic significance of skeletal remains. In: Dirkmaat DC, editor. *A companion to forensic anthropology*. Hoboken: Blackwell Publishing Company. p 66-84.

Ubelaker DH. 2011. Artificial radiocarbon as an indicator of recent origin of organic remains in forensic cases. *J Forensic Sci.* 46(6):1285-1287.

### **Week 18: Sex Estimation**

Berg GE. 2013. Determining the sex of unknown human skeletal remains. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 139-159.

## **Syllabus & Course Outline**

- Brůžek, J. (2002). A method for visual determination of sex, using the human hip bone. *American Journal of Physical Anthropology*, 117, 157-168.
- Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Sex chapter. NY: Allyn & Bacon, Inc.
- Garvin, H.M. (2020). Adult sex estimation from cranial morphological traits. In: Klales, A.R. (Ed.) *Sex Estimation of the Human Skeleton: History, Methods and Emerging Techniques*. Cambridge, MA: Academic Press.
- Harrison, D.L. (2019). Methods. In: Harrison, D.L. (Ed.) *Investigations in Sex Estimation: An Analysis of Methods Used for Assessment*. Cambridge, MA: Academic Press.
- Klales, A. R. (2020). MorphoPASSE: Morphological pelvis and skull sex estimation program. In A.R. Klales (Ed), *Sex estimation of the human skeleton* (pp. 271-278). Academic Press.
- Klales AR, Ousley SD and Vollner JM. 2012. A revised method of sexing the human innominate using Phenice's nonmetric traits and statistical methods. *Am J Phys Anthropol* 149:104-114.
- Langley, N.R., Dudzik, B., & Cloutier, A. (2018). A decision tree for nonmetric sex assessment from the skull. *Journal of Forensic Sciences*, 63(1), 31-37.
- Morphopasse Manual (2018)
- Sutherland LD and Suchey JM. 1991. Use of the ventral arc in pubic sex determination. *J Forensic Sci.* 36(2):501-511.
- Walker PL. 2008. Sexing skulls using discriminant function analysis of visually assessed traits. *Am J Phys Anthropol* 136:39-50.
- Wescott, D.J. (2015). Sexual dimorphism in auricular surface projection and postauricular sulcus morphology. *Journal of Forensic Sciences*, 60(3), 679-685.

### **Week 10: Age Estimation**

#### **Aging – Dental**

- Mincer HH, Harris EF, and Berryman, HE. The ABFO. study of third molar development and its use as an estimator of chronological age. *J Forensic Sci.* 38(2):379-390.
- Moorrees CFA, Fanning EA and Hunt EE. 1963. Age variation of formation stages for ten permanent teeth. *J Dent Res* 42(6):1490-1502.
- Smith HB. 1991. Standards of human tooth formation and dental age assessment. In: *Advances in dental anthropology*. Marc A. Kelley and Clark Spencer Larsen eds. New York: Wiley-Liss, Inc., p 143-168.

#### **Aging General**

- Berg GE 2008. Pubic bone age estimation in adult women. *J Forensic Sci.* 53(3):569-577.

## **Syllabus & Course Outline**

- Brooks S and Suchey JM, 1990. Skeletal determination of age based on the os pubis: A comparison of the Acsádi-Nemeskéri and Suchey-Brooks methods. *Human Evolution* 5(3) p 227-238
- Iscan MY and Loth SR. 1984. Determination of age from the sternal rib in white males: A test of the phase method. *J Forensic Sci.* 31(1) p 122-132.
- Iscan MY and Loth SR. 1985. Determination of age from the sternal rib in white females: A test of the phase method. *J Forensic Sci.* 31(3) p 990-999.
- Lovejoy CO, Meindl RS, Pryzbeck TR, and Mensforth RP. 1985. Chronological metamorphosis of the auricular surface of the ilium: a new method for the determination of adult skeletal age. *Am J Phys Anthropol* 68:15-28.
- Meindl RS and Lovejoy CO. 1985. Suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. *Am J Phys Anthropol* 68:57-66.
- Osborn DL, Simmons, TL and Nawrocki SP. 2004 – Reconsidering the auricular surface as an indicator of age at death. *J Forensic Sci.* 49(5):1-7.**
- Shirley NR, Faziollah AE, Tersigni-Tarrant. 2013. Age Estimation Methods. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic Anthropology: An Introduction*, Boca Raton: CRC Press. p. 161-179.
- Ubelaker Aging chart
- Webb PAO and Suchey JM. 1985. Epiphyseal union of the anterior iliac crest and medical clavicle in a modern multiracial sample of American males and females. *Am J Phys Anthropol* 68:457-466.

### **Week 11: Ancestry and Stature**

#### **Ancestral Morphological Approaches**

- Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Ancestry chapter. NY: Allyn & Bacon, Inc.
- Gill GW. 1995. Challenge on the frontier: discerning American Indians from whites osteologically. *J Forensic Sci.* 40:783-788.
- Gill GW. 1998. Craniofacial criteria in the skeletal attribution of race. In: Reichs KJ, editor. *Forensic osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 293-318.
- Hefner JT. 2009. Cranial morphoscopic traits and the assessment of American black, American white, and Hispanic ancestry. In: Berg BE and Taala SC, editors. *Biological affinity in forensic identification of human skeletal remains*. NY: CRC Press. p. 27-41.
- Hefner JT. 2009. Cranial nonmetric variation and estimating ancestry. *Journal of Forensic Sciences*, 54(5), 985-995.

#### **Stature**

- Ousley S. 1995. Should we estimate biological or forensic stature? *J Forensic Sci.* 40(5):768-773.

## **Syllabus & Course Outline**

Shirley NS. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 245-251.

### **Week 12: Taphonomy**

Dupras TL, Schultz JJ. 2013. Taphonomic Bone Staining and Colour Changes in Forensic Contexts. In: Pokines JT, Symes SA (eds.): *Manual of Forensic Taphonomy*. Boca Raton, FL: CRC Press, p. 317-324.

