

# Course Syllabus

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# General Anthropology

## Fall 2022

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

## Course Information

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

## Professor Contact

<b>Instructor:</b>	Dr. Michael Callaghan
<b>Main office:</b>	Howard Phillips Hall 409L
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<b>Office Hours</b>	T, TH 9-10:30 and by appt.
<b>E-mail:</b>	michael.callaghan@ucf.edu

## University Catalog Description

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

## *What is this course about?*

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

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

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

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

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

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

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

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

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

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

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

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

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

## *What reading materials and supplies will I need?*

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

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

Open Educational Resources include:

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

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

## *How should I plan my time for this course?*

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

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

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

## *How do I get started in the course?*

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

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

# *What are the course requirements?*

## Summary

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

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

## Academic Activity Assessment (week 1 only)

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

## Modules

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

## Readings

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

## Class Lectures (Attendance mandatory, but not taken)

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

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

## Reading Quizzes (20% of final grade)

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

## Online Assignments (20% of final grade)

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

## Online Exams (60% of final grade)

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

## *How will I be evaluated and graded?*

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

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

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

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

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

The screenshot shows a question interface with the following elements:

- Question 8** (Title)
- 1 / 1 pts** (Score indicator, highlighted by a blue arrow)
- Question text: "Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:"
- You Answered** (Red arrow pointing to the student's answer)
- Student's answer: "mtDNA lineage ( Mitochondrial Eve)" (highlighted by a red box)
- Correct Answers** (Grey arrow pointing to the correct answer)
- Correct answer: "mtDNA"

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

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

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

## *What if I'm part of an authorized activity?*

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

## *What if I'm making a religious observance?*

*Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:*

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

## *What if I'm actively deployed in the military?*

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

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

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

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



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

## *Is there Extra Credit?*

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

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

**FINAL GRADES ARE FINAL.**

## *Are there any COVID-19 protocols for this course?*

Students who believe they may have a COVID-19 diagnosis should not come to class if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. CDC guidance for COVID-19 symptoms is located here: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

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

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

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

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

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

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

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

## *How is respect for diversity maintained?*

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> (<http://oie.ucf.edu/>) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) (<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/>)
- 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/>)

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

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

## *How is academic integrity maintained?*

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

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

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

violating rules, policies, and instructions within the course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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

## *How do I communicate with the professor or GTA?*

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

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

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

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble:

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

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

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

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



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



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

## *Will I be monitored during quizzes and exams?*

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

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

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

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

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

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

### Copyright

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

### Unauthorized use of websites and internet resources

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

### Unauthorized use of technology for graded work

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

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

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

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

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

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

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

## Unauthorized distribution of class notes

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

Recommendations for success in this course include coming to class on a routine basis, visiting me

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

## Can I record class lectures (FL HB 233)?

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

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

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

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

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with



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

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

## *What if there is an Emergency on campus?*

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

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

## *What is the course lecture and assignment schedule?*

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

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

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


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










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



	What's it like to find Fossil Hominids?	<a href="#"><i>homo-naledi-raises-questions-about-how-humans-evolved/</i></a> <a href="#"><i>Film: Dawn of Humanity (https://www.youtube.com/watch?v=RzLJAa5X4Fo)</i></a> <a href="#">(%24CANVAS_COURSE_REFERENCE%24/file_ref/gdb8431f2cf5ffc4bdf93e2ed52dwrap=1)</a>
6	Are Humans still Evolving and are there Human "Races"?	<a href="#">Callaghan and Williams (chapter 3)</a>
	<b>Exam 1</b>	
7	How do we do Archaeology?	<a href="#">Callaghan and Williams (chapter 5)</a>
	Where did Ancient States Come from and were they Inevitable?	<a href="#">Callaghan and Williams (chapter 6, pp. 169-186)</a>
8	What did the Ancient Maya believe?	<a href="#">Callaghan and Williams (chapter 6, pp. 186-197)</a>
	What was life like for the Ancient Maya, and where did they go?	<a href="#">Callaghan and Williams (chapter 6, pp. 197-210)</a> ( <a href="https://www.dailymotion.com">https://www.dailymotion.com</a>
9	How did Archaeologists Decipher Maya Hieroglyphs?	<a href="#">Film: (https://www.dailymotion.com/video/x5ihx72) <i>Cracking the Maya Code</i></a> ( <a href="https://www.dailymotion.com/video/x5ihx72">https://www.dailymotion.com/video/x5ihx72</a> )
	What is Human Language?	<a href="#">Perspectives (Language)</a>
10	Why is the Sapir-Whorf Hypothesis still important?	<a href="#">Thomson (1975)</a>
	Why do we Miscommunicate	

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

# Course Summary:

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

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

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

# ANT2000-22Fall 0W60

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## ANT2000 General Anthropology Fall 2022

### Course Information

**Course name:** General Anthropology

**Course ID:** ANT 2000 (AW60)

**Credit hours:** 3.0 hours

**Semester/year:** Fall 2022

**Location/time:** W - World Wide Web

This syllabus is subject to change in response to unforeseen circumstances.

### Professor Contact:

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309 (occasionally 355 Research 1)**
- Virtual Office Hours: **Monday and Wednesday mornings 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- **Course GTA:** Peter Mercier [peter.mercier@ucf.edu](mailto:peter.mercier@ucf.edu) (<mailto:peter.mercier@ucf.edu>)  
**GTA hours:** TBA
- Please only email from me or your TA using **your Knights account** or from the Webcourses email client. We cannot respond to any academic related inquiry via a non-UCF email account.)

### Course Description

Catalog description: An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None

### What is this course about?

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. This course is fully online and will not meet at a scheduled time, thus asynchronous. You will be self-paced, but please be aware of Quiz, Assignment, and Exam deadlines.

### Student Learning Outcomes



You will learn anthropologists research and explain humanity in the past and the present. When you leave this course, you will have a greater understanding and appreciation of peoples and cultures around the globe, including your own. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

### What Skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and mass media statements about human behavioral and biological diversity and similarity both past and present. After completing the course, you should be able to:

- \*Demonstrate core skills of inquiry, analysis, with critical and creative thinking.
- \*Demonstrate skills in information literacy and critique.
- \*Provide opinions and factual information through written and oral communication.
- \*Apply intercultural knowledge in various contexts.
- \*Participate in teamwork and problem solving activities in an effective manner.
- \*Understand the importance of civic engagement on a local and global scale

### Required Texts

Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbooks.

Your textbooks are FREE and OPEN SOURCE. You will not be required to purchase anything for this class. Readings are available here for download and links will be provided to the readings within the course modules.

[Perspectives: An Open Invitation to Cultural Anthropology \(Links to an external site.\) \(https://perspectives.americananthro.org/\)](https://perspectives.americananthro.org/), by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017

[Exploring our World: Biological and Archaeological Essentials for General Anthropology \(Links to an external site.\) \(https://stars.library.ucf.edu/oer/5/\)](https://stars.library.ucf.edu/oer/5/), by Michael Callaghan and Lana Williams, 2020

**Other tools/items needed: None**

### Course Requirements

There are 15 modules to be completed *in sequence*. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed **on or before their due dates.**

### Evaluation and Grading

Item	Total Points
Exams (3 @ 100 points each)	300
Essays/Response Papers (4 @ 25 points each)	100
Reading Quizzes (15 @ 10 points each)	150
Total Points	<b>550</b>

Exams (3 @ 100 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials.

#### Essays and Response Papers (4 @ 25 points each)

Four short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper around 500 words, but see each assignments individual requirements, and be free of spelling or grammar errors. You must use an accepted method for citation of sources when needed, i.e., MLA, APA, Chicago, as long as you are consistent in each assignment. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

#### Quizzes (15 @ 10 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will *negatively* affect your final grade.

#### Grading Scale

##### **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 61.0%
F	< 61.0 % to 0.0%

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and*

*rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

### **Attendance/Participation and Missed Assignments**

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 and opening closed modules, quizzes, or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance.

For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>Links to an external site. (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>)>.

2) 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>Links to an external site. (<https://policies.ucf.edu/documents/4-401.pdf>)>

3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.

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.**

### **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.**

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

All examinations are worth the same amount toward your final grade, including the final exam.

**Please Note:** Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

### **A Note on Due Dates -a reiteration**

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency.**

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

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation

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

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

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

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

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

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

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

### **Unauthorized Distribution of Class Notes and Materials**

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

### **Turnitin.com**

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

### **Policy Statements**

#### **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.

#### **Campus Safety Statement for Students in Online-Only Courses**

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[<https://my.ucf.edu/Links to an external site. \(https://my.ucf.edu\)>](https://my.ucf.edu/Links%20to%20an%20external%20site.%20(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.

## Diversity and Inclusion

In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in 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, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct. If you have questions about what may be appropriate you may contact the professor.

If there are aspects of the design, instruction, and/or experiences with other students in this course that result in barriers to your inclusion please notify the instructor as soon as possible. The following are some resources for diversity and inclusion at UCF and if you need help understanding or navigating them feel free to contact your professor:

- Title IX – OIE – [& askanadvocate@ucf.edu \(mailto:askanadvocate@ucf.edu\)](http://oie.ucf.edu/Links%20to%20an%20external%20site.%20(http://oie.ucf.edu))
- Disability Accommodation – Student Accessibility Services – [& sas@ucf.edu \(mailto:sas@ucf.edu\)](http://sas.sdes.ucf.edu/Links%20to%20an%20external%20site.%20(http://sas.sdes.ucf.edu))
- Diversity and Inclusion Training and Events – [& diversity.ucf.edu/Links to an external site. \(http://www.diversity.ucf.edu/\)](http://www.diversity.ucf.edu/Links%20to%20an%20external%20site.%20(http://www.diversity.ucf.edu))
- Student Bias Grievances – Just Knights response team – [& http://jkrt.sdes.ucf.edu/Links to an external site. \(http://jkrt.sdes.ucf.edu/\)](http://jkrt.sdes.ucf.edu/Links%20to%20an%20external%20site.%20(http://jkrt.sdes.ucf.edu))
- UCF Compliance and Ethics Office – [& complianceandethics@ucf.edu \(mailto:complianceandethics@ucf.edu\)](http://compliance.ucf.edu/Links%20to%20an%20external%20site.%20(http://compliance.ucf.edu))
- Ombuds Office – [& http://www.ombuds.ucf.edu/Links to an external site. \(http://www.ombuds.ucf.edu/\)](http://www.ombuds.ucf.edu/Links%20to%20an%20external%20site.%20(http://www.ombuds.ucf.edu))
- UCF Office of Diversity and Inclusion - [& https://diversity.cecs.ucf.edu/#scholarshipLinks to an external site. \(https://diversity.cecs.ucf.edu/#scholarship\)](https://diversity.cecs.ucf.edu/#scholarshipLinks%20to%20an%20external%20site.%20(https://diversity.cecs.ucf.edu/#scholarship))

The following are resources to promote diversity and inclusion in the field of Anthropology, again, please reach out with any questions:

Research Opportunities for Underrepresented groups through NSF REU [https://www.nsf.gov/crssprgm/reu/list\\_result.jsp?unitid=5054](https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054) (Links to an external site.) (https://www.nsf.gov/crssprgm/reu/list\_result.jsp?unitid=5054)

SAA Travel Scholarship for Underrepresented Groups <https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships> (Links to an external site.) (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships)

SAA Native American Scholarship	<a href="https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund">https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund</a> (Links to an external site.) (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)
Black Trowel Collective Microgrants	<a href="https://blacktrowelcollective.wordpress.com/">https://blacktrowelcollective.wordpress.com/</a> (Links to an external site.) (https://blacktrowelcollective.wordpress.com/)
AIA Travel Grant	<a href="https://www.archaeological.org/grant/diversity-student-travel/">https://www.archaeological.org/grant/diversity-student-travel/</a> (Links to an external site.) (https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	<a href="https://www.archaeological.org/grant/waldbaum-scholarship/">https://www.archaeological.org/grant/waldbaum-scholarship/</a> (Links to an external site.) (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	<a href="https://www.americanarchaeologyabroad.org/scholarships">https://www.americanarchaeologyabroad.org/scholarships</a> (Links to an external site.) (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	<a href="https://ifrglobal.org/students/scholarships/">https://ifrglobal.org/students/scholarships/</a> (Links to an external site.) (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	<a href="https://www.smithsonianofi.com/minority-internship-program/">https://www.smithsonianofi.com/minority-internship-program/</a> (Links to an external site.) (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	<a href="https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award">https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award</a> (Links to an external site.) (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	<a href="https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621">https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621</a> (Links to an external site.) (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	<a href="https://sites.nationalacademies.org/PGA/FordFellowships/index.htm">https://sites.nationalacademies.org/PGA/FordFellowships/index.htm</a> (Links to an external site.) (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)

Florida Education Fund McKnight Doctoral Fellowship <https://www.fefonline.org/mdf.html> (Links to an external site.) (<https://www.fefonline.org/mdf.html>)

Association of Black Anthropologists John Gwaltney Scholarship <http://aba.americananthro.org/the-gwaltney-scholarship-fund> (Links to an external site.) (<http://aba.americananthro.org/the-gwaltney-scholarship-fund/>)

Association of Black Anthropologists Johnnetta B. Cole Student Travel Award <http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award> (Links to an external site.) (<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/>)

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <[https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site. \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/Links-to-an-external-site.(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/Links to an external site. \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/Links-to-an-external-site.(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/Links to an external site. \(http://sas.sdes.ucf.edu/\)>](http://sas.sdes.ucf.edu/Links%20to%20an%20external%20site.%20(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.pdfLinks to an external site. \(https://policies.ucf.edu/documents/4-401.pdf\)>](https://policies.ucf.edu/documents/4-401.pdfLinks%20to%20an%20external%20site.%20(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.pdfLinks to an external site. \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)>](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdfLinks%20to%20an%20external%20site.%20(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.

### **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 \(Links to an external site.\) \(http://ucfcares.com\)](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/Links to an external site. \(http://uwc.cah.ucf.edu/\)>](http://uwc.cah.ucf.edu/Links%20to%20an%20external%20site.%20(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.

### Syllabus Content Subject to Change

## Course Summary:

Date	Details	Due
Fri Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694985">Quiz 1: Academic Engagement and Perspectives Chapter 1</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694985">https://webcourses.ucf.edu/courses/1417898/assignments/7694985</a> )	due by 11:59pm
Tue Aug 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695001">Quiz 6</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695001">https://webcourses.ucf.edu/courses/1417898/assignments/7695001</a> )	due by 11:59pm
Fri Sep 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695008">Quiz 2</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695008">https://webcourses.ucf.edu/courses/1417898/assignments/7695008</a> )	due by 11:59pm
Fri Sep 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695025">Quiz 3</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695025">https://webcourses.ucf.edu/courses/1417898/assignments/7695025</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694994">Quiz 4</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694994">https://webcourses.ucf.edu/courses/1417898/assignments/7694994</a> )	due by 11:59pm
Mon Sep 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695029">Assignment 1 Apes</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695029">https://webcourses.ucf.edu/courses/1417898/assignments/7695029</a> )	due by 11:59pm
Fri Sep 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694997">Quiz 5</a> ( <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694997">https://webcourses.ucf.edu/courses/1417898/assignments/7694997</a> )	due by 11:59pm

Date	Details	Due
Wed Sep 28, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694987">Exam 1 (https://webcourses.ucf.edu/courses/1417898/assignments/7694987)</a>	due by 11:59pm
Fri Oct 7, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695026">Quiz 7 (https://webcourses.ucf.edu/courses/1417898/assignments/7695026)</a>	due by 11:59pm
Fri Oct 14, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694999">Quiz 8 (https://webcourses.ucf.edu/courses/1417898/assignments/7694999)</a>	due by 11:59pm
Fri Oct 21, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694981">Quiz 9 (https://webcourses.ucf.edu/courses/1417898/assignments/7694981)</a>	due by 11:59pm
Mon Oct 24, 2022	📄 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695030">Assignment 2 Self Ethnography (https://webcourses.ucf.edu/courses/1417898/assignments/7695030)</a>	due by 11:59pm
Fri Oct 28, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695027">Quiz 10 (https://webcourses.ucf.edu/courses/1417898/assignments/7695027)</a>	due by 11:59pm
Fri Nov 4, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695007">Quiz 11 (https://webcourses.ucf.edu/courses/1417898/assignments/7695007)</a>	due by 11:59pm
Wed Nov 9, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695000">Exam 2 (https://webcourses.ucf.edu/courses/1417898/assignments/7695000)</a>	due by 11:59pm
Mon Nov 14, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694983">Quiz 12 (https://webcourses.ucf.edu/courses/1417898/assignments/7694983)</a>	due by 11:59pm
Fri Nov 18, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7694992">Quiz 13 (https://webcourses.ucf.edu/courses/1417898/assignments/7694992)</a>	due by 11:59pm
Mon Nov 21, 2022	📄 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695031">Assignment 3 Heteronormativity (https://webcourses.ucf.edu/courses/1417898/assignments/7695031)</a>	due by 11:59pm
Mon Nov 28, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695016">Quiz 14 (https://webcourses.ucf.edu/courses/1417898/assignments/7695016)</a>	due by 11:59pm
Fri Dec 2, 2022	📄 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695032">Assignment 4 - Global Shopper (https://webcourses.ucf.edu/courses/1417898/assignments/7695032)</a>	due by 11:59pm
	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695028">Quiz 15 (https://webcourses.ucf.edu/courses/1417898/assignments/7695028)</a>	due by 11:59pm
Sat Dec 10, 2022	🔗 <a href="https://webcourses.ucf.edu/courses/1417898/assignments/7695004">Exam 3 (https://webcourses.ucf.edu/courses/1417898/assignments/7695004)</a>	due by 11:59pm

## Syllabus Fall 2022

Welcome to Ant 2000H Fall 2022

To access the class you can use either MyUcf or [webcourses@ucf.edu](mailto:webcourses@ucf.edu)

Within the weeks you will see what kind of assignments you must do.

To do an assignment go to the assignments button on the class home page and pick from the list of assignments which one you are supposed to do and click it.

### Syllabus

Instructor: Vance Geiger, PhD

Office Hours: M, T, W, TH 12 -2

Office: Howard Philipps Hall 311C

Office Phone: 407-823-3779

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

Class – face to face TA 0222

### Texts

The Pithouses of Keatley Creek by Hayden – available as a pdf in the class website

Callaghan and Williams – available as a pdf in the class website

Perspectives: An Introduction to Cultural Anthropology – available in the class website

A War of Witches available as pdf

To Be Clear – All required texts are available as pdf's in the class website.

### Explanations for Texts:

Keatley Creek is an archaeology case study that provides a good example of how archaeology is done and how archaeologists reach their conclusions

Callaghan and Williams is an introduction to physical anthropology and archaeology.

Perspectives is an introduction to cultural anthropology

A War of Witches, is an ethnography that illustrates points made in the cultural anthropology section of the course.

Grading: Three 100 point exams = 300 points

17 On-line Assignments (one is worth 20) = 180 points

Total Possible: 480 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

### Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit. There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

### Grading

**On-Line Exams:** The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have two hours to complete it. At the end of three hours it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when you instructor gives them in face-to-face classes), but you get two hours.

There are three regular exams in the course. There is also a Make Up Exam that will open on the Saturday after the last day of class – The Make Up Exam is to make up a missed exam (Exam 1, Exam 2 or Exam 3) and to provide students an opportunity, if they choose to improve their exam score (if they have taken Exam 1, 2 and Exam 3).

**On-Line Assignments:** the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the assignment.

There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them.

Late assignments will receive 1/2 credit.

**Warning:** Do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

**Important note:** Do not use attachments to do the assignments.

**Important note - NEVER USE PAGES!!!! PAGES IS UNREADABLE IN CANVAS.**

## Academic Integrity

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

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

## Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and

examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

#### Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

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

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 Accessibility Statement

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

#### Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

\* In case of an emergency, dial 911 for assistance.

\* Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

- \* Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- \* If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (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 [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- \* If you have a special need related to emergency situations, please speak with me during office hours.
- \* Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

#### Deployed Active Duty Military Students

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

#### Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance.

#### Student Responsibilities (some of these apply only to online courses, but others apply to all courses)

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on

the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

## Schedule

Week 1: 8/22:

Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, Callaghan and Williams chapter 1

Syllabus quiz due 8/26

Week 1 assignments due 8/29

Week 2: 8/29



Development of Evolutionary Theory, Inheritance and Microevolution, Primate Evolution and Fossil Primates .

Reading: Section 2 online material, Callaghan and Williams chapter 2

Week 2 assignment due 9/5

Week 3: 9/5 Hominid Evolution.

Reading: Section 3 online material, Callaghan and Williams chapter 4

Week 3 assignment due 9/12

Week 4: 9/12 Homo Habilis and Homo Erectus.

Reading: Section 4 online material, Callaghan and Williams chapter 4

Week 4 assignment due 9/19

Week 5: 9/19 Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Week 5 assignment due 9/26

Exam 1 9/24 8 am – 9 /26 11 55 pm

Week 6: 9/26 Modern Human Diversity and the Issue of Race.

Reading: Section 6 online material, Callaghan and Williams chapter 3

Week 6 assignment due 10/3

Week 7: 10/3 Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

Reading: Section 7 online material, Callaghan and Williams chapter 5

Week 7 assignment due 10/10

Week 8: 10/10 Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Week 8 assignment due 10/17

Week 9: 10/17 Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Week 9 assignment due 10/24

Week 10: 10/24 Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Week 10 assignment due 10/31

Exam 2 10/29 8 am – 10/31 11 55 pm

Week 11:10/31 Economics

Reading: online material, Perspectives chapter 6

Begin reading "A War of Witches"

Week 11 assignment due 11/7

Week 12 11/7 Religion and (online material)

Reading: Section 12 online material, Perspectives chapter 11, A War of Witches

Week 12 assignment due 11/14

Week 13: 11/14 Cultural change

Reading: section 13 online material

Week 13 assignment due 11/21

Week 14: 11/21 Applied Anthropology – Refugees

Reading: Online material, chapter 18 in Perspectives

Week 14 assignment due 11/28

Week 15 11/28 Globalization

Week 15 assignment 12/2

Exam 3 12/1 8 am – 12/2 11 55 pm

12/2 Last day of class all assignments on-time or late due 11 55 pm

Make Up Exam 12/3 8 am – 12/4 11 55 pm

**ANT 2000 General Anthropology**  
**Section 0003**  
**Fall 2022 (3 credits)**

**1. Course Information**

Room: HS1 0112

Modality: Face to Face

Dates: August 22-December 6, 2022

Class Times: Tuesdays / Thursdays 1:30-2:45 pm

Prerequisites: None

Final Exam Time: Tuesday 12/6 from 1:00-3:50 pm in our normal classroom.

**2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

**2a. Contacting the professor:**

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

- - Mondays: 1:00-3:30 pm.
  - Tuesdays: 12:00-1:15 pm.
  - Wednesdays: 9:00-10:15 am.

In office hours you can review your exams and ask questions about the material or anthropology in general.

## 2b. GTAs and their Office Hours:

TBA

Email: Contact your TA via Webcourses message

## 3. Course Description:

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology.

## 4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The PRIMARY GEP foundation for ANT 2000 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome IE1:* Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
  - Homework 1: Primate Behavior and Sociality
  - Homework 2: Modern Human Variation

*Learning Outcome IE2:* Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
  - Homework 2: Modern Human Variation

*Learning Outcome IE3:* Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*

- Homework 1: Primate Behavior and Sociality

**Learning Outcome IE4:** Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
  - Homework 3: Family and Marriage
  - Homework 4: Systems of Belief

**Learning Outcome IE5:** Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 2: Modern Human Variation

4b. The SECONDARY GEP foundation for ANT 2000 is **Cultural Interactions (CI)** Course content and assessment is designed to satisfy the following Learning Outcomes:

**Learning Outcome CI1:** Identify and discuss themes that are both common and distinct among diverse cultures.

- *Related Assessments:*
  - Homework 3: Family and Marriage

**Learning Outcome CI2:** Analyze and discuss the cultural significance of pieces of art, performances, or texts from diverse aesthetic, historical, and social contexts.

- *Related Assessments:*
  - Homework 4: Systems of Belief

**Learning Outcome CI3:** Compare and interrogate sources of meaning and/or value related to the process of cultural production across social and historical contexts.

- *Related Assessments:*

- Homework 4: Systems of Belief

**Learning Outcome CI4:** Employ principles, techniques, or concepts associated with the study of cultural interactions to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 3 : Family and Marriage

## **5. Course Schedule:**

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

## **6. Course Evaluation:**

Your grade in this course will be based on the percentage of points you earn out of a basis of **500 total points**. You can calculate your percentage grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

### **6a. Assessments and Point Values:**

- *Three Midterm Exams—270 points (90 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—90 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Four Homework Assignments—100 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are four Homework assignments during the semester, and all will be completed online:

- - Homework 1: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes IE1 and IE3)
  - Homework 2: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE1, IE2, and IE5)
  - Homework 3: Family and Marriage. Every human society recognizes kin and has a mechanism for taking a spouse. How do humans construct these relationships, and how are these adaptive? (Assesses Learning Outcomes IE4, CI1, and CI4)
  - Homework 4: Systems of Belief. Every human society has some concept of a realm dominated by invisible things with special powers. What do human belief systems share in common, and why are they found across the human spectrum? (Assesses Learning Outcomes IE4, CI1, and CI3)

*Four Announced In Class Quizzes—40 points (10 points each)*

There will be 4 quizzes worth 10 points each for a total of 40 points. These will be administered at the end of the remote lecture on the days they are scheduled. See the course schedule for details. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes (20 points total)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term via webcourses at the end of lecture. There are no



makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

Current grading scheme for this assignment

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 61.0%
F	< 61.0 %	to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases

approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due" or "I ran out of time". The course schedule clearly explained when things were due, and all of the online assignments are open for multiple days.
- "My internet went down" or "I couldn't open the file". It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. For 2022 the Jewish High Holidays of Rosh Hashanah and Yom Kippur fall on 9/25-27 and 10/4-5, respectively, and class is scheduled on some of those days. If you plan to observe these or any other religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

**Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class.** This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.

- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

### 7. Course Materials:

Good news...your textbooks are FREE in this class! We are using open source materials developed by our own UCF Anthropology faculty. Individual chapters from these works will be posted to the webcourses modules each week in accordance with the course schedule.

- Exploring Our World, by M. Callaghan and L. Williams
- Perspectives: An Open Invitation to Cultural Anthropology (2nd Edition)

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

### 8. University Core Policies

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

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

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

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

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

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

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

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](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) to discuss specific accommodations for this or other courses.

**8a. Academic Integrity.** Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral

means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS)

<<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

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

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and

signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://registrar.ucf.edu/ferpa>.

#### 8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### 9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.



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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.

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

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

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

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

- [UCF Home PageLinks to an external site.](#) will help find UCF resources
- [UCF Computer Service DeskLinks to an external site.](#) – You can also call the Service Desk at 407-823-5117.

- [Learning Online](#)Links to an external site. This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/> Links to an external site.
- [Hardware/Software Requirements](#)Links to an external site.
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

**ANT 2000 General Anthropology  
COURSE SCHEDULE**

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

**EOW = Exploring Our World**

**PCA = Perspectives on Cultural Anthropology**

Week	Topic	Read Chapter	Homework Open/Due Dates	
Week 1	T 8/23: Course Introduction and What is Anthropology?	EOW 1		
	R 8/25: Culture and Cultural Relativity			
Week 2	T 8/30: Anthropological methods	EOW 5		
	R 9/1: No class for Football! Beat South Carolina State!			
Week 3	T 9/6: Darwin and Natural Selection	EOW 2		
	R 9/8: The Modern evolutionary synthesis			
Week 4	T 9/13: Wrap up and <b>Quiz 1</b>	-		
	<b>R 9/15: Exam 1</b>	-		
Week 5	T 9/20: The Living Primates	EOW 4	HW1 Opens T 9/20 at 3 pm	
	R 9/22: The Living Primates, cont.			
Week 6	T 9/27: Protohominins			HW1 Due T 9/27 at 1:30 pm
	R 9/29: Australopithecus			
Week 7	T 10/4: Genus Homo	EOW 3	HW 2 Opens T 10/4 at 3 pm	
	R 10/6: Modern human biodiversity			
Week 8	T 10/11: Language and communication and <b>Quiz 2</b>	PCA 4	HW 2 Due T 10/11 at 1:30 pm	
	R 10/13: No class for Football! Beat Temple!	-		
Week 9	<b>T 10/18: Exam 2</b>	EOW 6		
	R 10/20: The First Farmers—The Neolithic (The lecture “The First Cities and States” will also be posted online along with the Week 9 Readings)			
Week 10	T 10/25: Subsistence	PCA 5		
	R 10/27: Economics	PCA 6		
Week 11	T 11/1: Politics and Social Organization and <b>Quiz 3</b>	PCA 7		
	<b>R 11/3: Exam 3</b>	-		
Week 12	T 11/8: Family and Marriage	PCA 8	HW 3 Opens T 11/8 at 3 pm	
	R 11/10: What is “Race” and “Ethnicity”	PCA 9		
Week 13	T 11/15: Gender	PCA 10	HW 3 Due T 11/15 at 1:30 pm HW 4 Opens T 11/15 at 3 pm	
	R 11/17: Religion	PCA 11		
Week 14	T 11/22: The Modern World System and Globalization	PCA 12	HW 4 Due 11/22 at 1:30 pm	
	R 11/24: Thanksgiving!	-		
Week 15	T 11/29: Health and Medicine	PCA 17		
	R 12/1: Wrap up and <b>Quiz 4</b>	-		
Week 16	<b>Final Exam Tuesday 12/6 1:00-3:50 pm</b>	-		

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: 8/26
- Withdrawal deadline for this course: 10/28



## ANT 2000M / Fall 2022

### **Class Meetings:**

Time: Mondays and Wednesdays 12:30 PM – 1:20 PM

Location: ENG2 102

### **Professor:** Dr. Emily Zavodny

Office: HPH 309-D (UCF Main Campus)

Office Hours: Virtually via Chat Mondays 2-5 PM *or* by private appointment via Zoom

Email: Emily.Zavodny@ucf.edu or via Webcourses

### **Graduate Teaching Assistants (GTAs):**

Peter Mercier

Eliese Dziak

Office Hours: Tuesdays 1-2 PM

Office Hours: TBD

Email: via Webcourses

Email: via Webcourses

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### **University Catalogue Description**

An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology

### **Overview**

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to the human experience, both past and present. Anthropology is the study of humans, and throughout the semester you will learn about the foundational theories, concepts, and methods anthropologists use to understand the cultural diversity of our planet. We will learn how culture shapes the way we view and experience the world, why cultural expressions and practices vary from place to place or over time, and what experiences we all share by virtue of being human. We will become acquainted with people whose lives are very different from ours, as well as use anthropological ideas to study our own society's beliefs and practices. We will explore these various topics through readings posted online as well as through lectures and films. You will be assessed through short activities, quizzes and exams.

### **Required Texts (They're Free!)**

Readings this semester will come from articles and book chapters posted to our Webcourses.

*This means you DO NOT need to purchase a textbook for this course!*

## Learning Objectives

- Define Anthropology and differentiate between its subfields.
  - Understand the basic methods, techniques, and theories employed by anthropologists studying human cultures around the world.
  - Use an evolutionary perspective to interpret the adaptations and variations among modern humans.
  - Evaluate the fossil evidence used to understand our past.
  - Understand the biological and cultural changes our species underwent to make us who we are today.
  - Critically reflect on our own biases and worldviews.
  - Formulate knowledgeable questions about our past and our future as we continue to adapt to our ever-changing environment.
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## COURSE STRUCTURE & ASSIGNMENTS

### 1. Course Structure

This is a mixed mode (M) course, meaning part of this course will be held online and accessible through [Webcourses@UCF](mailto:Webcourses@UCF) or the [myUCF](#) portal. We will meet in class on MONDAYS and WEDNESDAYS; all other course content, including required readings and assignments, will be posted online in the weekly modules. **You are responsible for ALL material posted on Webcourses- even if we do not discuss it in class.** This course format also requires you to have reliable access to the Internet. Remember that there are computers available for your use all over campus!

### 2. Assignments

#### A. SYLLABUS QUIZ: 5 POINTS (1 X 5 POINTS)

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 5 PM (EST) Friday, August 26**. Failure to do so will result in a delay in the disbursement of your financial aid- don't let that happen! You must score 100% on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

#### B. ONLINE READING QUIZZES: 110 POINTS (11 X 10 POINTS EACH)

Required readings will be posted online at the beginning of each week. There will be twelve (12) online readings quizzes throughout the course; each will be due by 5:00 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, fill-in-the-blank, and short answer questions. *Your lowest quiz score will be dropped at the end of the semester!*

**Important:** Quizzes are timed and must be completed in one sitting. You will have 12 minutes to complete the quiz once you begin.

### C. EXAMS: 225 POINTS (3 X 75 POINTS EACH)

There will be three (3) **non-cumulative online** exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. **The first two exams will be posted online at 2pm on the Wednesday of Weeks 5 and 9. You will have until 5:00 PM that Friday to take the exam.** Our third and final exam will be posted online during finals week and times will be announced later in the semester.

**Important!** Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

### D. FILM ACTIVITIES: 60 POINTS (3 X 20 POINTS)

We will watch (3) films in-class this semester and you will be required to complete a small assignment for each. A more detailed description and grading rubric for these assignments will be provided before viewing.