Nawrocki SP. 2009. Historical Development of Forensic Anthropology: Perspectives from the United States. In Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and archaeology*, Walnut Creek: Left Coast Press. p 285-293.

Pokines J and Symes SA. 2013. *Manual of forensic taphonomy*. Boca Raton: CRC Press.

Pokines JT, Tersigni-Tarrant MA. 2013. Taphonomic Processes: Animal Scavenging. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic Anthropology: An Introduction*, Boca Raton: CRC Press. p 225-338.

### **Weeks 13: Antemortem Conditions**

Lovell NC. 2008. Analysis and Interpretation of Skeletal Trauma. In: Katezenburg MA and Saunders SR, editors. *Biological Anthropology of the Human Skeleton*. 2<sup>nd</sup> ed. New Jersey: Wiley-Liss. p 341-386.

Merbs C. 1989. Trauma. In: Iscan MY, Kennedy KAR, eds. *Reconstruction of Life From, the Skeleton*. NY: .Alan R. Liss, Inc. p 161-189.

Ortner DJ. 2011. Differential diagnosis and issues in disease classification. In: A Companion to Paleopathology. Anne L. Grauer ed. P 191-214. Oxford: Wiley Blackwell.

Symes et al. 2013. Taphonomy and the timing of bone fractures in trauma analysis. In: Pokines J and Symes SA eds. *Manual of Forensic Taphonomy*. Boca Raton: CRC Press.

Sauer N. 1998. The timing of injuries and manner of death: Distinguishing among antemortem, perimortem and postmortem trauma. In Reichs KJ, editor. *Forensic osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 321-332.

### **Week 14: Perimortem Trauma: Gunshot Wounds and Blunt Force Trauma**

Berryman HE and Haun SJ. 1996. Applying forensic techniques to interpret cranial fracture patterns in an archaeological specimen. *Int J of Osteoarchaeology* 6:2-9.

Berryman HE, Smith OC, and Symes SA. 1995. Diameter of gunshot wounds as a function of bullet caliber. *J Forensic Sci.* 40(5):751-754.

Smith OC, Pope J, and Symes SA. 2009. Look until you see: identification of trauma in skeletal material. In: Steadman DW, editor. *Hard evidence: Case studies in forensic anthropology*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 190-204.

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

#### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of

## **Syllabus & Course Outline**

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.

## **Syllabus & Course Outline**

### **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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus Safety Statement**

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

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

### **Deployed Active-Duty Military Students**

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

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must



## **Syllabus & Course Outline**

provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

### **Copyright**

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

### **Human Osteology Lab Rules**

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

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.

## **Syllabus & Course Outline**

- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected Dr. Schultz that you treat all material with respect and handle it with care. However, please alert Dr. Schultz or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.



***GOOD LUCK!!!!!!***

# Ang 6930 Syllabus

Ang 6930 Seminar in Cultural Anthropology

Monday 6 – 9 HPH 409M

Vance Geiger, PhD

Office: Philipps Hall 311C

Office Hours: M, W 3 – 5 pm

Phone 407-823-3779

E mail [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu)

## Grading

One class presentations (50 points each = 50

Two take Home exam (100 points) = 200

One 5 page paper (50 points) = 50

Total = 300

90 – 100 = A, 80 – 89 = B, 70 – 79 = C, etc.....

One presentation - Presenting your own research and culture

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Catalogue description: Theoretical foundations and contemporary issues in the study of living cultures.

Course Description: Introduction to the concept of culture and theories applying different concepts of culture to research at the graduate level.

Course objectives:

Comprehend different cultural approaches that can be applied in graduate research.

Integrate culture into their graduate research and explain how they will apply the Concept in their own research.

Take Home Exam: One of the things you must do to complete your graduate program is to take what we call “comprehensive” exams. These exams are a take home list of questions from members of your committee to assess if you have acquired the requisite knowledge in the discipline to be certified and graduate. Comprehensive exams do more than assess your content knowledge of the discipline, they assess your analytical ability as well. That will be the purpose here as well.

Two page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a brief (2 page) paper on the same topic. Ideally, the impetus to complete this assignment will be something you can incorporate into your final the final research document you present to acquire your degree.

### Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct [Links to an external site.](#) for further action. See the UCF Golden Rule [Links to an external site.](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#) the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services [Links to an external site.](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### Copyright

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

### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki.

While some of these could be required assignments, you need Not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### 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.

[Links to an external site.](#)

- 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](http://emergency.ucf.edu/emergency_guide.html)Links to an external site..
- 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 <http://www.ehs.ucf.edu/AEDlocations-UCF> Links to an external site.(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) Links to an external site.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 ( You CAN Survive an Active Shooter(Links to an external site.) (Links to an external site.)

) about how to manage  
an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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## Active Duty Military

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.

Syllabus

Week 1:1/10: Organizational Meeting

Begin reading online articles: Watson, Bohannon, White, etc

Week 2:1/17: MLK Day Holiday

Week 3:1/24: Culture Discussion

Reading: Bruman, Sahlins, Steigerwald

Week 4: 1/31: Modern determinism: Creating a culture of.....

Organizational culture readings

Reading: Online articles

Week 5: 2/7: Deterministic versus Contingent theories of culture

Reading:

Friend by Day, Enemy by Night – Chapter 1

The Pithouses of Keatley Creek – chapters 1,2 and 8

Settler Colonialism and the elimination of the native by Patrick Wolf

Boas – The Methods of Ethnography

Week 6: 2/14: Ideational versus Materialistic theories of culture  
Harris – Cultural Materialism  
A Sabotaged Aqueduct  
Neil Jamieson chapter 1 Understanding Vietnam  
James Scott – Seeing Like A State chapter 1  
You Are What You Eat

Week 7: 2/21: Nature versus Nurture  
Evolutionary Psychology Principles – Cosmidies and Tooby  
Boehm – Reverse Hierarchies

Week 8: 2/28: Ontological and Other Turns  
Reading: Anthropological Ontologies, The Anthropology of Power, The Rhetorical Turn  
in Anthropology

Week 9: 3/7: American Culture  
Reading: Gunfighter Nation available as pdf.