## 3. Office Hours

Our GTAs and I will each hold virtual office hours this semester. If these times do not work for you or are having technical difficulties, please email me or a GTA so we can schedule a different time or venue.

## GRADING POLICIES

### 1. Final Grades

**Your final grade is based on the following:** syllabus quiz (1), online reading quizzes (11), exams (3), and film activities (3). The total value for all assignments is 400 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

$$100 \left( \frac{\text{Percentage Grade} = \text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Film Activities}}{400} \right)$$

Letter grades are assigned according to the table below.

Letter Grade	A	A-	B+	B	B-	C+	C	D	F
Percentage	94-100	90-93	87-89	84-86	80-83	77-79	70-76	60-69	≤ 59

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. Your GTAs and I cannot discuss grades via email.

## 2. Late Work & Make-Up Policy

All assignments are due in-class or online on the date indicated on the course schedule and syllabus. You may submit late quizzes or film activities with a 15% deduction per day from your grade on that assignment. In order to make-up an exam, however, you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence). Students with an approved excuse should make every effort to contact me **before** the assignment in question is due, otherwise accommodations may not be possible. All make-up work is at the discretion of the instructor.

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### COVID-19

Our class size prohibits us from social distancing so I expect all of us to follow the latest CDC guidelines in order to keep each other safe. UCF also expects members of our campus community who are able to do so to get vaccinated.

If you believe you have been exposed to COVID-19 or have tested positive you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. **Your health and safety should be your top priority.** Please contact me when you are able so that we can discuss accommodations. If you've read this far, email me a picture of your favorite animal by August 26th for two extra credit points.

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### OTHER COURSE POLICIES

#### 1. Course Communication

You must check the course webpage and your Knights email regularly as these are the primary means of communication for this course. We will be using our Webcourse page to post important information throughout the semester, including grades, required reading, and announcements. Some assignments, such as quizzes and exams, will be completed and submitted entirely on Webcourses. You are responsible for all of the information posted online to our course page.

Email is the best way to communicate with your GTAs and me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. During the work week (M-F) we will respond to emails within 48 hours of receiving them, but please note that it may take us the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline.

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something



similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

## 2. Course Etiquette

Anthropology is focused on understanding the diversity of human life. Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. **Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria.** Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

## 3. Academic Responsibility

First and foremost, read the syllabus and course schedule. This document is your guide so that you can keep up with the scheduled readings, modules, and assignments. Time management, problem solving, responsibility, and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings, and make every effort to complete assignments, quizzes and exams on time and in a professional manner.

Laptops are allowed in class for note-taking only. If you are you using your laptop for other purposes, you will be asked to put it away. Cellphones should be silenced and stored out of sight for the entirety of the class.

## 4. Student Accessibility and Accommodations

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact Student Accessibility Services (SAS) and me as soon as possible. More information can be found at <http://sas.sdes.ucf.edu/>. SAS is located at Ferrell Commons Room 185 and can be contacted via email ([sas@ucf.edu](mailto:sas@ucf.edu)) or phone (407-823-2371, TTY/TDD only phone 407-823-2116).

# UCF POLICIES

## 1. Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osrr.sdes.ucf.edu/>). Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course.

Depending on the severity of the offense, an Academic Misconduct report will also be filed with the Office of Student Conduct and could lead to suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. It's not worth it!

## 2. Copyright

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

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

## 3. Religious Observances

Students must notify me in advance if they intend to miss class for a religious observance. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

## 4. Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and may require accommodation due to that unique status should contact me as soon as after the semester begins and/or after they receive notification of deployment to make related arrangements.

## 5. Make-up Assignments for Authorized University Events or Co-curricular Activities

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

## 6. Campus Safety Procedures

Emergencies on campus are rare, but students should be aware of their surroundings and familiar with some basic safety and security concepts. Every UCF classroom contains an emergency procedure guide posted on a wall near the door and an online version can be found at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html). Students with special needs related to emergency situations should speak with me outside of class. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to the “Student Self Service” section of myUCF, choosing “Personal Information,” and clicking on “UCF Alert.”

### COURSE SCHEDULE\*

Dates	Topic	Readings and Due Dates
Week 1	What is Anthropology?	Read Ch. 1 <i>Using Anthropological Perspectives</i> Financial Aid Activity due by 5PM Friday, Aug 26 Quiz 1 due by 5PM Friday, Aug 26
Week 2	Evolution is...	Read Ch. 2 <i>Integrating Evolution and Genetics</i> (pgs. 21-33, 54-57 <u>only</u> ) Quiz 2 due by 5PM Friday, Sept 2 Film Activity #1 due by 5PM, Friday Sept 2
Week 3	A (Very Brief) Overview of Genetics	Read Ch. 2 <i>Integrating Evolution and Genetics</i> (pgs. 34-53 <u>only</u> ) Quiz 3 due by 5PM Friday, Sept 9
Week 4	Evolutionary Forces	Read Ch. 3 <i>Explaining Human Biodiversity</i> Quiz 4 due by 5PM Friday, Sept 16
Week 5	Modern Human Variation	Review Ch. 1-3
	<b>EXAM 1</b>	<b>Opens online 1:20 PM Wednesday, Sept 21</b> <b>Due 5PM Friday, Sept 23</b>
Week 6	Searching the Fossil Record	Read <i>Understanding the Fossil Context</i> Quiz 5 due by 5PM Friday, Sept 30
Week 7	In the Beginning	Read Ch. 4: <i>Classifying Living &amp; Fossil Hominids</i> (pgs. 104-119)

		Quiz 6 due by 5PM Friday, Oct 7
<b>Week 8</b>	When is it Human?	Read Ch. 4: <i>Classifying Living &amp; Fossil Hominids</i> (pgs. 120-146) Quiz 7 due by 5PM Friday, Oct 14
<b>Week 9</b>	Our Human Ancestors	Read <i>The Species Concepts and Homo luzonensis</i>
	<b>EXAM 2</b>	<b>Opens online 1:20 PM Wednesday, Oct 19 Due 5PM Friday, Oct 21</b>
<b>Week 10</b>	Modern Humans & Archaeology	Read Ch. 5: Practicing Archaeology Quiz 8 due by 5PM Friday, Oct 28 Film Activity #2 due by 5PM Friday, Oct 28
<b>Week 11</b>	First Farmers & Complexity	Read Ch. 6: Examining Complex Societies Quiz 9 due by 5PM Friday, Nov 4
<b>Week 12</b>	Finding Culture	Read <i>The Culture Concept</i> Quiz 10 due by 5PM Friday, Nov 11
<b>Week 13</b>	Ritual, Religion, Magic	Reading TBD Quiz 11 due by 5PM Friday, Nov 18
<b>Week 14</b>	TBD	Reading TBD <i>No Class Wednesday</i>
<b>Week 15</b>	TBD	Reading TBD Quiz 12 due by 5PM Friday, Dec 2 Film Activity #3 due by 5PM Friday, Dec 2
<b>Week 16</b>	<b>EXAM 3 (FINALS WEEK)</b>	<b>Opens online 8AM Monday, Dec 5 Due 5PM Wednesday, Dec 7</b>

\*This is a tentative schedule for the semester and subject to change. All changes will be announced in class and/or Webcourses.

# Course Syllabus

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 [Edit](#)

## INTRODUCTION TO ARCHAEOLOGY

ANT2140



### Professor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309 (occasionally 355 Research 1)**
- Virtual Office Hours: **Mondays and Wednesdays morning 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email is best way to contact me)
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: George Micheletti; [george.micheletti@ucf.edu](mailto:george.micheletti@ucf.edu) (<mailto:george.micheletti@ucf.edu>)
- Virtual Office hours TBA
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

### Course Information

- Course Name: INTRODUCTION TO ARCHAEOLOGY
- Course ID & Section: ANT2140
- Credit Hours: 3
- Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.
- Semester/Year: Fall 2022
- Location: Webcourses

### Course Description

Catalog description: The evolution of human society from foraging and hunting groups to the earliest cities and states.

Scope and purpose of the course:

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-but please be aware of Quiz, Assignment, and Exam deadlines.

### Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present

- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

## Required Text



- Archaeology Essentials 4th Edition, by Colin Renfrew and Paul Bahn.
- To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in UCF Webcourses. Click on the Course Materials navigation link on the sidebar.

By placing your digital course materials on Webcourses@UCF, the UCF Campus Store and the publisher of your textbooks have discounted your course materials to bring you the lowest price available. To take advantage of this discounted rate, you will need to Opt-In to have the cost of these materials billed to your UCF Student Account under a fee called “Digital Course Materials”. This means you can access the course materials today, and will not have to pay for them until the UCF fee payment deadline on your UCF Student Account. The Opt-In deadline is this Friday of the first week of class at 11:59pm.

It is recommended that you Opt-In as these materials are required to complete the course. You can choose to Opt-In on the first day of class, right within UCF Webcourses. Be sure to Opt-In before the deadline term deadline to have access to your course materials at the discounted price. If you do not Opt-In or miss the deadline, you will have to purchase your materials at the UCF Campus Store or other vendor at a significantly higher rate. Please see the first Module of the course for more information.

## Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book.

There will be **five written assignments**. There will also be **five required group discussions** in which you will participate.

You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

## Attendance/Participation and Missed Assignments

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 and opening closed modules, quizzes or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

- 1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with 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>) >.
- 2) 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>) >
- 3) Illness of yourself or dependent – a doctor’s note is required. Please do not submit your personal medical

information.

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. See below.**

## Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 405, then your grade would be  $325/405=0.802$  which is 80.2%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Group Discussions (5 at 10 points each)	50
Exams (3 at 50 points each)	150
Total number of points	405

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%

Name:	Range	
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments.

**!!! LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION !!!**

All examinations are worth the same amount toward your final grade, including the final exam.

**Please Note:** Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

#### 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.**

## Unauthorized Use of Websites and Internet Resources

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

## Unauthorized Use of Websites and Internet Resources

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

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

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

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

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice,



assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

## Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## Turnitin.com

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

## Policy Statements

### 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.

### Campus Safety Statement for Students in Online-Only Courses

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apfply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Diversity and Inclusion

In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in 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, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct. If you have questions about what may be appropriate you may contact the professor.

If there are aspects of the design, instruction, and/or experiences with other students in this course that result in barriers to your inclusion please notify the instructor as soon as possible. The following are some resources for diversity and inclusion at UCF and if you need help understanding or navigating them feel free to contact your professor:

- 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 – [diversity.ucf.edu](http://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 Office of Diversity and Inclusion - <https://diversity.cecs.ucf.edu/#scholarship> (<https://diversity.cecs.ucf.edu/#scholarship>)

The following are resources to promote diversity and inclusion in the field of Anthropology, again, please reach out with any questions:

Research Opportunities for Underrepresented groups through NSF REU	<a href="https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054">https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054</a> ( <a href="https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054">https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054</a> )
SAA Travel Scholarship for Underrepresented Groups	<a href="https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships">https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships</a> ( <a href="https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships">https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships</a> )
SAA Native American Scholarship	<a href="https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund">https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund</a> ( <a href="https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund">https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund</a> )
Black Trowel Collective Microgrants	<a href="https://blacktrowelcollective.wordpress.com/">https://blacktrowelcollective.wordpress.com/</a> ( <a href="https://blacktrowelcollective.wordpress.com/">https://blacktrowelcollective.wordpress.com/</a> )
AIA Travel Grant	<a href="https://www.archaeological.org/grant/diversity-student-travel/">https://www.archaeological.org/grant/diversity-student-travel/</a> ( <a href="https://www.archaeological.org/grant/diversity-student-travel/">https://www.archaeological.org/grant/diversity-student-travel/</a> )
Field School Scholarships	<a href="https://www.archaeological.org/grant/waldbaum-scholarship/">https://www.archaeological.org/grant/waldbaum-scholarship/</a> ( <a href="https://www.archaeological.org/grant/waldbaum-scholarship/">https://www.archaeological.org/grant/waldbaum-scholarship/</a> )
Archaeology Abroad Scholarship	<a href="https://www.americanarchaeologyabroad.org/scholarships">https://www.americanarchaeologyabroad.org/scholarships</a> ( <a href="https://www.americanarchaeologyabroad.org/scholarships">https://www.americanarchaeologyabroad.org/scholarships</a> )
IFR Fieldschool Scholarship	<a href="https://ifrglobal.org/students/scholarships/">https://ifrglobal.org/students/scholarships/</a> ( <a href="https://ifrglobal.org/students/scholarships/">https://ifrglobal.org/students/scholarships/</a> )

Smithsonian Diversity Award Internship	<a href="https://www.smithsonianofi.com/minority-internship-program/">https://www.smithsonianofi.com/minority-internship-program/</a> ( <a href="https://www.smithsonianofi.com/minority-internship-program/">https://www.smithsonianofi.com/minority-internship-program/</a> )
SfAA Del Jones Memorial Travel Award	<a href="https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award">https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award</a> ( <a href="https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award">https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award</a> )
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	<a href="https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621">https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621</a> ( <a href="https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621">https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621</a> )
Ford Foundation Fellowship Program	<a href="https://sites.nationalacademies.org/PGA/FordFellowships/index.htm">https://sites.nationalacademies.org/PGA/FordFellowships/index.htm</a> ( <a href="https://sites.nationalacademies.org/PGA/FordFellowships/index.htm">https://sites.nationalacademies.org/PGA/FordFellowships/index.htm</a> )
Florida Education Fund McKnight Doctoral Fellowship	<a href="https://www.fefonline.org/mdf.html">https://www.fefonline.org/mdf.html</a> ( <a href="https://www.fefonline.org/mdf.html">https://www.fefonline.org/mdf.html</a> )
Association of Black Anthropologists John Gwaltney Scholarship	<a href="http://aba.americananthro.org/the-gwaltney-scholarship-fund">http://aba.americananthro.org/the-gwaltney-scholarship-fund</a> ( <a href="http://aba.americananthro.org/the-gwaltney-scholarship-fund/">http://aba.americananthro.org/the-gwaltney-scholarship-fund/</a> )
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	<a href="http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award">http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award</a> ( <a href="http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/">http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/</a> )

## 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.

## 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/ \(http://uwc.cah.ucf.edu/\)](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.

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

## Course Summary:

Date	Details	Due
Fri Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684048">Academic Engagement Quiz</a> <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684048">https://webcourses.ucf.edu/courses/1414170/assignments/7684048</a>	due by 11:59pm
Fri Sep 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684038">CH 01 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684038">https://webcourses.ucf.edu/courses/1414170/assignments/7684038</a> )	due by 11:59pm
Fri Sep 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684053">Discussion Post 1: Introduce yourself</a> <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684053">https://webcourses.ucf.edu/courses/1414170/assignments/7684053</a>	due by 11:59pm
Fri Sep 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684033">CH 02 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684033">https://webcourses.ucf.edu/courses/1414170/assignments/7684033</a> )	due by 11:59pm
Fri Sep 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684052">Discussion 2</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684052">https://webcourses.ucf.edu/courses/1414170/assignments/7684052</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684043">CH 03 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684043">https://webcourses.ucf.edu/courses/1414170/assignments/7684043</a> )	due by 11:59pm
Mon Sep 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684054">Assignment 1 - Archaeology in the News</a> <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684054">https://webcourses.ucf.edu/courses/1414170/assignments/7684054</a>	due by 11:59pm
Fri Sep 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684040">EXAM 1</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684040">https://webcourses.ucf.edu/courses/1414170/assignments/7684040</a> )	due by 11:59pm
Fri Sep 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684032">CH 04 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684032">https://webcourses.ucf.edu/courses/1414170/assignments/7684032</a> )	due by 11:59pm
Mon Oct 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684055">Assignment 2</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684055">https://webcourses.ucf.edu/courses/1414170/assignments/7684055</a> )	due by 11:59pm
Fri Oct 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684036">CH 05 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684036">https://webcourses.ucf.edu/courses/1414170/assignments/7684036</a> )	due by 11:59pm
Fri Oct 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684051">Discussion 3 Practicing Burial Analysis</a> <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684051">https://webcourses.ucf.edu/courses/1414170/assignments/7684051</a>	due by 11:59pm
Fri Oct 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684035">CH 06 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684035">https://webcourses.ucf.edu/courses/1414170/assignments/7684035</a> )	due by 11:59pm
Mon Oct 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684056">Assignment 3: Analyzing Prehistoric Diets</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684056">https://webcourses.ucf.edu/courses/1414170/assignments/7684056</a> )	due by 11:59pm
Fri Oct 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684044">CH 07 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684044">https://webcourses.ucf.edu/courses/1414170/assignments/7684044</a> )	due by 11:59pm
Fri Oct 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684050">Discussion 4</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684050">https://webcourses.ucf.edu/courses/1414170/assignments/7684050</a> )	due by 11:59pm
Fri Oct 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684047">EXAM 2</a> ( <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684047">https://webcourses.ucf.edu/courses/1414170/assignments/7684047</a> )	due by 11:59pm

Date	Details	Due
Fri Nov 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684046">CH 08 QUIZ (https://webcourses.ucf.edu/courses/1414170/assignments/7684046)</a>	due by 11:59pm
Mon Nov 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684057">Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1414170/assignments/7684057)</a>	due by 11:59pm
Mon Nov 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684037">CH 09 QUIZ (https://webcourses.ucf.edu/courses/1414170/assignments/7684037)</a>	due by 11:59pm
Fri Nov 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684034">CH 10 QUIZ (https://webcourses.ucf.edu/courses/1414170/assignments/7684034)</a>	due by 11:59pm
Mon Nov 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684058">Assignment 5 (https://webcourses.ucf.edu/courses/1414170/assignments/7684058)</a>	due by 11:59pm
Mon Nov 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684039">CH 11 QUIZ (https://webcourses.ucf.edu/courses/1414170/assignments/7684039)</a>	due by 11:59pm
Fri Dec 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684042">CH 12 QUIZ (https://webcourses.ucf.edu/courses/1414170/assignments/7684042)</a>	due by 11:58pm
Fri Dec 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684049">Discussion 5 (https://webcourses.ucf.edu/courses/1414170/assignments/7684049)</a>	due by 11:59pm
Sat Dec 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684041">EXAM 3 (https://webcourses.ucf.edu/courses/1414170/assignments/7684041)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1414170/assignments/7684059">Inquizitive practice not for grade (https://webcourses.ucf.edu/courses/1414170/assignments/7684059)</a>	

Syllabus

Syllabus Fall 2022 revised

Syllabus

Fall 2022

Instructor Contact

Instructor Vance Geiger, PhD

Office Philips Hall 311K

Online Office Hours Monday 7 - 9 pm in the class chat

Phone 407-823-3779

Email vance.geiger@ucf.edu

Course Information

Cultural Anthropology

ANT2410

3

Fall 2022

mixed mode

Course TA - TBA

Email -

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course Objectives

Students gain an appreciation of how culture impacts human behavior.



Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.

Students understand the biological basis of culture and the unique capabilities of humans to create culture.

Students understand the basis of natural selection and what biological evolution is.

Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens

Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

#### Learning Outcomes

Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.

Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.

Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

#### Required Text

The Big Gamble - available as a pdf in Webcourses

Refugee Camp Readings provided in Webcourses

Core Concepts in Cultural Anthropology by Lavenda and Schultz ISBN 9780190924768 - ebook;  
9780190924751 - paperback

#### Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/27 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are modules. The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the Schedule for more details.

## Evaluation and Grading

### Assignment

### Points

#### Exam 1

100

#### Exam 2

100

#### Exam 3

100

15 Online quizzes @ 10 points each

3 Discussion posts and responses 20 points each

150

60

Total

510 points

### Online Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have two hours to complete it. At the end of two hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get two hours.

### Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Core Concepts text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

### Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

### Tips

It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and

something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

Letter Grade

Percentage

A

90-100

B

80-89

C

70-79

D

60-69

F

59 or below

### Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam MUST TAKE THE MAKE UP EXAM. The Make Up Exam is cumulative

Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.

Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.

There is a Make up Exam during finals week to make up a missed exam.

There is no Extra credit

### Covid policy

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.

### Academic Integrity

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

<http://academicintegrity.org/> (Links to an external site.) (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

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

### Plagiarism

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

### Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/Links> to an external site..

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes.

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

## In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

## Course Accessibility Statement

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

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](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

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.

## Schedule

Week/Dates

## Topics

## Assignments

## Due Dates

Week 1 8/22

## Course Orientation

Introduction Anthropology and to the Concept of Culture

Definitions of Culture

Characteristics of Culture

Aspects of Culture.

\*What is anthropology?

\*What aspects of anthropology are unique and different from other natural and social sciences?

\*The scientific method.

\*The sub-disciplines within anthropology and what they study.

## Syllabus Quiz

what is culture quiz

what is anthropology quiz

8/26 at 11:55pm EST

8/29 11 55 pm

Schedule

Week/Dates	Topics
Week 1 8/22	<ul style="list-style-type: none"><li>• Course Orientation</li><li>• Introduction Anthropology and to the Concept of Culture</li><li>• Definitions of Culture</li><li>• Characteristics of Culture</li><li>• Aspects of Culture.</li><li>• *What is anthropology?</li><li>• *What aspects of anthropology are unique and different from other natural and sciences?</li><li>• *The scientific method.</li></ul>

	<ul style="list-style-type: none"><li>• *The sub-disciplines within anthropology and what they study.</li></ul>
Week 2 8/29	Ethnography
Week 3 9/5	<ul style="list-style-type: none"><li>• Introduction to one of the case studies we will use in this class: Vietnamese Refugees (Line Reading)</li><li>• Research Questions and Methods</li><li>• Some History</li><li>• The Research Setting</li><li>• Aspects of Vietnamese Culture</li></ul>
Week 4 9/12	The Big Gamble

Week 5 9/19	Language <ul style="list-style-type: none"><li>• Language and Linguistics</li><li>• Design Characteristics of Human Language</li><li>• Language Acquisition</li><li>• Language and Culture</li><li>• Some Examples from Vietnamese Language</li></ul>
Week 6 9/26	<ul style="list-style-type: none"><li>• Subsistence Systems</li><li>• Environments</li><li>• Hunter Gatherers</li><li>• Horticulture</li><li>• Pastoralism</li><li>• Agriculture</li><li>• Intensive Agriculture</li></ul>
Week 7 10/3	<ul style="list-style-type: none"><li>• Social Organization</li><li>• Kinship and Descent</li><li>• Vietnamese Refugee Cases</li></ul>
Week 8 10/10	Sex and Marriage; Enculturation

Week 9 10/17	<ul style="list-style-type: none"><li>• Political Organization and Social Control</li><li>• Bands</li><li>• Tribes</li><li>• Chiefdoms</li><li>• States</li><li>• A Riot in A Refugee Camp</li></ul>
Week 10 10/24	<ul style="list-style-type: none"><li>• Economic Systems</li><li>• Reciprocity</li><li>• Refugee Camp Examples</li></ul>
Week 11 10/31	<ul style="list-style-type: none"><li>• Religion</li><li>• Magical Thinking</li><li>• cognitive capabilities</li></ul>
Week 12 11/7	<ul style="list-style-type: none"><li>• Cultural Change</li><li>• Cultural Conservatism</li><li>• Innovation</li><li>• Diffusion</li><li>• Revitalization</li><li>•</li></ul>

<p>Week 13 11/14</p>	<ul style="list-style-type: none"> <li>• Applied Anthropology,</li> </ul>
<p>Week 14 11/21</p> <p>Thanksgiving Break 11/23 - 11/25</p> <p>Last Day of Class 12/2</p>	<p>Globalization</p> <p><b>Last day of class - all discussions due, nothing accepted after this day</b></p>
<p>Make Up Exam</p>	<p>make up exam - this is to make up a missed exam or try to improve your exam score</p>

Week 2 8/29

Ethnography

Ethnography quiz

core concepts quiz 1

9/5 11 55 pm

9/5 11 55 pm

Week 3 9/5

Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading)

Research Questions and Methods

Some History

The Research Setting

Aspects of Vietnamese Culture

PRPC quiz due

core concepts quiz 2

9/12 11 55 pm

9/12 11 55 pm

Week 4 9/12

The Big Gamble

The Big Gamble quiz

9/19 11:55 pm

Week 5 9/19

Language

Language and Linguistics

Design Characteristics of Human Language

Language Acquisition

Language and Culture

Some Examples from Vietnamese Language

Week 5 language quiz

Exam 1

9/26 11:55 pm



9/24 8 am to 9/26 11 55 pm

Week 6 9/26

Subsistence Systems

Environments

Hunter Gatherers

Horticulture

Pastoralism

Agriculture

Intensive Agriculture

week 6 subsistence quiz

Culture discussion due

10/3 11 55 pm

10/3 11 55 pm

Week 7 10/3

Social Organization

Kinship and Descent

Vietnamese Refugee Cases

week 7 social organization quiz

core concepts social organization quiz

core concepts kinship quiz

10/10 11 55 pm

10/1011 55 pm

10/10 11 55 pm

Week 8 10/10

Sex and Marriage; Enculturation

Week 8 sex and marriage, enculturation quiz due

10/17 11 55 pm

Week 9 10/17

Political Organization and Social Control

Bands

Tribes

Chiefdoms

States

A Riot in A Refugee Camp

week 9 political organization quiz due

10/24 11:55 pm

Week 10 10/24

Economic Systems

Reciprocity

Refugee Camp Examples

economic systems quiz due

subsistence discussion due

Exam 2

10/31 11 55 pm

10/31 11 55 pm

10/29 - 8 am to 10/31 11 55 pm

Week 11 10/31

Religion

Magical Thinking

cognitive capabilities

Week 11 religion quiz due

Core concepts religion quiz

Subsistence discussion due

11/7 11 55 pm

11/7 11:55 pm

Week 12 11/7

Cultural Change

Cultural Conservatism

Innovation

Diffusion

Revitalization

Culture change quiz due

11/14 11 55 pm

Week 13 11/14

Applied Anthropology,

Applied Anthropology quiz due

11/21 11 55 pm

Week 14 11/21

Thanksgiving Break 11/23 - 11/25

Last Day of Class 12/2

Globalization

Last day of class - all discussions due, nothing accepted after this day

Globalization quiz due

The Big Gamble discussion due



Exam 3

12/2 11 55 pm

12/2 11 55 pm

12/1 8:00 am 12/2 11:55 pm

Make Up Exam

make up exam - this is to make up a missed exam or try to improve your exam score

12/5 8 am - to 11 55 pm

## Syllabus

Syllabus Fall 2022 revised

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Fall 2022

### Instructor Contact

<b>Instructor</b>	Vance Geiger, PhD
<b>Office</b>	Philips Hall 311K
<b>Office Hours</b>	M - TH 12 - 2
<b>Phone</b>	407-823-3779
<b>Email</b>	vance.geiger@ucf.edu

### Course Information

Cultural Anthropology	
ANT2410	
3	
Fall 2022	
mixed mode	

Course TA - Megan Phillips

Email - [megan.phillips@ucf.edu](mailto:megan.phillips@ucf.edu)

### Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

### Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.

- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

#### Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

#### Required Text

The Big Gamble - available as a pdf in Webcourses

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Core Concepts in Cultural Anthropology by Lavenda and Schultz ISBN 9780190924768 - ebook; 9780190924751 - paperback

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#### Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100

Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60
Total	510 points

### Online Exams

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

#### Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

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ANT2410	
3	
Fall 2022	
Online	

Course TA - Chelsea Dawes

Email - chelsea.dawes@ucf.edu

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# **Introduction to Cultural Anthropology**

## **ANT 2410: 0002**

**Class Time:** Tuesdays and Thursdays 12:00-1:20

**Class Location:** HS1 O112

**Instructor:** Russell Manzano

**Email:** Russell.manzano@ucf.edu

**Office Location:** HPH 309E

**Office Hours:** Tuesday and Thursday 10:00am- 11:30am, and by appointment. Please email me if you plan to attend office hours.

### **Course Description**

An introduction to human diversity as exemplified among various cultures and ethnic groups.

Anthropology is the study of humans, past and present, and the diversity of the human experience. This course is an introduction to one of the subfields of the discipline, cultural anthropology. We will explore relationships between topics such as language, race and racism, ethnicity, sex, gender, family, class, the global economy, art, migration, health, inequality, and power. Through readings, lectures, class discussions, activities, and films, we will examine other cultures, our own cultural beliefs, and how we understand the world around us. We will explore the diverse experiences of people around the world and what it means to be human in a global context.

### **Learning Outcomes:**

- Students will demonstrate through assignments and discussion that they have read and comprehended the course material and concepts.
- Students will demonstrate through assignments and discussions that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students will demonstrate through assignments and discussion that they have the capability to synthesize aspects of anthropology.

### **Course Prerequisites:**

None

### **Required Course Materials**

Books:

Lavenda, Robert and Emily A. Schultz. 2020. Core Concepts in Cultural Anthropology, Seventh Edition.

Cassaniti, Julia. 2015. Living Buddhism: Mind, Self, and Emotion in a Thai Community. Cornell University Press.

Films:

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



## **Grading System**

The final grade will be weighted using the following calculation:

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Quizzes	15%
Participation	20%
Book Review	20%
Exams	45% (3 exams—15 % each)

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

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

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

### **Quizzes 15%**

Students are expected to attend class and participate in group discussion. All quizzes are due the day of class at 11:59 pm.

### **Participation 20%**

Students will actively participate in class discussions and activities. The assignments for participation will vary weekly. You will be provided with additional instructions about participation assignments in class.

### **Book Review 20%**

Students will write a 2-3 page book review based on the ethnography assigned for the class. The prompt for the book review will be provided on Canvas. Please keep quotes to a minimum. No more than 5% of your paper can be direct quotes.

### **Exams 45%**

Students will complete three in-class exams. Each exam is worth 15%. The third exam will serve as the final exam for the course.

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

### **Extra Credit**

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

## **Course Policies:**

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

### Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### Course Accessibility Statement

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

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

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

### Deployed Active Duty Military Students

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

### Attendance

Attendance is required for this class.

### Late Assignment Policy

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

### Steps for academic continuity in the event of campus closure:

In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main UCF, College, and department websites, and emails for important general information.

### Illness Policies

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

### Other Policies

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

### Course Schedule

Date	Topic	Reading	Assignment
8/23	Course Introduction	Syllabus	
8/25	Course Introduction	Lavenda and Schultz Ch 1	Academic Activity Record
8/30	Anthropology	Lavenda and Schultz Ch 1	Quiz 1
9/1	Anthropology		Discussion
9/6	Culture	Lavenda and Schultz Ch 2	Quiz 2
9/8	Culture	Cassaniti Ch 1	Discussion
9/13	Language	Lavenda and Schultz Ch 3	Quiz 3
9/15	Language		Discussion
9/20	Worldview and Religion	Lavenda and Schultz Ch 4	Quiz 4
9/22	Worldview and Religion	Cassaniti Ch 2	Discussion

9/27	Exam Review		
9/29	Exam		
10/4	Social Organization	Lavenda and Schultz Ch 5	Quiz 5
10/6	Social Organization	Cassaniti Ch 3	Discussion
10/11	Sex, Gender, Sexuality	Lavenda and Schultz Ch 6	Quiz 6
10/13	Sex, Gender, Sexuality		Discussion
10/18	Relatedness	Lavenda and Schultz Ch 7	Quiz 7
10/20	Relatedness	Cassaniti Ch 4	Discussion
10/25	Political Anthropology	Lavenda and Schultz Ch 8	Quiz 8
10/27	Political Anthropology	Cassaniti Ch 5	Discussion
11/1	Exam Review		
11/3	Exam 2		Exam 2
11/8	Economic Anthropology	Lavenda and Schultz Ch 9	Quiz 9
11/10	Paper Workday		Book Review due at 11:59 pm
11/15	Globalization	Lavenda and Schultz Ch 10	Quiz 10
11/17	Globalization		Discussion
11/22	Science, Technology, Medicine	Lavenda and Schultz Ch 11	Quiz 11
11/24	Science, Technology, Medicine		Discussion
11/29	Theory in Cultural Anthropology	Lavenda and Schultz Ch 12	Quiz 12
12/1	Exam Review		
12/6	Exam 3 (Final Exam)		Exam 3

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

## *Course Information*

**Course Name:** The Human Species  
**Course ID:** ANT 2511 (AM01)  
**Credit Hours:** 3.0 hours  
**Semester/year:** Fall 2022  
**Location/time:** Tu/Th **IN PERSON** Lecture from 3pm-4:20pm in **BA1 0119**

## *Professor Contact*

**Professor:** Alexandria Brock (Pronouns: She/Her/Hers)  
**Main office:** UCF Main Campus - Howard Phillips Hall 309  
**Online office hrs:** Wednesday from 9-10 and Friday 1-3 PM via Webcourses Email or by appointment  
**Phone:** 407-823-2227  
**E-mail:** Please use the Webcourses Inbox

## *University Catalog Listing*

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):** None

This is a UCF General Education Program (GEP) course, and it satisfies the Science Foundation Area 2 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

## *What is this course about?*

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

From genetics and gorillas, to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the development and diversity of our species, our place in the natural world, and issues that we face in our rapidly changing world, including our understanding of new fossils, race, environment, and world health. Our primary goal is to explore, understand and respond meaningfully to the diversity of of past, present, and future as the human species.