Spring Break 13 - 19

Week 10: 3/21: Cultures in crisis – Wars, disasters, violence, dislocate, displaced  
people and refugees.

Week 11: 3/28 Ethnography of refugees  
Making refuge chapters 1 – 4

Week 12: 4/4: Making Refuge  
Making Refuge chapter 5 – 8 and conclusion

Week 13: 4/11: Ethnography The Insecure City

Week 14 4/18: Research Presentations

Week 15: 4/25: Research presentations

Class ends 4/25 Research Presentations





## ANG7075: Advanced Anthropology Topics in GIS

*Department of Anthropology*

*College of Sciences, University of Central Florida*

### *COURSE SYLLABUS*

Instructor:	<i>John Walker</i>	Term:	<i>Spring 2022</i>
Office:	<i>Phillips Hall 409-O</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-3798</i>	Class Meeting Days:	<i>Fridays</i>
E-Mail:	<i>john.walker@ucf.edu</i>	Class Meeting Hours:	<i>1:00-4:00 PM</i>
Website:	<i>webcourses.ucf.edu</i>	Class Location:	<i>CB1 - O219</i>
Office Hours:	<i>Dr. Walker: Thursday 1:00pm – 3:00pm or by appointment</i>	TA and Contact Information:	<i>None</i>

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

### **Course Overview**

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

### **Course Objectives**

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking through the presentation of the project and its analysis
- Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer- review of other students' projects.

### **Course Prerequisites**

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

## Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

## Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>
<a href="#">Syllabus Quiz</a>	By Friday of Week 1, January 11 <sup>th</sup> , at 3pm	1% and federal verification requirement
Participation in Classroom Discussions	In class and in Zoom sessions	9%
<a href="#">Final Project Report</a>	April 8 <sup>th</sup> , 2019 (Week 14) at start of the class period (9:30pm)	70%
Details about the:		

[Final Project Handout.pdf](#)  
[Final\\_Project\\_Handout.pdf](#)

[Download](#)

Oral Presentation of Project

Assigned Class Period in Weeks 15 and 16 20%

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.

### Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	93 - 100 %	C	73 - 76 %
A-	90 - 92 %	C-	70 - 72 %
B+	87 - 89 %	D+	67 - 69 %
B	83 - 86 %	D	63 - 66 %

B-	80 - 82 %	D-	60 - 62 %
C+	77 - 79 %	F	59 % and below

## Course Policies

### 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. Penalties for plagiarism or cheating 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/Links to an external site.> All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook ([www.goldenrule.sdes.ucf.edu/Links to an external site.](http://www.goldenrule.sdes.ucf.edu/Links to an external site.)). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

### Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services ([sas.sdes.ucf.edu](https://sas.sdes.ucf.edu)[Links to an external site.](#)) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

**University Writing Center:** The University Writing Center ([uwc.cah.ucf.edu](https://uwc.cah.ucf.edu)[Links to an external site.](#)) 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 a written assignment comprises 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. If you wish to use them to record a lecture you need to ask about this in advance. 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.

### **Attendance**

Attendance at class meetings is important to meet the goals of 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. I expect that students attend class regularly and I will not provide class notes 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.

## **Updates and Notifications**

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

COVID-19 Pandemic updates:

2020-3-27: UCF has announced that the Withdrawal deadline has been extended. See UCF.edu for more details.

2020-3-27: UCF has announced that students will have the option to take courses as S/U. See UCF.edu for more details.

## **Obtaining Notes for Missed Class Periods**

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

## **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. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Fri	Jan. 14	Course Introduction  <a href="#"><u>ASSIGNMENT: Syllabus Quiz due Fri. Jan. 11<sup>th</sup> at 3pm</u></a>	
2	Fri	Jan. 21	Monitoring Things from Space  Classroom Discussion and Project Preparation Session	Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"
3	Fri	Jan 28	Landscape and Phenomenology  Classroom Discussion and Project Preparation Session	Hillier, Amy 2007. WEB Du Bois and the " Negro Problem": Thoughts on Violence in Philadelphia. <i>Departmental Papers (City and Regional Planning)</i> , p.49.



4 Fri Jan. 4

Tracking Movement

Classroom Discussion and Project Preparation Session

Hillier, A., 2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, 9(2), pp.122-134.

Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”;

Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”

5 Fri Feb. 11  
More Statistical Analysis and Arguments  
Classroom Discussion and Project Preparation Session

**Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;**

**Spielman (2006) “Appropriate use of the K Function in Urban Environments”;**

**Austin et al. (2006) “Austin et al. Respond”**

6 Fri Feb. 18  
Telling a Story with Maps - Cartography  
Classroom Discussion and Project Preparation Session

**Roth (2013): “Interactive maps: What we know and what we need to know”;**

**Scassa et al. (2015): “Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North”**

7	Fri	Feb. 25	<p>Maps and Behavior</p> <p>Classroom Discussion and Project Preparation Session</p>	<p><b>Raanan and Shoval (2014): “Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities”</b></p>
8	Fri	Mar. 4	<p>PPGIS, Crowdsourcing, Web</p> <p>Classroom Discussion and Project Preparation Session</p>	<p><b>Brovelli et al. (2015): “Public participation in GIS via mobile applications”</b></p>
9	Fri	Mar. 11	<p>Simulations</p> <p>Classroom Discussion and Project Preparation Session</p>	<p><b>Sellers et al. (2007): “An agent-based model of group decision making in baboons”</b></p>
10	Fri	Mar. 18	<p><b>SPRING BREAK</b></p> <p><b>NO CLASS</b></p>	