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

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is *Knowledge Application (KA)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome KA1:* Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
  - Assignment 1
  - Assignment 2

*Learning Outcome KA2:* Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
  - Assignment 3
  - Assignment 4
  - Assignment 5

*Learning Outcome KA3:* Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
  - Assignment 1
  - Assignment 2
  - Assignment 3
  - Assignment 5

*Learning Outcome KA4:* Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Assignment 2
  - Assignment 4

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome IE1*: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments*:
  - Assignment 2
  - Assignment 3
  - Assignment 4
  - Assignment 5

*Learning Outcome IE2*: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments*:
  - Assignment 2
  - Assignment 5

*Learning Outcome IE3*: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments*:
  - Assignment 1
  - Assignment 2
  - Assignment 4

*Learning Outcome IE4*: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments*:
  - Assignment 2
  - Assignment 5

*Learning Outcome IE5*: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments*:
  - Assignment 2
  - Assignment 4

## ***What textbook will I need?***

**This course uses an Open Educational Resource (OER) textbook that is FREE to students!**



[EXPLORATIONS: An Open Invitation To Biological Anthropology](#) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

*What is WebCourses@UCF?*

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) and then the “Online Course Tools” tab. This is a valuable part of your learning format for this course and will be used to deliver course content, submit your assignments and communicate with your professor and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet fully face-to-face. **Knight's Online** has excellent resources to assist you in being successful when working in a mixed 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 participation and graded course work throughout the term.

It is **your responsibility to familiarize yourself with the 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?*

Biological anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the methods and theories applied in this research may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 16 weeks of the Fall 2022 term, you should expect to spend around **six hours of class time each week with in-person class meetings, lectures and assigned media, taking notes, and participating in class activities.** You should also plan on setting aside at least **three hours each week to review and complete your assigned reading and required assignments.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this general education 2000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit **office hours**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you in arranging a scheduled 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](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) , phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

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

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

## *What are the course requirements?*

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

- Submit responses in a university-required academic activity to start the course
- Review online course content materials, including any assigned media content and readings
- Submit 6 quizzes
- Submit 5 activity assignments
- Submit 3 exams
- Complete 2 mini group presentations
- Complete 1 mini final group presentation

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that section of the course. The modules contain lecture and media materials, instructions for assignments, and links to information websites. All work submitted for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

**All graded work is due on an assigned schedule.** A missed or late quiz, activity assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable absence (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

## ***How do I get started in the course?***

After 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, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Getting Started Quiz** in the COURSE INTRO: Things You Should Know by **11:59pm EST on August 26, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to learning materials.

## ***How will I be evaluated and graded?***

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required Academic Activity	10	1%
Quizzes (6)	150	22%
Activity Assignments (5)	125	19%
Exams (3)	300	45%
Mini group presentation (2)	30	4%
Mini group final presentation (1)	60	9%
<i>Total Possible</i>	<i>675</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms related to human evolution, variation and adaptation, explain theoretical and applied concepts and describe

examples from course materials in quizzes and exams, and demonstrate critical thinking and reflection in your assignments, presentations, and class discussions.

- **Required Activity:** You will need to submit responses for a university-required academic activity to initiate your class participation. To fulfill this requirement, you will take a short quiz (administered online) which can be found in the Introduction module.
- **Mini Group Presentations:** There will be three group mini presentations over the course of the semester. The details for each presentation can be found in the course modules. The first two group presentations will be shorter (3 minutes) and the final group mini presentation will be slightly longer (15 minutes). Times will be adjusted as needed based on class size.
- **Graded Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice and true-false questions. There will be 6 quizzes during the semester. Each quiz will be administered in class according to the course schedule. **You will need to bring your own raspberry scantron to class for quizzes and exams.**
- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you develop introductory skills in gathering and analyzing data, interpreting results, and understanding human variability and adaptability. You are required to submit 5 activity assignments located in the learning modules. These will be submitted online.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams can include a mix of multiple choice and true-false questions. **You are required to take all 3 exams.** All exams will be administered in class according to the course schedule. **You will need to bring your own raspberry scantron to class for quizzes and exams.**

It is **your responsibility to keep track of the number of quizzes and assignments you have submitted** using the 'Grades' button in the menu on the left.

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

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

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

## *How do I view my grades?*

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and discussion grades will be available within three-to-five days after the final due date. For most activity assignments and exams, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment grading comments, rubric criteria comments or correct answers supplied for comparison with your work. If you have any questions about your score **after a grade has been posted**, please notify the professor using WebCourses Inbox, and your concern will be addressed as soon as reasonably possible. Questions regarding individual scores must be addressed **within five days of the grade being posted**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the grading key. **Your work will be reviewed prior to grade release to ensure that you receive points for any answers not automatically recognized by the system as correct.** When point corrections are applied during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer.

Correct answers for each quiz and exam will be available for a limited time after each set of grades has been released. Please check the course announcements to know when this feature is available.

## *What if I miss a quiz, assignment, or exam due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact the professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved by your Professor.** 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 time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to

develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) 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 professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (Anthropology: 407-823-2227) **in advance** of the exam. 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 exam due date**(if medically possible).

## ***Are there accommodations for military and 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 related arrangements.
- 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](#) .
- 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](#) .

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

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.

### **Face-Covering and Vaccination**

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.

### **Notice 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.

### **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 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.

### **Accessibility COVID Supplement**

Accommodations may need to be added or adjusted should this course shift in format or scheduling due to COVID pandemic conditions. 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 if this occurs.

### **Flexibility and Accountability**

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.

## ***What academic resources are available to me?***

UCF provides many offices and services to support your academic success. There are several **Online Resources to Support Academic Success** available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the [University Writing Center](#), 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](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

- **Access to software** through [UCF apps](#), 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](#), so you can avoid undesirable academic outcomes.

## *What non-academic support resources are available to me?*

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](#) if you are seeking resources and support, or if you are worried about a friend or classmate.

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 08:00am EST and 05:00pm EST. 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.

You can find additional non-academic resources listed in the Course Introduction module in **THE BASICS: What Do I Need to Know**.

## *How is respect for diversity 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 Professor as soon as possible** and/or contact [Student Accessibility Services](#).

This course will be conducted in a way that respects **all aspects of diversity**. 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. Everyone is expected 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 any class 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.



## *How is academic integrity maintained?*

If you were in a classroom seat 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 assignments, exams, etc.

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, 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 have a responsibility in students' education and the value of a UCF degree, and therefore 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 for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) 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 complete the assignment without assistance from others or the use of unauthorized materials.**

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. Your Professor will also adhere to these standards, so please **do not ask for changes to your grade illegitimately**, such as 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). Your Professor 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 course environment and your use only.** All copyright materials are credited to the copyright holder.

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

These examples show how the use of study groups can be considered academic misconduct and could result in penalties:

- Texting a friend for assistance during an exam or quiz.
- Accessing any material containing exam or quiz related to content during the examination period.
- Taking a screen shot or picture of a quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an 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 assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.

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

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. **Use these materials at your own risk.**

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

## ***Why should I use WebCourses 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 your Professor. 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 your Professor may only check their UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and Professor, and between student and student ,should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** Your Professor 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, as some course materials are supplied online as well as during class meetings, and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer. 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](#).
- Reliable broadband internet access
- A [compatible web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint (or the Web/PowerPoint app), or the equivalent (through [Office 365](#)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365 link provided in the course menu, please contact [WebCourses@UCF Support](mailto:WebCourses@UCF Support) for technical assistance with the most current versions of these products.

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

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

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

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

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

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

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- 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](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) 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](#).

## *What is the course lecture and assignment schedule?*

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

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

- **Due dates for assignments, exams, and quizzes** can be found in the course schedule in the Introduction module (also provided below in table format).
- **Assigned Course Readings and Assignments** can be found on the Introduction page for each module as well as the course schedule (also provided below in table format).

## **Course Schedule and Due Dates:**

Week	Assigned Reading	Assignment Due Dates	Exams and Quizzes
1	Chapter 1	Mini Presentation 1 – Due in class 8/25/22	<b>*Don't forget your scantron!</b> Complete Required Activity Quiz in the Introduction Module (due 8/26/22)  <b>*THIS IS THE ONLY ONLINE QUIZ THIS SEMESTER</b>
2	Chapter 3	Quest 1 – Due 9/2/22 via online submission	
3	Chapter 2 and Chapter 4		Skill Check 1 in class 9/8/22

	<b>IMPORTANT:</b> Please stop reading at the 'POPULATION GENETICS' heading. We will read the rest of this chapter in Module 4.		
4	Chapter 4 <b>IMPORTANT:</b> Start reading at the 'POPULATION GENETICS' heading. We read the beginning of this chapter in Module 3.		
5	Chapter 13 and 14	Quest 2 Due 9/22/22 via online submission	Skill Check 2 in class 9/20/22 Trial 1 in class 9/22/22
6	Appendix A: Osteology <b>NOTE:</b> You do not need to read this chapter extensively or in great depth. This is a reference chapter to help you with the lecture material.		
7	Chapter 5	Quest 3 Due 10/4/22 via online submission  Mini Presentation 2- Due in class 10/6/22	
8	Chapter 6		Skill Check 3 in class 10/11/22
9	Chapter 7	Quest 4 Due 10/18/22 via online submission	
10	Chapter 8		Skill Check 4 in class 10/27/22
11	Chapter 9		Trial 2 in class 11/1/22
12	Chapter 10		
13	Chapter 11	Quest 5 Due 11/15/22 via online submission	Skill Check 5 in class 11/15/22

14	Chapter 12		
15	None	Mini Presentation Final – Due in class 12/1/22	Skill Check 6 in class 11/29/22
16	None		Trail 3 in class 12/8/22  <b>*NOTE: CLASS MEETING TIME FOR THE FINAL EXAM PERIOD IS FROM 1- 3:50pm.</b>

# Syllabus



## ANT2511 - Human Species



Sections: 0W60-61

Dr. Amanda Groff


## Syllabus



## Instructor Contact:

<p><b>Instructor</b></p>	  <p>Dr. Amanda T. Groff  <a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours</b> (Virtual and phone)</p>	<p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> <li>1. Email/Inbox (during office hours, I will respond quickly!)</li> <li>2. Schedule a phone call (so you don't have to see my</li> </ol>



	<p>face!)</p> <p>3. Schedule a zoom call (if you do want to see my face!)</p> <p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm</p> <p><b>For phone or virtual calls, please make an appointment first!!</b></p>
<p><b>Phone</b></p>	<p>Dept Phone: 823-3757</p>
<p><b>E-mail/Response time</b></p>	<p><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)  <b>(when emailing, please include the class title in your subject!)</b></p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p><b>Bug and Dobby</b></p>
<p><b>GTA</b></p>	<p>Mel Gomez and Abigail Shepherd</p>
<p><b>GTA E-Mail</b></p>	<p>TBA</p>
<p><b>GTA Office Hours</b></p>	<p>TBA                  (Note: You are welcome to contact the GTA for phone or Zoom meeting; or if you email during their office hours they will respond immediately).</p>

## Course Information:

<b>Course Name</b>	ANT 2511 Human Species
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2022
<b>Location</b>	100% Online; asynchronous

## Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

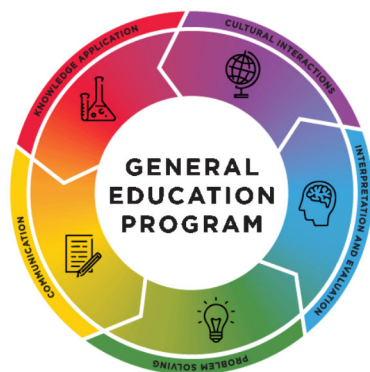
\*\*\*Please note that this class deals heavily with human evolution and evolutionary theory. The discipline of anthropology accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. See the course expectations section for more.

**Course Catalog Description:** Human biological variation in an evolutionary perspective.

**Course Protocols:** [Protocols](#)

(<https://webcourses.ucf.edu/courses/1404136/pages/protocols>)

## GEP Class:



Yes, the class counts towards the fulfillment of the GEP Sciences Foundation! You need a full C or higher to have the class count towards that requirement. Your work will be evaluated for demonstrating an understanding of these outcomes below. But don't worry....your understanding of these outcomes DOES NOT affect your final grade in the class!! It's simply used for us to understand how effectively students are learning and helps us identify areas for improvement.

**Our two primary learning outcomes are:**

### **Knowledge Application**

LO1: Characterize a scientific theory as a product of objective evidence and scientific methods.

LO2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

LO3: Identify observational data as the foundation of a scientific argument.

LO4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

### **Interpretation and Evaluation**

LO1: Demonstrate mastery of discipline specific vocabulary and concepts.

LO2: Recognize social, political, or economic problems and evaluate solutions to those problems.

LO3: Understand how to collect, evaluate, or interpret data to draw conclusions.

LO4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

LO5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

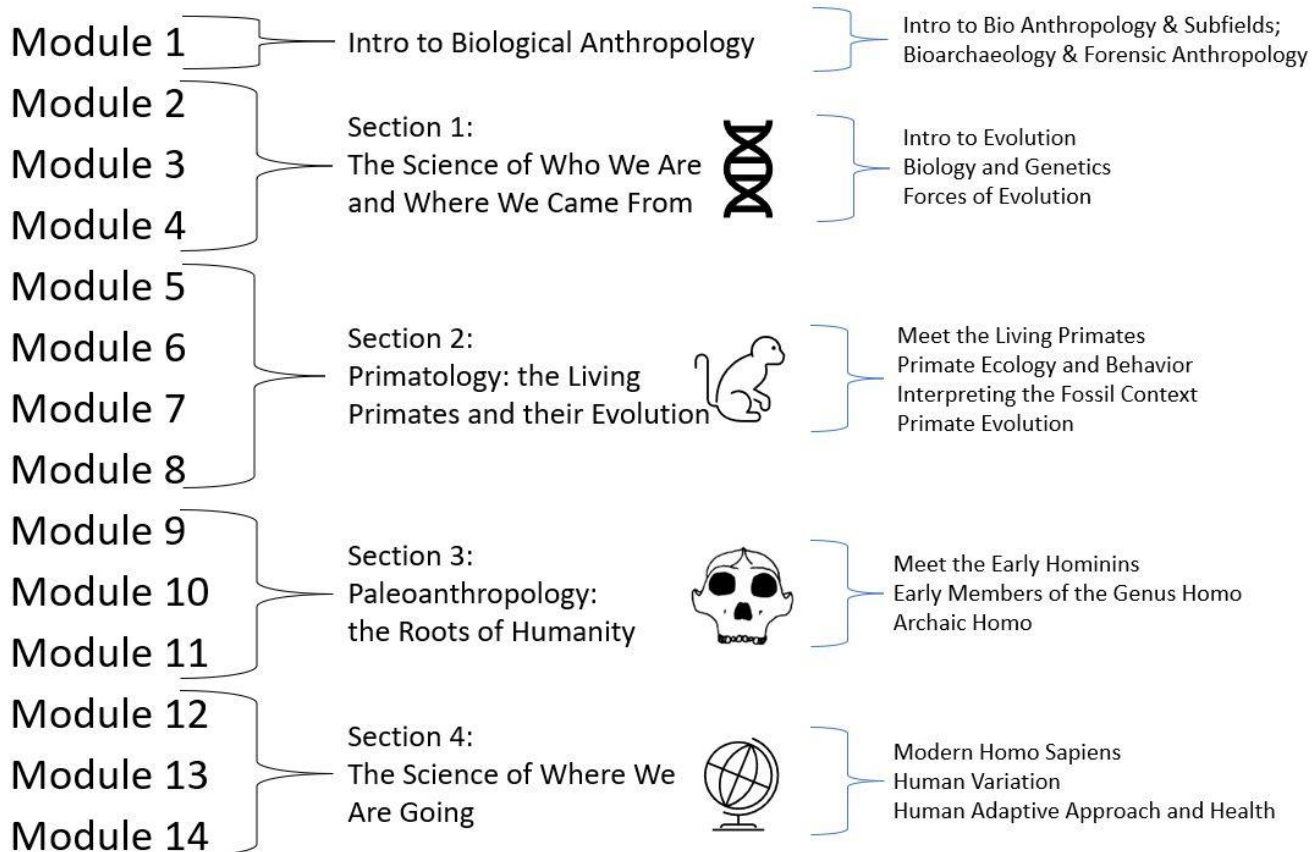
## **Course Objectives**

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates

- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

## Specific Course Topics and Outline:



## Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering a lot of material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily!

## Required Text:



IS FREEEEEEEE!!! I use an Open Education Resource available for FREE to all students. I have provided the Chapter readings for you in their associated Modules. You can read them virtually or download/print the chapters.