Databases and Privacy

11 Fri Mar. 25  
Classroom Discussion and Project Preparation Session  
Zoom class (see link at bottom left) @ 9 am

Class selected Topic

12 Fri Apr. 1  
Classroom Discussion and Proposal Preparation Session  
Zoom class (see link at bottom left) @ 9 am

Class selected Topic

13 Fri Apr. 8  
Classroom Discussion and Proposal Preparation Session  
Zoom class (see link at bottom left) @ 9 am

**Exeter et al. (2014): “Whose data is it anyway? The implications of putting small area-level health and social data online”**

The Future of GIS

ASSIGNMENT DUE AT START OF CLASS

14 Fri Apr. 15

[FINAL PROJECT REPORT](#)

Monday Apr 8, 9:30am

[Final Project Report](#) [\\_Download Final Project Report](#)(no more than 10 pages)

Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”

15 Fri Apr. 22

STUDENT PRESENTATIONS

We will present online through the Zoom tool

FINAL Fri Apr. 29

STUDENT PRESENTATIONS

We will present online through the Zoom tool

Details of Written Assignments

[Final Project Report \(10 pages\) - See Project Handout](#)

[Download Final Project Report \(10 pages\) - See Project Handout](#)

## Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni

2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti

2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel

2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Hillier, Amy

2007. WEB Du Bois and the " Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.

2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, 9(2), pp.122-134.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.



# **ANG 7496: Advanced Quantitative Methods in Anthropology**

**Dept. of Anthropology, College of Science**

**3 Credit Hours**

**Course Name:** Advanced Quantitative Methods in Anthropology (ANG 7496)

**Course Modality:** Face-to-face (P)

**Credit Hours:** 3.0

**Semester/Year:** Spring 2022

**Location:** Partnership 1 Room 315

**Day/Time:** Monday 10:00 AM – 12:50 PM

## **Professor Information**

**Professor:** Sarah Freidline, Ph.D.

**Office:** Howard Phillips Hall 311A (check in with desk attendant in 309F)

**Office Phone:** (407)823-2227 (Anthro. Department)

**Office Hours:** Thursday 2:00 – 4:00 PM, or by appointment

**E-mail:** WebCourses e-mail (best way to contact me) or sarah.freidline@ucf.edu

## **University Course Catalog Description**

Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

**Prerequisites:** ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I.

## **Course Overview and Goals**

In this course you will learn about multivariate statistics and how to apply it in R. You will be introduced to the most relevant multivariate statistics in biological anthropology including multiple regression and generalized linear models, MANOVA and discriminant analysis, principal component analysis, distances and scaling, and cluster analysis. Each topic will have a lecture and practical, lab-based component, as well as in-class presentations. Some key goals of the course are to be able to build and test hypotheses, to evaluate and present research findings and to learn how to design and undertake an independent research project.

## **Student Learning Outcomes**

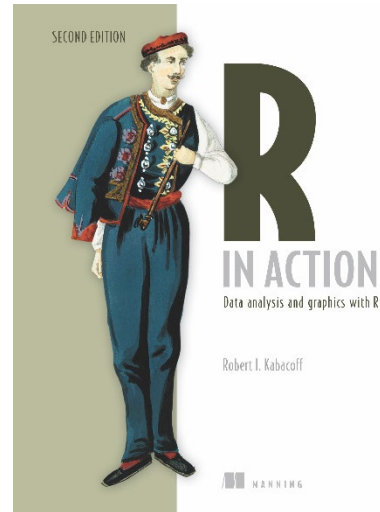
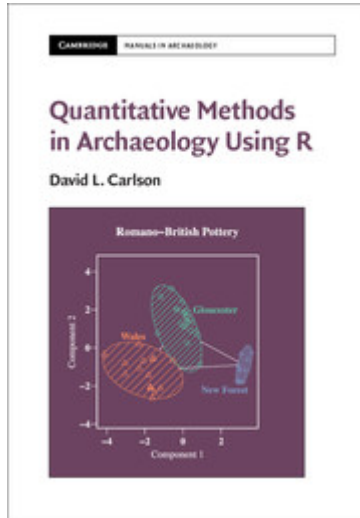
Upon course completion, you should have:

1. Knowledge and understanding of scientific research methods, including hypothesis building, methods of data collection, and research design.
2. Knowledge and application of multivariate quantitative methods;
3. Basic programming skills in R;
4. Discussion skills, through in-class discussions;
5. Oral presentation skills, through in-class presentations;
6. The ability to critically evaluate research results;
7. The ability to propose, design and present a research project

## **Required Textbooks**

Carlson, D. (2017). *Quantitative Methods in Archaeology Using R* (Cambridge Manuals in Archaeology). Cambridge: Cambridge University Press. doi:10.1017/9781139628730

Kabacoff, R.I. (2015) *R in Action*, Second Edition. Manning.



### **Additional Required Reading**

In addition to the assigned readings from the textbooks, you will be required to read and present journal articles available in .pdf format on WebCourses. All other supplementary readings will be posted on WebCourses.

### **Required Software**

You will be required to have access to R Studio (available here: <https://www.rstudio.com/products/rstudio/>). Please make sure you are running the most current version.

### **Multivariate Data Set**

Throughout the semester you will be working with a multivariate data set to complete the homework assignments and final project. You will select one data set from those that are listed on WebCourses to work with throughout the semester. Everyone will have a different data set. If you already have your own data or there is a data set that you would like to utilize instead of what is offered, then please see me.

### **Course Activities**

In general, the class will be divided into two parts. In the first half, I will lecture on the weekly multivariate statistical method and the associated R coding. In the second half of the class we will discuss relevant journal articles related to the method covered that week.

### **Assignment Details**

- 1) **Lab assignments – R Coding** (9 assignments, 10 points each): These assignments will be found on WebCourses in the module for the week they are due. They will open one week prior to the due date. You will upload each homework assignment through WebCourses by 11:59 pm EST on Sunday each week they are due.
- 2) **Data presentation** (6 assignments, 10 points each): In these homework assignments, you will apply the statistical method introduced that week to your multivariate data set and present the results as a brief (~ 10 min.) presentation either in R Markdown or PowerPoint. Depending on the topic, you

may present your results as figures, graphs and/or tables with the relevant statistics. What I will be grading is whether the statistic is applied correctly and how you presented the data. The goal of this exercise is to practice programming in R and to make you feel comfortable speaking about statistical methods.

- 3) Participation in student-led discussion (10 points each): Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each class a student will lead the class discussion about the topics covered in the assigned papers. The goal is for you to learn how to read *and* critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and well-executed. This skill takes time to develop, and I expect everyone to get better at it as class progresses. **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.

These discussions require **student participation**.

- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

- 4) Discussion leader (20 points each): Each of you will lead the class discussions on the assigned manuscripts several times during the semester. As a leader you will give a PowerPoint presentation summarizing the article and evaluating the application and presentation of the methods used in the paper. What are the methods? Is the methodology sound? Is it the appropriate method for the research question? Are the necessary statistics, figures and tables included? The assignment is to not only summarize the article but to also lead the discussion.

- Prepare at least **5 questions** for each article to ask your fellow students to stimulate discussion and **post these questions on the Discussion board in WebCourses several days before class. Students do not need to respond to the questions on WebCourses.**
- Begin with a summary of the paper's topics, methods, and results. Discussion leaders can make this a PowerPoint presentation, if they'd like.
- When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
- You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.
- Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.

- 5) Final project (250 points in total): For your final project you will design a research project based on the multivariate data set that you have chosen to work with throughout the semester. However, if there is another data set that you would like to work with then please speak to me first. The goal of this assignment is to learn how to design and undertake an independent research project. The final project will consist of the following parts:

- Approval of topic (10 points): Your proposed topic and a brief description of methods for analyzing data.

- Written plan of research (20 points): A research plan describing your topic, research question, hypotheses, and methods.
- Title and Abstract (50 points): a 250-word summary including research question, materials and methods, and results.
- Poster (100 points): a conference style poster that (1) defines the problem or states the central question being addressed; (2) indicates its importance; (3) describes methods; (4) provides supporting figures, tables and/or graphs; (4) states the results; and (5) considers the broader implications of the findings. It does not need to be printed but saved as a .pdf so that it can be viewed on the projector.
- Final presentation (70 points): an oral presentation of the poster (~ 15 min.). In this presentation you will walk us through the poster, describing your research question, methods, and all figures, tables, and results.

### Attendance/Participation

You should attend all lectures, complete all reading assignments, and take notes on lectures and reading material. Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class.

Class participation is essential. Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material. Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions. Participation is graded based on preparedness and ability to contribute to discussion.

### Late Assignments

Typically, I will not accept late homework assignments, unless there are special circumstances with documentation.

### Grading

Your grade in this course will be derived from lab participation, data and journal club presentations and your final project. See details on requirements and assignments below. There are no quizzes, tests or final exams in this course. Your grade will be calculated as follows:

Grade Category	Weight toward final grade
Lab assignments	10%
Data presentation	15%
Participation	25%
Discussion leader	20%
Final Project	30%
Total	100%

The following grading scale will be used in this course:

A	B	C	D	F
90-100%	80-89.9%	70-79.9%	60-69.9%	0-59.9%

## **Policy Statements**

### ***Rules of Conduct Statement***

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open R, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

### ***Unauthorized Use of Class Materials or Class Notes Statement***

Course 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. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

### ***Academic Integrity Statement***

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.

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

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### ***Campus Safety Statement***

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

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

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

### ***Deployed Active Duty Military Students 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.

### ***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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

### ***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:

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

### ***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 <https://letsbeclear.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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

### ***Unauthorized Use of Websites and Internet Resources***

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

### **COVID 19**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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](#). Masks are required in approved clinical or health care settings.

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

### ***Important Dates***

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.



### Course Schedule and Assignments

Date	Topics
<b>Week 1:</b> Jan. 10	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• The Scientific Method</li> <li>• Introduction to RStudio, R Markdown and statistics</li> <li>• <b>Lab Assignment 1 due Friday Jan. 14 – Financial Aid Requirement</b></li> <li>• <b>Lab Assignment 2 due Jan. 16</b></li> </ul>
<b>Week 2:</b> Jan. 17	<b>Martin Luther King Day – No Class</b> <ul style="list-style-type: none"> <li>• Reviewing R and Bivariate Statistics</li> <li>• How to design a research project; how to read and write a scientific paper; ethics in bioanthropology</li> <li>• <b>Lab Assignment 3 due Jan. 23</b></li> </ul>
<b>Week 3:</b> Jan. 24	<ul style="list-style-type: none"> <li>• Reviewing R and Bivariate Statistics</li> <li>• How to design a research project; how to read and write a scientific paper; ethics in bioanthropology</li> <li>• <b>Lab Assignment 4 due Jan. 30</b></li> </ul>
<b>Week 4:</b> Jan. 31	<ul style="list-style-type: none"> <li>• Multiple Regression and Generalized Linear Models</li> <li>• Transformations &amp; Missing Values</li> <li>• <b>Lab Assignment 5 due Feb. 6</b></li> <li>• <b>Final Project: Approval of Topic &amp; Dataset due Feb. 6</b></li> </ul>
<b>Week 5:</b> Feb. 7	<ul style="list-style-type: none"> <li>• Multiple Regression and Generalized Linear Models</li> <li>• Transformations &amp; Missing Values</li> <li>• <b>Lab Assignment 6 due Feb. 13</b></li> </ul>
<b>Week 6:</b> Feb. 14	<ul style="list-style-type: none"> <li>• Multiple Regression and Generalized Linear Models</li> <li>• Transformations &amp; Missing Values</li> <li>• <b>Data Presentation 1</b></li> </ul>
<b>Week 7:</b> Feb. 21	<ul style="list-style-type: none"> <li>• MANOVA and Discriminant Analysis</li> <li>• <b>Lab Assignment 7 due Feb. 27</b></li> </ul>
<b>Week 8:</b> Feb.28	<ul style="list-style-type: none"> <li>• MANOVA and Discriminant Analysis</li> <li>• <b>Data Presentation 2</b></li> <li>• <b>Final Project: Written plan for research proposal due March 6</b></li> </ul>
<b>Week 9:</b> March 7	<b>No Class - Spring Break</b>
<b>Week 10:</b> March 14	<ul style="list-style-type: none"> <li>• Principal Component Analysis</li> <li>• Tables &amp; Graphs</li> <li>• <b>Lab Assignment 8 due March 20</b></li> </ul>
<b>Week 11:</b> March 21	<b>AABAs</b> <ul style="list-style-type: none"> <li>• Principal Component Analysis</li> <li>• Tables &amp; Graphs</li> <li>• <b>Data Presentation 3</b></li> </ul>
<b>Week 12:</b> March 28	<ul style="list-style-type: none"> <li>• Correspondence analysis</li> <li>• <b>Data Presentation 4</b></li> <li>• <b>Final Project: Abstract Due April 3</b></li> </ul>
<b>Week 13:</b> April 4	<ul style="list-style-type: none"> <li>• Distances &amp; Scaling</li> <li>• <b>Lab Assignment 9 due April 10</b></li> </ul>
<b>Week 14:</b> April 11	<ul style="list-style-type: none"> <li>• Distances &amp; Scaling</li> <li>• <b>Data Presentation 5</b></li> </ul>