Citation information can be found here: <https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630> [\\_ \(https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630\)](https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630)

## Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) [Get Adobe Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>) Privacy Policy: [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html) (<https://www.adobe.com/privacy/policy.html>)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
4. Up-to-date web browser. Use this website to check: <https://cdl.ucf.edu/support/webcourses/browser/> (<https://cdl.ucf.edu/support/webcourses/browser/>)

**\*\*\*Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead**

## Course Requirements:

This course begins on August 22nd, 2022 and ends on December 11th, 2022 and is worth a total of 610 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb

students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

**Getting Started Quiz:** You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

## Schedule

<u>Module #</u>	<u>Chapter Reading</u>	<u>Quiz Points</u>	<u>Assignment Points</u>	<u>Closing Date for Module</u>
Getting Started Module	--	10	--	August 26
1	1	5	10	September 2
2	2	5	15	September 2
3	3	5	15	September 16
4	4	5	5	September 16
EXAM 1	Ch 1-4	100	--	September 18
5	5	5	10	September 30
6	6	5	10	September 30
7	7	5	10	October 14
8	8	5	10	October 14
EXAM 2	Ch 5-8	100	--	October 16
9	9	5	15	October 28
10	10	5	--	November 12
11	11	5	10	November 12
EXAM 3	Ch 9-11	100	--	November 13

12	12	5	10	November 27
13	13	5	10	December 9
14	14	5	--	December 9
<b>FINAL EXAM</b> *not cumulative	<b>Ch 12-14</b>	<b>100</b>	<b>--</b>	<b>December 11</b>
<b>TOTAL POINTS</b>		480	130	=610 points

**All modules close at 11:59pm EST (Eastern Standard Time). So wherever you are, be sure to keep on top of the US East Coast time zone. I will not extend deadlines due to a misunderstanding of time zones.**

## **Timed Assignments: Mini-Quizzes, Quiz-graded Assignments, and Exams:**

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

**A quick note on timed-assignments:** If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.

**Exam 4 aka THE FINAL:** The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

## **Participation Activities:**

You are also going to encounter non-timed assignments, called Participation Activities. These are very small discussions or document uploads. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please follow these guidelines:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
2. Your work will pass through Turnitin
3. You must submit written work by the deadline assigned to it.
4. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
5. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.

## Grading Scheme

The +/- system will be used in this course. These percentages correspond to the following letter grades

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	69.5-76%
D+	67-69%
D	63-66%
D-	60-62%



F

&lt;59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

## **Reviewing Quiz/Assignment Questions:**

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz, exam, or assignment to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

## **Important Dates and Information**

Add class deadline Friday, August 26 ; Drop class deadline: Friday, August 26

Withdrawal deadline for this course: Friday, October 28

Final course closing date: Sunday, December 11 (Final Exam deadline)

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 26**. Failure to do so will result in a delay in the disbursement of your financial aid.

## **24-Hour for 20% Exam Grace Period**

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that the exam was due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all

exams in this class (high stakes assignment).

\*You will receive an inbox email from me confirming you missed the exam with an updated due date.

Example: Let's say your exam is due Sunday by 11:59pm but you missed it. With this policy, you will have until Monday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

## **Make-ups/Excuses:**

There are NO make-ups in this course. As each set of modules close approximately every two to three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered. \*\*\* A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

**\*\*If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot or video of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.**

**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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf> [\\_ \(https://policies.ucf.edu/documents/4-401.pdf\)](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: <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan1>

[9.pdf](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) [\\_ \(https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)

## **Discussion Board Appropriateness:**

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

## **Student Non-solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1404136/discussion\\_topics\)](https://webcourses.ucf.edu/courses/1404136/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

\*\*\*This applies to mass emails, you are obviously more than welcome to email individual friends in the class

## **Email Appropriateness:**

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. I am happy to respond to emails via Webcourses Inbox or at my ucf.edu email address.

## **Online Technology**

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are

responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student assumes the responsibility of finding a stable connection (for example: going to a local Starbucks, hotspotting your phone, heading to a campus library, going to a friend's house, etc).

## **Academic Integrity**

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

- *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.

For more information about Academic Integrity, students may consult [UCF Center for Academic Integrity \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/).

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

## **Turnitin**

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

## **GroupMe and Other Group Messaging Platforms**

GroupMe and other group messaging platforms (like Whatsapp) are meant to be used for simple class discussions. If a student wishes to create a GroupMe or utilize another messaging platform concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe or other group messaging platforms were created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe or other group messaging platform that does not include me or the TAs, please report it to me; again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

**WARNING:** Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With hundreds of students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow 499 students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate **INSTEAD** of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

## **Unauthorized Use of Technology for Graded Work**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

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

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

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

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

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

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

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

## **Unauthorized Distribution of Class Notes**

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## **Quiz Audit Log**

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the [Webcourses@UCF](mailto:Webcourses@UCF) quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [UCF 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 when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)\\_](http://goldenrule.sdes.ucf.edu/zgrade).

## **Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter. This section includes, for example, access to: therapy assisted online (TAO) Self Help, Knights Online, SAS, Writing Center, Tutoring Center, etc.

## **Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## **Course Accessibility Statement**

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

**\*\*If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

**\*\*\*Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.**

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html \(http://emergency.ucf.edu/emergency\\_guide.html\)](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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/workplace-safety> [\\_ \(https://ehs.ucf.edu/workplace-safety\)](https://ehs.ucf.edu/workplace-safety) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) [\\_ \(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- 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://police.ucf.edu/active-shooter> [\\_ \(https://police.ucf.edu/active-shooter\)](https://police.ucf.edu/active-shooter)  
[You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

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

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor **at the start of the semester** to discuss your circumstances.

## Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, 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.

According to the Academic Misconduct section of the UCF Golden Rule section C. states:

"Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

## **Third-Party Software and FERPA**

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

## **Course Expectations:**

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

## **My expectations of you for taking Human Species**

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

## **What You Can Expect From Me**

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

## **Final Comments**

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

\*\*\*\*The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.

# Syllabus



## ANT2511 - Human Species



Sections: 0W60-61


Dr. Amanda Groff

## Syllabus



## Instructor Contact:

<p><b>Instructor</b></p>	  <p>Dr. Amanda T. Groff  <a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours (Virtual and phone)</b></p>	<p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> <li>1. Email/Inbox (during office hours, I will respond quickly!)</li> <li>2. Schedule a phone call (so you don't have to see my</li> </ol>

	<p>face!)</p> <p>3. Schedule a zoom call (if you do want to see my face!)</p> <p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm</p> <p><b>For phone or virtual calls, please make an appointment first!!</b></p>
<p><b>Phone</b></p>	<p>Dept Phone: 823-3757</p>
<p><b>E-mail/Response time</b></p>	<p><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)  <b>(when emailing, please include the class title in your subject!)</b></p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p><b>Bug and Dobby</b></p>
<p><b>GTA</b></p>	<p>Mel Gomez and Abigail Shepherd</p>
<p><b>GTA E-Mail</b></p>	<p>TBA</p>
<p><b>GTA Office Hours</b></p>	<p>TBA                  (Note: You are welcome to contact the GTA for phone or Zoom meeting; or if you email during their office hours they will respond immediately).</p>

## Course Information:

<b>Course Name</b>	ANT 2511 Human Species
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2022
<b>Location</b>	100% Online; asynchronous

## Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

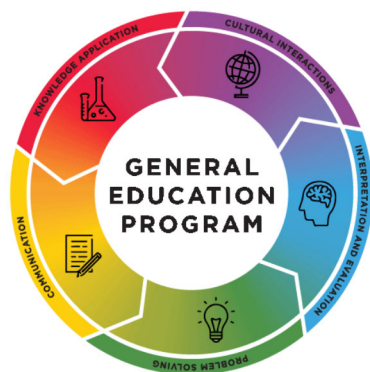
\*\*\*Please note that this class deals heavily with human evolution and evolutionary theory. The discipline of anthropology accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. See the course expectations section for more.

**Course Catalog Description:** Human biological variation in an evolutionary perspective.

**Course Protocols:** [Protocols](#)

(<https://webcourses.ucf.edu/courses/1404136/pages/protocols>)

## GEP Class:



Yes, the class counts towards the fulfillment of the GEP Sciences Foundation! You need a full C or higher to have the class count towards that requirement. Your work will be evaluated for demonstrating an understanding of these outcomes below. But don't worry....your understanding of these outcomes DOES NOT affect your final grade in the class!! It's simply used for us to understand how effectively students are learning and helps us identify areas for improvement.

**Our two primary learning outcomes are:**

### **Knowledge Application**

LO1: Characterize a scientific theory as a product of objective evidence and scientific methods.

LO2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

LO3: Identify observational data as the foundation of a scientific argument.

LO4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

### **Interpretation and Evaluation**

LO1: Demonstrate mastery of discipline specific vocabulary and concepts.

LO2: Recognize social, political, or economic problems and evaluate solutions to those problems.

LO3: Understand how to collect, evaluate, or interpret data to draw conclusions.

LO4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

LO5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

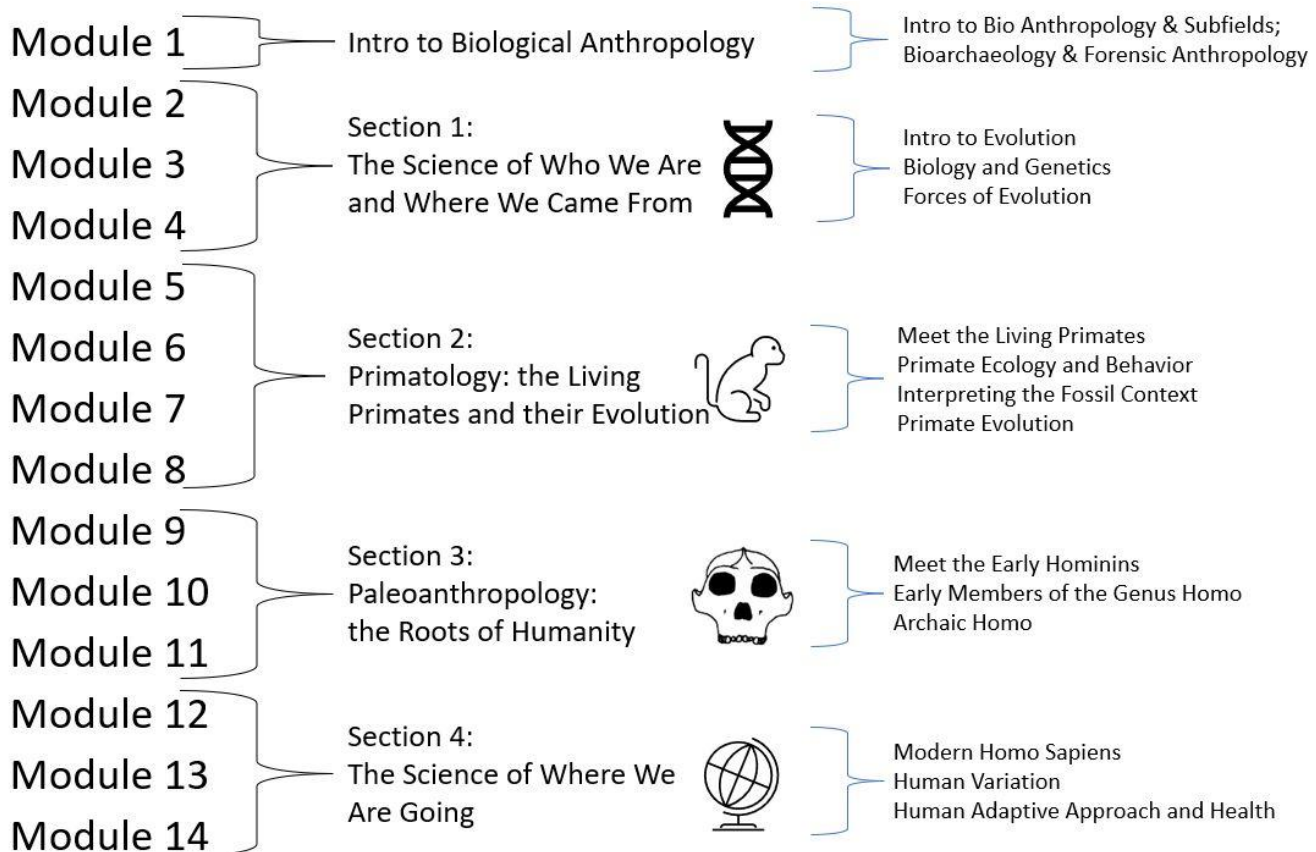
## **Course Objectives**

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates

- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

## Specific Course Topics and Outline:



## Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering a lot of material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily!

## Required Text:





IS FREEEEEEEEE!!! I use an Open Education Resource available for FREE to all students. I have provided the Chapter readings for you in their associated Modules. You can read them virtually or download/print the chapters.

Citation information can be found here: <https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630> [\\_ \(https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630\)](https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630)

## Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) [Get Adobe Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>) Privacy Policy: [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html) (<https://www.adobe.com/privacy/policy.html>)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
4. Up-to-date web browser. Use this website to check: <https://cdl.ucf.edu/support/webcourses/browser/> (<https://cdl.ucf.edu/support/webcourses/browser/>)

**\*\*\*Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead**

## Course Requirements:

This course begins on August 22nd, 2022 and ends on December 11th, 2022 and is worth a total of 610 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb

students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

**Getting Started Quiz:** You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

## Schedule

<u>Module #</u>	<u>Chapter Reading</u>	<u>Quiz Points</u>	<u>Assignment Points</u>	<u>Closing Date for Module</u>
Getting Started Module	--	10	--	August 26
1	1	5	10	September 2
2	2	5	15	September 2
3	3	5	15	September 16
4	4	5	5	September 16
EXAM 1	Ch 1-4	100	--	September 18
5	5	5	10	September 30
6	6	5	10	September 30
7	7	5	10	October 14
8	8	5	10	October 14
EXAM 2	Ch 5-8	100	--	October 16
9	9	5	15	October 28
10	10	5	--	November 12
11	11	5	10	November 12
EXAM 3	Ch 9-11	100	--	November 13

12	12	5	10	November 27
13	13	5	10	December 9
14	14	5	--	December 9
<b>FINAL EXAM</b> *not cumulative	<b>Ch 12-14</b>	<b>100</b>	<b>--</b>	<b>December 11</b>
<b>TOTAL POINTS</b>		480	130	=610 points

**All modules close at 11:59pm EST (Eastern Standard Time). So wherever you are, be sure to keep on top of the US East Coast time zone. I will not extend deadlines due to a misunderstanding of time zones.**

## **Timed Assignments: Mini-Quizzes, Quiz-graded Assignments, and Exams:**

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

**A quick note on timed-assignments:** If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.

**Exam 4 aka THE FINAL:** The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

## **Participation Activities:**

You are also going to encounter non-timed assignments, called Participation Activities. These are very small discussions or document uploads. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please follow these guidelines:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
2. Your work will pass through Turnitin
3. You must submit written work by the deadline assigned to it.
4. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
5. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.

## Grading Scheme

The +/- system will be used in this course. These percentages correspond to the following letter grades

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	69.5-76%
D+	67-69%
D	63-66%
D-	60-62%

F

&lt;59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

## **Reviewing Quiz/Assignment Questions:**

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz, exam, or assignment to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

## **Important Dates and Information**

Add class deadline Friday, August 26 ; Drop class deadline: Friday, August 26

Withdrawal deadline for this course: Friday, October 28

Final course closing date: Sunday, December 11 (Final Exam deadline)

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 26**. Failure to do so will result in a delay in the disbursement of your financial aid.

## **24-Hour for 20% Exam Grace Period**

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that the exam was due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all

exams in this class (high stakes assignment).

\*You will receive an inbox email from me confirming you missed the exam with an updated due date.

Example: Let's say your exam is due Sunday by 11:59pm but you missed it. With this policy, you will have until Monday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

## **Make-ups/Excuses:**

There are NO make-ups in this course. As each set of modules close approximately every two to three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered. \*\*\* A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

**\*\*If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot or video of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.**

**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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf> [\\_ \(https://policies.ucf.edu/documents/4-401.pdf\)](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: <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan1>

[9.pdf](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) [\\_ \(https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)

## **Discussion Board Appropriateness:**

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

## **Student Non-solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1404136/discussion\\_topics\)](https://webcourses.ucf.edu/courses/1404136/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

\*\*\*This applies to mass emails, you are obviously more than welcome to email individual friends in the class

## **Email Appropriateness:**

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. I am happy to respond to emails via Webcourses Inbox or at my ucf.edu email address.

## **Online Technology**

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are

responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student assumes the responsibility of finding a stable connection (for example: going to a local Starbucks, hotspotting your phone, heading to a campus library, going to a friend's house, etc).

## **Academic Integrity**

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

- *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.

For more information about Academic Integrity, students may consult [UCF Center for Academic Integrity \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/).