<b>Week 15:</b> April 18	<ul style="list-style-type: none"> <li>• Cluster Analysis</li> <li>• <b>Data Presentation 6</b></li> </ul>
<b>Week 16:</b> April 25	<b>Final Project: Posters &amp; in-class Presentations</b>

This syllabus is tentative and may change during the semester. It is your responsibility to come to class and check WebCourses for updates. Any changes to readings or assignments will be given in advance.

### Required Readings (Tentative List)

(Check WebCourses for updates. Any additions will be announced during the previous week.)

#### **Weeks 1, 2 & 3**

- Review Carlson Chapters 2-9
- Review Kabacoff Chapters 1, 2, & 7
- DiGangi, E. A., & Moore, M. K. (2013). Chapter 2 - Application of the Scientific Method to Skeletal Biology. In E. A. DiGangi & M. K. Moore (Eds.), *Research Methods in Human Skeletal Biology* (pp. 29-59). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-385189-5.00002-9>
- DiGangi, E. A., & Moore, M. K. (2013). Chapter 17 – Library Research, Presenting and Publishing. In E. A. DiGangi & M. K. Moore (Eds.), *Research Methods in Human Skeletal Biology* (pp. 483-506). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-385189-5.00002-9>
- Gastel, B. & Day, R.A. (2013) Chapter 1 – What is scientific writing? In B. Gastel & R.A. Day (Eds.), *How to Write and Publish a Scientific Paper* 8th Edition (pp. 3-5). Greenwood Press.
- Gastel, B. & Day, R.A. (2013) Chapter 4 – What is a scientific paper? In B. Gastel & R.A. Day (Eds.), *How to Write and Publish a Scientific Paper* 8th Edition (pp. 18-23). Greenwood Press.
- Marks, J. (2012). Why be against Darwin? Creationism, racism, and the roots of anthropology. *Am J Phys Anthropol*, 149 Suppl 55, 95-104. <https://doi.org/10.1002/ajpa.22163>
- Peregrine, P., Moses, Y. T., Goodman, A., Lamphere, L., & Peacock, J. L. (2012). What Is Science in Anthropology? *American Anthropologist*, 114(4), 593-597. <https://doi.org/10.1111/j.1548-1433.2012.01510.x>
- Turner, T. R., Wagner, J. K., & Cabana, G. S. (2018). Ethics in biological anthropology. *Am J Phys Anthropol*, 165(4), 939-951. <https://doi.org/10.1002/ajpa.23367>

#### **Week 4, 5 & 6**

- Carlson Chapters 6,7,9, & 10
- Kabacoff Chapters 8 & 13
- Baab, K. L., Copes, L. E., Ward, D. L., Wells, N., & Grine, F. E. (2018). Using modern human cortical bone distribution to test the systemic robusticity hypothesis. *J Hum Evol*, 119, 64-82. <https://doi.org/10.1016/j.jhevol.2018.03.003>
- Byers, S., Akoshima, K., & Curran, B. (1989). Determination of adult stature from metatarsal length. *Am J Phys Anthropol*, 79(3), 275-279. <https://doi.org/10.1002/ajpa.1330790303>
- Carey, J. W., & Steegmann, A. T. (1981). Human nasal protrusion, latitude, and climate. *American Journal of Physical Anthropology*, 56(3), 313-319. <https://doi.org/10.1002/ajpa.1330560312>
- Hanihara, K., & Suzuki, T. (1978). Estimation of age from the pubic symphysis by means of multiple regression analysis. *Am J Phys Anthropol*, 48(2), 233-239. <https://doi.org/10.1002/ajpa.1330480218>

- Igarashi, Y., Uesu, K., Wakebe, T., & Kanazawa, E. (2005). New method for estimation of adult skeletal age at death from the morphology of the auricular surface of the ilium. *Am J Phys Anthropol*, 128(2), 324-339. <https://doi.org/10.1002/ajpa.20081>
- Milella, M., Belcastro, M. G., Mariotti, V., & Nikita, E. (2020). Estimation of adult age-at-death from enthesal robusticity: A test using an identified Italian skeletal collection. *Am J Phys Anthropol*, 173(1), 190-199. <https://doi.org/10.1002/ajpa.24083>
- Walker, C. S., Yapuncich, G. S., Sridhar, S., Cameron, N., & Churchill, S. E. (2018). Evaluating morphometric body mass prediction equations with a juvenile human test sample: accuracy and applicability to small-bodied hominins. *J Hum Evol*, 115, 65-77. <https://doi.org/10.1016/j.jhevol.2017.03.009>

### *Weeks 7, 8 & 9*

- Carlson Chapters 8 & 11
- Kabacoff Chapters 7 & 9
- Athreya, S., & Wu, X. (2017). A multivariate assessment of the Dali hominin cranium from China: Morphological affinities and implications for Pleistocene evolution in East Asia. *Am J Phys Anthropol*, 164(4), 679-701. <https://doi.org/10.1002/ajpa.23305>
- Balolia, K. L., Jakeman, E. C., Massey, J. S., Groves, C., & Wood, B. (2020). Mandibular corpus shape is a taxonomic indicator in extant hominids. *Am J Phys Anthropol*, 172(1), 25-40. <https://doi.org/10.1002/ajpa.24030>
- Bartholdy, B. P., Sandoval, E., Hoogland, M. L. P., & Schrader, S. A. (2020). Getting Rid of Dichotomous Sex Estimations: Why Logistic Regression Should be Preferred Over Discriminant Function Analysis. *J Forensic Sci*, 65(5), 1685-1691. <https://doi.org/10.1111/1556-4029.14482>
- D'Anastasio, R., Viciano, J., Di Nicola, M., Cesana, D. T., Sciubba, M., Del Cimmuto, M., Paolucci, A., Fazio, A., & Capasso, L. (2014). Estimation of sex from the hyoid body in skeletal individuals from archeological sites. *Homo*, 65(4), 311-321. <https://doi.org/10.1016/j.jchb.2014.01.002>
- Garcia-Campos, C., Martinon-Torres, M., Martinez de Pinillos, M., Modesto-Mata, M., Martin-Frances, L., Perea-Perez, B., Zanolli, C., & Bermudez de Castro, J. M. (2018). Modern humans sex estimation through dental tissue patterns of maxillary canines. *Am J Phys Anthropol*, 167(4), 914-923. <https://doi.org/10.1002/ajpa.23715>
- Kovarovic, K., Aiello, L. C., Cardini, A., & Lockwood, C. A. (2011). Discriminant function analyses in archaeology: are classification rates too good to be true? *Journal of archaeological science*, 38(11), 3006-3018. <https://doi.org/10.1016/j.jas.2011.06.028>
- Lewis, C. J., & Garvin, H. M. (2016). Reliability of the Walker Cranial Nonmetric Method and Implications for Sex Estimation. *J Forensic Sci*, 61(3), 743-751. <https://doi.org/10.1111/1556-4029.13013>
- Rmoutilova, R., Guyomarc'h, P., Veleminsky, P., Sefcakova, A., Samsel, M., Santos, F., Maureille, B., & Bruzek, J. (2018). Virtual reconstruction of the Upper Palaeolithic skull from Zlaty Kun, Czech Republic: Sex assessment and morphological affinity. *PLoS One*, 13(8), e0201431. <https://doi.org/10.1371/journal.pone.0201431>
- Santos, F., Guyomarc'h, P., & Bruzek, J. (2014). Statistical sex determination from craniometrics: Comparison of linear discriminant analysis, logistic regression, and support vector machines. *Forensic Sci Int*, 245, 204 e201-208. <https://doi.org/10.1016/j.forsciint.2014.10.010>
- Papaioannou, V. A., Kranioti, E. F., Joveneaux, P., Nathana, D., & Michalodimitrakis, M. (2012). Sexual dimorphism of the scapula and the clavicle in a contemporary Greek population: applications in forensic identification. *Forensic Sci Int*, 217(1-3), 231 e231-237. <https://doi.org/10.1016/j.forsciint.2011.11.010>

- Walker, P. L. (2008). Sexing skulls using discriminant function analysis of visually assessed traits. *Am J Phys Anthropol*, 136(1), 39-50. <https://doi.org/10.1002/ajpa.20776>

### **Weeks 10 & 11**

- Carlson Chapters 4, 5 & 12
- Kabacoff Chapters 3, 6, & 14
- Bailey, S. E., Sorrentino, R., Mancuso, G., Hublin, J. J., & Benazzi, S. (2020). Taxonomic differences in deciduous lower first molar crown outlines of *Homo sapiens* and *Homo neanderthalensis*. *J Hum Evol*, 147, 102864. <https://doi.org/10.1016/j.jhevol.2020.102864>
- Fernee, C., Zakrzewski, S., & Robson Brown, K. (2021). Dimorphism in dental tissues: Sex differences in archaeological individuals for multiple tooth types. *Am J Phys Anthropol*, 175(1), 106-127. <https://doi.org/10.1002/ajpa.24174>
- Kramer, R. T., King, C. L., Buckley, H. R., Jaouen, K., Boyd, D. A., Kiko, L., Trost, M., Petchey, F., & Kinaston, R. L. (2021). Strontium ((87) Sr/(86) Sr) isotope analysis of the Namu skeletal assemblage: A study of past human migration on Taumako, a Polynesian Outlier in the eastern Solomon Islands. *Am J Phys Anthropol*, 174(3), 479-499. <https://doi.org/10.1002/ajpa.24179>
- Paula Menendez, L. (2018). Moderate climate signature in cranial anatomy of late holocene human populations from Southern South America. *Am J Phys Anthropol*, 165(2), 309-326. <https://doi.org/10.1002/ajpa.23355>
- Natahi, S., Coquerelle, M., Pereira, G., & Bayle, P. (2019). Neurocranial shape variation among Tarascan populations: Evidence for varying degrees in artificially modified crania in pre-Hispanic West Mexico (1200-1400 AD). *Am J Phys Anthropol*, 170(3), 418-432. <https://doi.org/10.1002/ajpa.23917>
- Neubauer, S., Hublin, J. J., & Gunz, P. (2018). The evolution of modern human brain shape. *Sci Adv*, 4(1), eaao5961. <https://doi.org/10.1126/sciadv.aao5961>
- Windhager, S., Mitteroecker, P., Rusic, I., Lauc, T., Polasek, O., & Schaefer, K. (2019). Facial aging trajectories: A common shape pattern in male and female faces is disrupted after menopause. *Am J Phys Anthropol*, 169(4), 678-688. <https://doi.org/10.1002/ajpa.23878>
- Yong, R., Ranjitkar, S., Lekkas, D., Halazonetis, D., Evans, A., Brook, A., & Townsend, G. (2018). Three-dimensional (3D) geometric morphometric analysis of human premolars to assess sexual dimorphism and biological ancestry in Australian populations. *Am J Phys Anthropol*, 166(2), 373-385. <https://doi.org/10.1002/ajpa.23438>