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

## **Turnitin**



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

## **GroupMe and Other Group Messaging Platforms**

GroupMe and other group messaging platforms (like Whatsapp) are meant to be used for simple class discussions. If a student wishes to create a GroupMe or utilize another messaging platform concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe or other group messaging platforms were created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe or other group messaging platform that does not include me or the TAs, please report it to me; again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

**WARNING:** Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With hundreds of students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow 499 students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate **INSTEAD** of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

## **Unauthorized Use of Technology for Graded Work**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

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

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

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

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

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

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

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

## **Unauthorized Distribution of Class Notes**

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## **Quiz Audit Log**

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the [Webcourses@UCF](mailto:Webcourses@UCF) quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [UCF 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 when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)\\_](http://goldenrule.sdes.ucf.edu/zgrade).

## **Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter. This section includes, for example, access to: therapy assisted online (TAO) Self Help, Knights Online, SAS, Writing Center, Tutoring Center, etc.

## **Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## **Course Accessibility Statement**

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

**\*\*If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

**\*\*\*Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.**

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html \(http://emergency.ucf.edu/emergency\\_guide.html\)](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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/workplace-safety> [\\_\(https://ehs.ucf.edu/workplace-safety\)](https://ehs.ucf.edu/workplace-safety) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) [\\_\(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- 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://police.ucf.edu/active-shooter> [\\_\(https://police.ucf.edu/active-shooter\)](https://police.ucf.edu/active-shooter)  
[You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

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

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor **at the start of the semester** to discuss your circumstances.

## Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, 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.

According to the Academic Misconduct section of the UCF Golden Rule section C. states:

"Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

## **Third-Party Software and FERPA**

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

## **Course Expectations:**

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

## **My expectations of you for taking Human Species**

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

## **What You Can Expect From Me**

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

## **Final Comments**

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

\*\*\*\*The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.

# ANT 2511 The Human Species

## Section 0M01

Fall 2022 (3 credits)

### **1. Course Information**

Room: ENG2 102

Modality: M mode

Dates: August 22 - December 11, 2022

Class Times: Mondays and Wednesdays 10:30-11:20 am

Prerequisites: None

Final Exam Time: Monday 12/5 10:00 am - 12:50 pm

### **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c). In office hours you can review your exams and ask questions about the material or anthropology in general.

- Mondays: 1:00-3:30 pm.
- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 9:00-10:15 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.



- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

TBA

In person Office Hours held in HPH 309M:

TBA

**3. Course Description:** Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

#### **4. Learning Outcomes:**

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is Knowledge Application (KA). Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome KA1:* Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

*Learning Outcome KA2:* Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome KA3:* Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome KA4:* Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome IE1:* Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome IE2:* Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

*Learning Outcome IE3:* Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

*Learning Outcome IE4:* Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

*Learning Outcome IE5:* Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

## **5. Course Schedule:**

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

## **6. Course Evaluation:**

Grades on all assessments will only be posted online in Webcourses.

### **6a. Assessments and Point Values:**

- *Three Midterm Exams—225 points total (75 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in

class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Homework Assignments—125 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)
  - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)
  - Homework 3: Dating the Distant Past: How do scientists know how old things are? Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)
  - Homework 4: Paleoanthropology in East Africa vs. South Africa. Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)

- Homework 5: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. **The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details.** Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

Current grading scheme for this assignment

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%

## Current grading scheme for this assignment

Name:		Range:
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 61.0%
F	< 61.0 %	to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams and assignments must be completed within 3 business days of the originally scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due" or "I ran out of time". The course schedule clearly explains when things were due, and all of

the online assignments are open for multiple days. If you didn't read the schedule or procrastinated until the last minute, that's on you.

- "My internet went down" or "I couldn't open the file". You signed up for a M class and it is your responsibility to ensure that you have to tools you need.

**Makeups for Religious Holidays:** Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. For 2022 the Jewish High Holidays of Rosh Hashanah and Yom Kippur fall on 9/25-27 and 10/4-5, respectively, and class is scheduled on some of those days. If you plan to observe these or any other religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

**6d. End of Semester Grading Policies:** To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

**Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class.** This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot "make exceptions" for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, 'worked really hard', or anything

else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

## **7. Course Textbook**

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

[EXPLORATIONS: \(Links to an external site.\)An Open Invitation To Biological Anthropology \(Links to an external site.\)](#) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

## **8. University Core Policies**

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

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



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

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

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

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) to discuss specific accommodations for this or other courses.

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1,

“Academic Misconduct,” students are prohibited from engaging in:

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was

obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**8b. Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

I am pleased to assist those students need additional accommodation. However, you **MUST** present me with documentation from SAS that verifies your needs. **ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.**

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due

to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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

8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether

individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

## 9. Protocols

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

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

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

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

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

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

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

**Fall 2022 ANT 2511-0M01 (MW 10:30-11:20 am) COURSE SCHEDULE:**

**All Modules will open on Monday at 7:00 am in the week they are listed.**

The course schedule is tentative, and I reserve the right to make reasonable modifications.

<b>Week</b>	<b>Classroom Lecture Topic</b>	<b>Module Containing Book Chapter, Online Module Lecture, and/or Movie</b>	<b>Homework Assignment and Its Due Date</b>
Week 1	M 8/22: Course Introduction W 8/24: <i>Introduction to Biological Anthropology</i>	MODULE 1:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 1: Introduction to Biological Anthropology</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>Quiz 1 Online Course Activity <b>Due FRIDAY August 26 at 11:59pm for Course Activity.</b></li> </ul>	Nothing this week!
Week 2	M 8/29: <i>Meet Charles Darwin</i> W 8/31: <i>Natural Selection</i>	MODULE 2:  VIEW THIS LECTURE: <ul style="list-style-type: none"> <li><i>Before Darwin, the Rise of Science, Sections 1-6</i></li> </ul>	Nothing this week!
Week 3	M 9/5: Labor Day—no class W 9/7: <i>Natural Selection</i>	MODULE 3:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 4: Forces of Evolution</li> </ul> VIEW THIS LECTURE: <i>The Nature of Science, Sections 1-3</i>	Homework 1: The Nature of Science. <b>Opens with Module 3 on Monday 9/5 at 7 am and is due Sunday 9/11 at 11:59 pm</b>
Week 4	M 9/12: <i>Population Genetics and Quiz 2.</i> W 9/14: <b>Exam 1 in class</b>	Nothing this week!	Nothing this week!
Week 5	M 9/19: “The Living Primates” W 9/21: <i>Primate Anatomy</i>	MODULE 4:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 5: Meet the Living Primates</li> </ul>	Nothing this week!



Week 6	M 9/26: <i>Primate Anatomy, cont.</i> W 9/28: <i>Primate Evolution</i>	<p>MODULE 5:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 6 Primate Behavior and Ecology</li> </ul>	<p>Homework 2: Primate Behavior and Sociality  <b>Opens with Module 5 on Monday 9/26 at 7 am and is due Sunday 10/2 at 11:59 pm</b></p>
Week 7	M 10/3: <i>Primate Evolution, cont. and Quiz 3</i> W 10/5: Exam 2 in class	Nothing this week!	Nothing this week!
Week 8	M 10/10: <i>Hominin Adaptations</i> W 10/12: <i>Hominin Adaptations, cont.</i>	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 7: Understanding the Fossil Context</li> </ul>	<p>Homework 3: Dating the Distant Past.  <b>Opens with Module 7 on Monday 10/10 at 7 am and is due Sunday 10/16 at 11:59 pm</b></p>
Week 9	M 10/17: <i>Ardipithecus</i> W 10/19: <i>Early East African Australopithecus</i>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Protohominins</i></li> </ul>	Nothing this week!
Week 10	M 10/24: <i>Lucy and A. afarensis</i> W 10/26: <i>A. ghari</i>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>South African Australopithecines: A. africanus</i></li> <li>• <i>South African Australopithecines: A. robustus and A. sediba</i></li> </ul>	<p>Homework 4: Paleoanthropology in East Africa vs. South Africa. <b>Opens with Module 8 on Monday 10/24 at 7 am and is due Sunday 10/30 at 11:59 pm</b></p>

Week 11	M 10/31: <i>East African robust hominins and Quiz 4</i> W 11/2: <b>Exam 3 in class</b>	Nothing this week!	Nothing this week!
Week 12	M 11/7: <i>Early Homo</i> W 11/9: <i>Homo erectus</i>	MODULE 9: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 10: Early Members of the Genus <i>Homo</i>.</li> </ul>	Nothing this week!
Week 13	M 11/14: <i>Homo erectus, cont.</i> W 11/16: <i>Homo heidelbergensis</i>	MODULE 10: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 11: Archaic <i>Homo</i>.</li> </ul>	Nothing this week!
Week 14	M 11/21: <i>Neanderthals</i> W 11/23: Thanksgiving Break!	MODULE 11: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 12: Modern <i>Homo sapiens</i></li> </ul>	Homework 5: Modern Human Variation. <b>Opens with Module 11 on Monday 11/21 at 7 am and is due <u>Sunday 12/4 at 11:59 pm</u></b>  <b>YOU HAVE 2 WEEKS TO COMPLETE THIS DUE TO THANKSGIVING BREAK!</b>

Week 15	M 11/28: <i>Neanderthals, cont.</i> W 11/30: <i>Neanderthals, Denisovans, and You</i> and <b>Quiz 5</b>	MODULE 12: WATCH THESE YOUTUBE VIDEOS: <ul style="list-style-type: none"> <li>• “How would you spot a Neanderthal on a bus?”</li> <li>• “Making Neanderthal tools”</li> </ul>	Homework 5: Modern Human Variation that was assigned last week is <b><u>due Sunday 12/4 at 11:59 pm</u></b>
Week 16 Finals Week	<b>Final Exam: Monday, December 5, 2022 10:00 AM – 12:50 PM</b>		

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: August 22-26
- Withdrawal deadline for this course: October 28

# ANT 2511 The Human Species

## Section 0M02

Fall 2022 (3 credits)

### **1. Course Information**

Room: ENG2 102

Modality: M mode

Dates: August 22 - December 11, 2022

Class Times: Mondays and Wednesdays 11:30 am - 12:20 pm

Prerequisites: None

Final Exam Time: Wednesday 12/7 10:00 am - 12:50 pm

### **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c). In office hours you can review your exams and ask questions about the material or anthropology in general.

- Mondays: 1:00-3:30 pm.
- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 9:00-10:15 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

TBA

In person Office Hours held in HPH 309M:

TBA

**3. Course Description:** Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

**4. Learning Outcomes:**

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is Knowledge Application (KA). Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome KA1:* Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

*Learning Outcome KA2:* Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome KA3:* Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome KA4:* Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

*Learning Outcome IE1:* Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
  - Homework 2: Primate Behavior and Sociality
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

*Learning Outcome IE2:* Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

*Learning Outcome IE3:* Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
  - Homework 1: The Nature of Science
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

*Learning Outcome IE4:* Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

*Learning Outcome IE5:* Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
  - Homework 5: Modern Human Variation

## **5. Course Schedule:**

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

## **6. Course Evaluation:**

Grades on all assessments will only be posted online in Webcourses.

### **6a. Assessments and Point Values:**

- *Three Midterm Exams—225 points total (75 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in

class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Homework Assignments—125 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)
  - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)
  - Homework 3: Dating the Distant Past: How do scientists know how old things are? Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)
  - Homework 4: Paleoanthropology in East Africa vs. South Africa. Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)



- Homework 5: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. **The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details.** Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

Current grading scheme for this assignment

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%

## Current grading scheme for this assignment

Name:		Range:
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 61.0%
F	< 61.0 %	to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams and assignments must be completed within 3 business days of the originally scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- "I had to work." You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due" or "I ran out of time". The course schedule clearly explains when things were due, and all of

the online assignments are open for multiple days. If you didn't read the schedule or procrastinated until the last minute, that's on you.

- "My internet went down" or "I couldn't open the file". You signed up for a M class and it is your responsibility to ensure that you have to tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. For 2022 the Jewish High Holidays of Rosh Hashanah and Yom Kippur fall on 9/25-27 and 10/4-5, respectively, and class is scheduled on some of those days. If you plan to observe these or any other religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

**Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class.** This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot "make exceptions" for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, 'worked really hard', or anything

else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

## **7. Course Textbook**

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

[EXPLORATIONS: \(Links to an external site.\)An Open Invitation To Biological Anthropology \(Links to an external site.\)](#) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

## **8. University Core Policies**

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

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

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

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

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

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) to discuss specific accommodations for this or other courses.

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1,

“Academic Misconduct,” students are prohibited from engaging in:

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was

obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**8b. Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

I am pleased to assist those students need additional accommodation. However, you **MUST** present me with documentation from SAS that verifies your needs. **ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.**

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due

to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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

#### 8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether



individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

## 9. Protocols

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

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

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

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

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

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

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

**Fall 2022 ANT 2511-0M02 (MW 11:30-12:20) COURSE SCHEDULE:**

**All Modules will open on Monday at 7:00 am in the week they are listed.**

The course schedule is tentative, and I reserve the right to make reasonable modifications.

<b>Week</b>	<b>Classroom Lecture Topic</b>	<b>Module Containing Book Chapter, Online Module Lecture, and/or Movie</b>	<b>Homework Assignment and Its Due Date</b>
Week 1	M 8/22: Course Introduction W 8/24: <i>Introduction to Biological Anthropology</i>	MODULE 1:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 1: Introduction to Biological Anthropology</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>Quiz 1 Online Course Activity <b>Due FRIDAY August 26 at 11:59pm for Course Activity.</b></li> </ul>	Nothing this week!
Week 2	M 8/29: <i>Meet Charles Darwin</i> W 8/31: <i>Natural Selection</i>	MODULE 2:  VIEW THIS LECTURE: <ul style="list-style-type: none"> <li><i>Before Darwin, the Rise of Science, Sections 1-6</i></li> </ul>	Nothing this week!
Week 3	M 9/5: Labor Day—no class W 9/7: <i>Natural Selection</i>	MODULE 3:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 4: Forces of Evolution</li> </ul> VIEW THIS LECTURE: <i>The Nature of Science, Sections 1-3</i>	Homework 1: The Nature of Science. <b>Opens with Module 3 on Monday 9/5 at 7 am and is due Sunday 9/11 at 11:59 pm</b>
Week 4	M 9/12: <i>Population Genetics and Quiz 2.</i> W 9/14: <b>Exam 1 in class</b>	Nothing this week!	Nothing this week!
Week 5	M 9/19: “The Living Primates” W 9/21: <i>Primate Anatomy</i>	MODULE 4:  READ: <ul style="list-style-type: none"> <li>Explorations Chapter 5: Meet the Living Primates</li> </ul>	Nothing this week!

Week 6	M 9/26: <i>Primate Anatomy, cont.</i> W 9/28: <i>Primate Evolution</i>	<p>MODULE 5:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 6 Primate Behavior and Ecology</li> </ul>	<p>Homework 2: Primate Behavior and Sociality</p> <p>Opens with Module 5 on Monday 9/26 at 7 am and is due Sunday 10/2 at 11:59 pm</p>
Week 7	M 10/3: <i>Primate Evolution, cont. and Quiz 3</i> W 10/5: Exam 2 in class	Nothing this week!	Nothing this week!
Week 8	M 10/10: <i>Hominin Adaptations</i> W 10/12: <i>Hominin Adaptations, cont.</i>	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 7: Understanding the Fossil Context</li> </ul>	<p>Homework 3: Dating the Distant Past.</p> <p>Opens with Module 7 on Monday 10/10 at 7 am and is due Sunday 10/16 at 11:59 pm</p>
Week 9	M 10/17: <i>Ardipithecus</i> W 10/19: <i>Early East African Australopithecus</i>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Protohominins</i></li> </ul>	Nothing this week!
Week 10	M 10/24: <i>Lucy and A. afarensis</i> W 10/26: <i>A. ghari</i>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>South African Australopithecines: A. africanus</i></li> <li>• <i>South African Australopithecines: A. robustus and A. sediba</i></li> </ul>	<p>Homework 4: Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 10/24 at 7 am and is due Sunday 10/30 at 11:59 pm</p>

Week 11	M 10/31: <i>East African robust hominins and</i> Quiz 4 W 11/2: Exam 3 in class	Nothing this week!	Nothing this week!
Week 12	M 11/7: <i>Early Homo</i> W 11/9: <i>Homo erectus</i>	MODULE 9: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 10: Early Members of the Genus <i>Homo</i>.</li> </ul>	Nothing this week!
Week 13	M 11/14: <i>Homo erectus, cont.</i> W 11/16: <i>Homo heidelbergensis</i>	MODULE 10: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 11: Archaic <i>Homo</i>.</li> </ul>	Nothing this week!
Week 14	M 11/21: <i>Neanderthals</i> W 11/23: Thanksgiving Break!	MODULE 11: READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 12: Modern <i>Homo sapiens</i></li> </ul>	Homework 5: Modern Human Variation. <b>Opens with Module 11 on Monday 11/21 at 7 am and is due <u>Sunday 12/4 at 11:59 pm</u></b>  <b>YOU HAVE 2 WEEKS TO COMPLETE THIS DUE TO THANKSGIVING BREAK!</b>

Week 15	M 11/28: <i>Neanderthals, cont.</i> W 11/30: <i>Neanderthals, Denisovans, and You</i> and <b>Quiz 5</b>	MODULE 12: WATCH THESE YOUTUBE VIDEOS: <ul style="list-style-type: none"> <li>• “How would you spot a Neanderthal on a bus?”</li> <li>• “Making Neanderthal tools”</li> </ul>	Homework 5: Modern Human Variation that was assigned last week is <b><u>due Sunday 12/4 at 11:59 pm</u></b>
Week 16 Finals Week	<b>Final Exam: Wednesday, December 7, 2022 10:00 AM – 12:50 PM</b>		

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: August 22-26
- Withdrawal deadline for this course: October 28

# Course Syllabus

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## The Human Species

ANT 2511 (0003) ▪ Fall 2022

Department of Anthropology ▪ College of Sciences  
University of Central Florida

### Course Information

**Course Name:** The Human Species  
**Course ID:** ANT 2511 (0003) / Fall 2022  
**Credit Hours:** 3.0 hours  
**Location/time:** Tuesday / Thursday 10:00-11:50 AM in CB2-207

### Professor Contact

**Professor:** Dr. Lana Williams  
**Main Office:** UCF Main Campus - Howard Phillips Hall 309F  
**Phone:** 407-823-2227  
**Office Hours:** Tuesday 12:30-2:00 PM EST in HPH 309F and via WebCourses Chat (or by scheduled appointment)  
**E-mail:** via WebCourses Inbox messaging (or [lane.williams@ucf.edu](mailto:lane.williams@ucf.edu))

### Teaching Assistant Contact

**GTA:** Charlotte Robinson  
**Main Office:** UCF Main Campus - Phillips Hall 309  
**Office Hours:** TBA in HPH 309 and via WebCourses Chat (or by scheduled appointment)  
**E-mail:** via WebCourses Inbox messaging

### Syllabus Quick Links

- [Course Description](#)
  - [Skill development](#)
  - [Required textbook](#)
  - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [COVID Statement](#)
- [Working in WebCourses](#)
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## University Catalog Description

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):** None



### KNOWLEDGE APPLICATION

Understand scientific methods and connect and apply them to challenges facing society.