### **Week 12**

- Carlson Chapters 9 & 13
- Kabacoff Chapter 7
- Kilroy, G. S., Tallman, S. D., & DiGangi, E. A. (2020). Secular change in morphological cranial and mandibular trait frequencies in European Americans born 1824-1987. *Am J Phys Anthropol*, 173(3), 589-605. <https://doi.org/10.1002/ajpa.24115>
- Kovarovic, K., Slepko, R., & McNulty, K. P. (2013). Ecological continuity between Lower and Upper Bed II, Olduvai Gorge, Tanzania. *J Hum Evol*, 64(6), 538-555. <https://doi.org/10.1016/j.jhevol.2013.02.010>
- Willman, J. C., Shackelford, L., & Demeter, F. (2016). Incisor ablation among the late upper paleolithic people of Tam Hang (Northern Laos): Social identity, mortuary practice, and oral health. *American Journal of Physical Anthropology*, 160(3), 519-528. <https://doi.org/10.1002/ajpa.22988>

## **Weeks 13 & 14**

- Carlson Chapter 14
- Allen, K. G., & von Cramon-Taubadel, N. (2017). A craniometric analysis of early modern Romania and Hungary: The roles of migration and conversion in shaping European Ottoman population history. *Am J Phys Anthropol*, 164(3), 477-487. <https://doi.org/10.1002/ajpa.23287>
- Evteev, A. A., & Grosheva, A. N. (2019). Nasal cavity and maxillary sinuses form variation among modern humans of Asian descent. *Am J Phys Anthropol*, 169(3), 513-525. <https://doi.org/10.1002/ajpa.23841>
- González-José, R., Van Der Molen, S., González-Pérez, E., & Hernández, M. (2004). Patterns of phenotypic covariation and correlation in modern humans as viewed from morphological integration. *Am J Phys Anthropol*, 123(1), 69-77. <https://doi.org/10.1002/ajpa.10302>
- Gross, J. M., & Edgar, H. J. H. (2021). Geographic and temporal diversity in dental morphology reflects a history of admixture, isolation, and drift in African Americans. *Am J Phys Anthropol*, 175(2), 497-505. <https://doi.org/10.1002/ajpa.24258>
- Hanihara, T., Ishida, H., & Dodo, Y. (2003). Characterization of biological diversity through analysis of discrete cranial traits. *Am J Phys Anthropol*, 121(3), 241-251. <https://doi.org/10.1002/ajpa.10233>
- Nikita, E. (2015). A critical review of the mean measure of divergence and Mahalanobis distances using artificial data and new approaches to the estimation of biodistances employing nonmetric traits. *Am J Phys Anthropol*, 157(2), 284-294. <https://doi.org/10.1002/ajpa.22708>
- Novackova, J., Cizkova, M., Mokhtar, M. G., Duda, P., Stenzl, V., Triska, P., Hofmanova, Z., & Cerny, V. (2020). Subsistence strategy was the main factor driving population differentiation in the bidirectional corridor of the African Sahel. *Am J Phys Anthropol*, 171(3), 496-508. <https://doi.org/10.1002/ajpa.24001>
- Relethford, J. H., & Smith, F. H. (2018). Cranial measures and ancient DNA both show greater similarity of Neandertals to recent modern Eurasians than to recent modern sub-Saharan Africans. *Am J Phys Anthropol*, 166(1), 170-178. <https://doi.org/10.1002/ajpa.23413>
- Turbon, D., Arenas, C., & Cuadras, C. M. (2017). Fuegian crania and the circum-Pacific rim variation. *Am J Phys Anthropol*, 163(2), 295-316. <https://doi.org/10.1002/ajpa.23207>

## **Week 15**

- Carlson Chapter 15
- Kabacoff Chapter 16
- Algee-Hewitt, B. F. (2016). Population inference from contemporary American craniometrics. *Am J Phys Anthropol*, 160(4), 604-624. <https://doi.org/10.1002/ajpa.22959>
- Herrera, B., Peart, D., Hernandez, N., Spradley, K., & Hubbe, M. (2017). Morphological variation among late holocene Mexicans: Implications for discussions about the human occupation of the Americas. *Am J Phys Anthropol*, 163(1), 75-84. <https://doi.org/10.1002/ajpa.23186>
- Mounier, A., Marchal, F., & Condemi, S. (2009). Is Homo heidelbergensis a distinct species? New insight on the Mauer mandible. *J Hum Evol*, 56(3), 219-246. <https://doi.org/10.1016/j.jhevol.2008.12.006>
- Schmidt, C. W., Remy, A., Van Sessen, R., Willman, J., Krueger, K., Scott, R., Mahoney, P., Beach, J., McKinley, J., D'Anastasio, R., Chiu, L., Buzon, M., De Gregory, J. R., Sheridan, S., Eng, J., Watson, J., Klaus, H., Da-Gloria, P., Wilson, J., . . . Herrmann, N. (2019). Dental microwear texture analysis of Homo sapiens sapiens: Foragers, farmers, and pastoralists. *Am J Phys Anthropol*, 169(2), 207-226. <https://doi.org/10.1002/ajpa.23815>

- Sutter, R. C., & Verano, J. W. (2007). Biodistance analysis of the Moche sacrificial victims from Huaca de la Luna plaza 3C: Matrix method test of their origins. *Am J Phys Anthropol*, 132(2), 193-206. <https://doi.org/10.1002/ajpa.20514>