This is a **UCF General Education Program (GEP)** (<https://undergrad.ucf.edu/gep/req/gepreq/>) course, and it satisfies the Knowledge Application Foundation GEP 12 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

### What is this course about?

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

From genetics and gorillas, to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the development and diversity of our species, our place in the natural world, and issues that we face in our rapidly changing world, including our understanding of new fossils, race, environment, and world health. Our primary goal is to explore, understand and respond meaningfully to the diversity of of past, present, and future as the human species.

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

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation and adaptation.** After successfully completing this course, you should be able to:

- Explain and identify basic concepts and theoretical developments in biological anthropology.
- Compare and contrast adaptations and variations among modern humans from an evolutionary perspective.
- Summarize our relationship to modern living primates and the potential threats to their survival.
- Examine and evaluate fossil evidence used in understanding our evolutionary past.
- Apply concepts of biological anthropology to contemporary issues and your own behaviors.
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

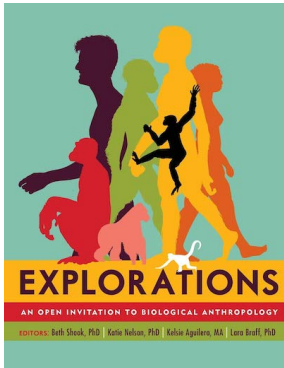
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

### What textbook will I need?

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course!

All textbook materials are free and supplied directly in your course learning modules through [WebCourses@UCF](mailto:WebCourses@UCF) (<mailto:WebCourses@UCF>).



### OER Course Materials (**free** educational resources)

**NOTE:** Individual chapters and a complete text are supplied in .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

## 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 supplement your course content, to submit your assignments and to communicate with your instructor, graduate teaching assistants (GTAs) 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 an 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?

Biological anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the methods and theories applied in this research may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

During the next 15 weeks of the Fall 2022 term, you should expect to spend around **three hours of class time each week with in-class lectures and assigned media, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to review your notes, complete your assigned reading, and complete your graded work assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**. Please **plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class attendance and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit office hours held by your instructor **on Tuesdays from 12:30-2:00pm EST in HPH 309F and via 'Chat' in WebCourses**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an 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 \(http://sas.sdes.ucf.edu\)](mailto:sas@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 instructors, 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 online course materials, 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 complete your exams** within the SAS facilities.

## What are the course requirements?

The Fall 2022 semester begins on **AUG 22, 2022** and ends on **DEC 11, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- attend class regularly and on time each week;
- review supplemental online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 11 of 13 Quizzes (online; two lowest scores are dropped);
- submit 5 of 6 Activity assignments (online; lowest score dropped);
- submit 3 written exams (two during scheduled class periods, one during finals week)

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your lecture handouts, graded assignments, links to information websites, and assigned media content. Modules also contain study guides and review media to assist you in preparing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

**All graded work is due on an assigned schedule.** A missed or late quiz, activity assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

## How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your instructor, details about course communication and office hours, computer and/or mobile device use, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Just Another Species?](#) in the COURSE INTRO module by **11:59 PM EST on AUG 26, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
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Required activity (1) & Quizzes (11)	120	30%
Activity assignments (5)	75	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>495 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify key structures and systems related to human evolution, explain theoretical and applied concepts, and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human evolution. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 11 of the 13 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 13 possible grades.**
- **Activity assignments:** These activity and discussion assignments are designed to help you think critically, contribute to discussions in a meaningful and scholarly manner, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. **You are required to submit at least 5 of the 6 activity assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 6 possible grades.**
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams are non-cumulative in format and will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** – two during scheduled class periods, and one during finals week.

Many students take advantage of the dropped grades for their quizzes and/or activity assignment at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and activity assignments you have submitted** using the 'Grades' button in the menu on the left.

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

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

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

## How do I view my grades?

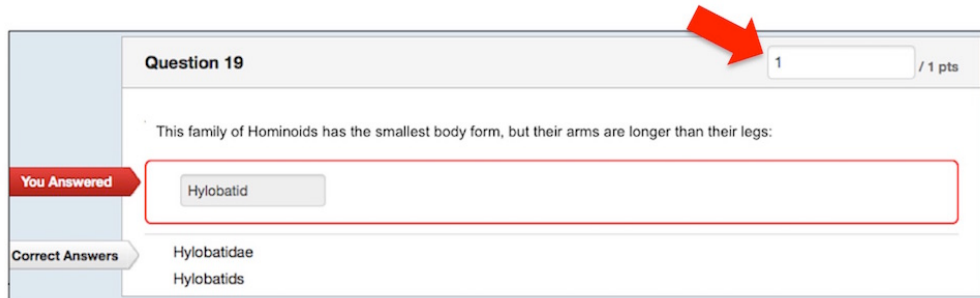
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For Activity assignments and exams, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message,

review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify your instructor or your GTA using WebCourses Inbox, and your concern will be addressed as soon as reasonably possible. Questions regarding individual assignment scores must be addressed **within five calendar days of the grade being released**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as 'incorrect' when your response does not exactly match the correct answer provided in the grading key. **Your GTA will be individually grading these questions on each quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as correct.**

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



The screenshot shows a question titled "Question 19" with a score of "1 / 1 pts" in the top right corner. A red arrow points to this score. The question text is "This family of Hominoids has the smallest body form, but their arms are longer than their legs:". The user's answer, "Hylobatid", is shown in a red-bordered box. Below the answer, the correct answers are listed as "Hylobatidae" and "Hylobatids". A "You Answered" indicator is on the left, and a "Correct Answers" indicator is below it.

Correct answers for each quiz, assignment and exam will be available for a **limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

## *What if I miss a quiz, assignment, or exam due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact your instructor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact**

**their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make reasonable arrangements for completion of work.

- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy \(https://policies.ucf.edu/documents/4-401.pdf\)](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 \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](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 \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks may be required in approved clinical or health care settings.

### **Illness Notification**

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**

UCF faculty recognize and understand the difficult times we are all in. The COVID-19 pandemic still impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, **your instructor for this course 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**. They 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 your instructor will not hold you accountable**, especially in terms of class attendance, participation, and contributions.

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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit [UCFCares.com \(http://ucfcares.com\)](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.

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/), 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.

## *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/>), 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/>) (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/>), 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>), so you can avoid undesirable academic outcomes.
- **Planning your future** is easier with [Career Services](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.

## *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. This course will be conducted in a way that respects **all aspects of diversity** (<http://www.diversity.ucf.edu>). 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](http://sas.sdes.ucf.edu) (<http://sas.sdes.ucf.edu>).

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe**. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior **will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions**.

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 UCF's [Let's Be Clear](https://letsbeclear.ucf.edu/) (<https://letsbeclear.ucf.edu/>) and the [UCF Cares](http://cares.sdes.ucf.edu/) (<http://cares.sdes.ucf.edu/>).

## *How is academic integrity maintained?*

If you were in a classroom setting taking an exam, would you ask the student sitting next to you for an answer to a test question? The

answer should be no. This also applies to all online graded assignments. The completion of graded work in a course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or completing an assignment does not mean that the graded work 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 \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/), students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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](http://goldenrule.sdes.ucf.edu/zgrade)' grade (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course). All academic integrity issues will be subject to appropriate referral to [Student Conduct and Academic Integrity \(SCAI\) \(https://scai.sdes.ucf.edu/academic-integrity/\)](https://scai.sdes.ucf.edu/academic-integrity/), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule \(http://goldenrule.sdes.ucf.edu/\)](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 exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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. Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone 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). Your instructor and GTA 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 (as well as other study platforms such as Quizlet, Course Hero, Chegg Study, etc.) are encouraged as long as **academic integrity is maintained** and the following **items are not copied, duplicated, downloaded or distributed without permission:**

- copyright materials used in course learning platform.
- any lectures, assignments, quiz/exam questions or any answers to graded work in this course.

**WARNING: 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.** Many online study groups have experienced added benefits and avoided these issues by inviting the a graduate teaching assistant or the course instructor 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 or writing out an online quiz or exam question and posting it** to the study group, and/or asking for assistance is considered academic misconduct.
- **Answering an online quiz or test question posted to study group** 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 while in process (i.e., open for submission)** is considered academic misconduct.

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell or trade your notes and other course information from this class. Distributing course materials to a third party without instructor or copyright owner 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 your instructor 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 your instructor. 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 your instructor may only check their UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and instructor, between student and any graduate teaching assistant, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** Your instructor 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 supplemental course materials are supplied online and all Activity assignments and Quizzes will be submitted and graded through WebCourses. At a minimum, you will need:

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

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

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

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

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

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

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

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

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](#) .
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an

emergency.

- If there is a **medical emergency during class**, students may need to **locate** (<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** (<https://my.ucf.edu>) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this **UCF video** (<https://youtu.be/NIKYajEx4pk>).

## *What is my course lecture and assignment schedule?*

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

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

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

# Course Syllabus

 [Edit](#)



## HUMAN SPECIES

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

ANT2511-0W62/Fall 2022

Professor: Dr. Emily Zavodny

Office: HPH 309-D (UCF Main Campus)

Office Hours: Virtually via Chat Mondays 2-5 PM *or* by appointment

Email: [Emily.Zavodny@ucf.edu](mailto:Emily.Zavodny@ucf.edu) or via Webcourses

Graduate Teaching Assistants (GTAS)

Peter Mercier

Eliese Dziak

Office Hours: Tuesdays 1-2 PM

Office Hours: Wednesdays 1:30-2:30 PM

Email: via Webcourses

Email: via Webcourses

## University Catalogue Description

Human biological variation in an evolutionary perspective.

## Overview

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section, we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, in the last section we will look at the emergence and evolution of modern humans

and the future of our species. We will explore these various topics through readings, films, and other media. You will be assessed through assignments, quizzes and exams.

This course satisfies the General Education Program (GEP) requirement for Science Foundations for many UCF degree programs *as long as you receive a C or better.*

## Learning Objectives

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

- Discuss basic concepts and methods in biological anthropology;
- Explain the history and modern synthesis of evolutionary thought;
- Identify structures and processes of modern genetics and evolutionary forces;
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans;
- Compare and contrast our place in nature through the biology, habitats, and behavior of living primates;
- Evaluate the fossil evidence used to understand our past;
- Formulate knowledgeable questions about our past and our future as we continue to adapt to our ever-changing environment.

## Anthropology is a Science

Anthropology is focused on understanding the diversity of human life. Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. **Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria.** Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

## Required Texts (They're Free!)

Readings this semester will come from articles and book chapters posted to our Webcourses. *This means you DO NOT need to purchase a textbook for this course!*

I also highly recommend bookmarking the Smithsonian Human Origins Institute website for helpful study tools, interactive maps and great images of our human ancestors.

- <http://humanorigins.si.edu/>
- <http://humanorigins.si.edu/evidence/human-family-tree>

## Course Structure & Assignments

This is a fully online (W) course, meaning that 100% of course content will be posted to our Webcourses page. **This course is also asynchronous- you will work through the materials at your own pace with fixed due**

**dates for assignments, quizzes and exams.** You will not need to log on to Webcourses to meet with me and the class at a scheduled time. All work will be completed on your own with respect to set due dates.

Keep in mind that taking online courses can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework and meeting deadlines. Don't think that taking an online mode course is easier- it can actually be much more challenging and time intensive than many people think.

## Assignments

### 1. Financial Aid Activity: Syllabus Quiz: 5 points

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 5 PM (EST) Friday, August 26**. Failure to do so will result in a delay in the disbursement of your financial aid- don't let that happen! You must complete the syllabus quiz before you will be allowed to access other modules on our Webcourses page.

### 2. Reading Quizzes: 80 points (8 x 10 points)

Required readings will be posted online at the beginning of each week. There will be nine (9) online readings quizzes throughout the course; each will be due by 5:00 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, fill-in-the-blank, and short answer questions. ***Your lowest quiz score will be dropped at the end of the semester!***

**Important:** Quizzes are timed and must be completed in one sitting. You will have 12 minutes to complete the quiz once you begin.

### 3. Written Activities: 100 points (5 x 20 points)

There will be five (5) small written assignments this semester that ask you to think more critically about course concepts and apply them to real-world scenarios. A more detailed description and grading rubric for these assignments will be provided in the relevant modules.

### 4. Exams: 300 points (4 x 75 points)

There will be four (4) non-cumulative exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. **The first three exams will be posted online at 8 AM on the Thursdays of Weeks 4, 8, and 11. You will have until 5:00 PM that Friday to take the exam.** Our fourth and final exam will be posted online during finals week from 8:00 AM Monday, Dec. 5 until 11:59 PM Tuesday, Dec. 6.

**Important!** Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

## Course Communication

Our GTAs and I will each hold virtual office hours this semester. If these times do not work for you or are having technical difficulties, please email me or a GTA so we can schedule a different time or venue.

Email is always the best way to communicate with your GTAs and me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. During the work week (M-F) we will respond to emails within 48 hours of receiving them, but please note that it may take us the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline. We will generally not respond to emails over the weekend.

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

## Grading Policies

**Your final grade is based on the following:** syllabus quiz (1), reading quizzes (9), written activities (5), and non-cumulative exams (4). The total value for all assignments is 485 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

$$100 \left( \frac{\text{Percentage Grade} = \text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Written Activities}}{485} \right)$$

Letter grades are assigned according to the table below.

Letter Grade	A	A-	B+	B	B-	C+	C	D	F
Percentage	94-100	90-93	87-89	84-86	80-83	77-79	70-76	60-69	≤ 59

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. Your GTAs and I cannot discuss grades via email.

Consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) (<http://catalog.ucf.edu/>) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Late Work & Make-Up Policy

All assignments are due online on the date indicated on the course schedule and syllabus. You may submit late quizzes or activities with a 15% deduction per day from your grade on that assignment. **In order to make-up an exam, however, you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence)**. Students with an approved excuse should make every effort to contact me **before** the assignment in question is due, otherwise accommodations may not be possible. 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. All make-up work is at the discretion of the instructor. If you've read this far, email me a picture of your favorite animal by August 26th for two extra credit points.

## Course Schedule

Our course schedule can be found [here](#). This is a tentative schedule for the semester and subject to change, so please check the schedule frequently.

## University Of Central Florida Policies

### Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's [Rules of Conduct](#) (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

There are also many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and



examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement below). Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## 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/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf). [\\_\(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school applications, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. It's not worth it! For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

## 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.

## Course Accessibility Statement

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

## Campus Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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

## Deployed Active Duty Military Students

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

## Religious Observance

Students must notify me in advance if they have a scheduling conflict due to religious observance. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.