

Syllabus Spring 2022

Welcome to Ant 2000H Spring 2022

To access the class you can use either MyUcf or 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, W 3 - 5 PM

Office: Howard Philipps Hall 311C

Office Phone: 407-823-5779

E Mail: vance.geiger@ucf.edu

Class – face to face

TA: None

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

Grading: Three 100 point exams = 300 points

16 On-line Assignments = 160 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 and Exam 2).

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.

Required Statement Regarding COVID-19

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

[Statement Regarding Masks in Classrooms](#)[Links to an external site.](#)

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 \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings.

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 or Knights email for any alterations to this course.

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

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, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

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

- * In case of an emergency, dial 911 for assistance.
- * Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- * Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- * If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <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 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.

Student Responsibilities

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: 1/10:

Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, Callaghan and Williams chapter 1

Syllabus quiz due 1/14

Week 1 assignments due 1/17

Week 2: 1/17

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 1/24

Week 3: 1/24 Hominid Evolution.

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

Week 3 assignment due 1/31

Week 4: 1/31 Homo Habilis and Homo Erectus.

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

Week 4 assignment due 2/7

Week 5: 2/7 Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Week 5 assignment due 2/14

Exam 1 2/12 8 am – 2/14 11 55 pm

Week 6: 2/14 Modern Human Diversity and the Issue of Race.

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

Week 6 assignment due 2/21

Week 7: 2/21 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 2/28

Week 8: 2/28 Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Week 8 assignment due 3/5

Spring Break 3/6 - 3/13

Week 9: 3/14 Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Week 9 assignment due 3/21

Week 10: 3/21 Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Week 10 assignment due 3/28

Exam 2 3/26 8 am – 3/28 11 55 pm

Week 11:3/28 Economics

Reading: online material, Perspectives chapter 6

Begin reading “A War of Witches”

Week 11 assignment due 4/4

Week 12 4/4 Religion and (online material)

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

Week 12 assignment due 4/11

Week 13: 4/11 Cultural change

Reading: section 13 online material

Week 13 assignment due 4/18

Week 14: 4/18 Applied Anthropology – Refugees and Globalization

Reading: Online material, chapter 18 in Perspectives

Week 14 and 15 assignment due 4/25

Exam 2 4/23 8 am – 4/25 11 55 pm

4/25 Last day of class all assignments on-time or late due 11 55 pm

Make Up Exam 4/27 8 am – 4/28 11 55 pm

Course Syllabus



General Anthropology

ANT 2000 (0W60) • Spring 2022

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

Course Information

Course Name: General Anthropology
Course ID: ANT 2000 (0W60) / Spring 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Monday 1:00-2:20 PM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA: Melissa Gomez
Main office: UCF Main Campus - Phillips Hall 309 (by appointment only)
Online Office: TBA via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

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University Catalog Description

An introductory survey of the four main subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics and Archaeology. **Prerequisite:** None

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 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?

Have you ever wondered about the people around you? Why they look the way they do? How they know to behave in different situations? How they even got there in the first place? Anthropology – the study of the human condition in the past, present, and future – can help you find answers to these questions and many more. Anthropologists research these kinds of questions using scientific and humanistic perspectives from four main subfields: biological anthropology (the study of human genetics, evolution, and diversity), archaeology (the study of past human material culture), linguistics (the study of human language, communication, and writing systems), and social anthropology (the study of human society and culture).

From art and economics to Ancient Egypt and modern human genetics, this General Anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the history of human development, the diversity of our cultural and social institutions, and issues that we face in our rapidly changing world, including environmental change, race and ethnic relations, world health issues, and globalization. Our primary goal is to explore, understand and respond meaningfully to the diversity of human possibilities.

What skills will I develop in this course?

You will be 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 successfully completing this course, you should be able to:

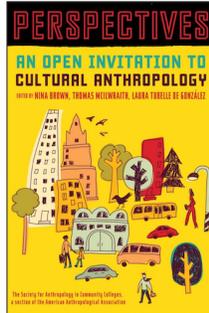
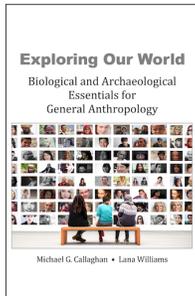
- Explain and identify basic concepts and theoretical developments from four main subfields of anthropology.
- Summarize how anthropologists solve problems in business, government, public health, education, history, technology, and advocacy.
- Examine and evaluate methods and ethics of anthropological fieldwork, research and writing.
- Apply concepts of anthropology to past and contemporary global and social issues and your own behaviors.
- Consider how you and your place in the world may be perceived, how you perceive others, and the potential impact these perspectives may have on social, economic, and political institutions.
- Generate and defend informed opinions concerning past and contemporary diversity of differences, similarities, and interrelationships among individuals, cultures, and societies.

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 textbooks will I need?

This course uses **free 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 Textbooks (free educational resource materials)

NOTE: Complete texts and individual chapters 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 deliver your course content, submit your assignments and communicate with your instructor, graduate teaching assistant (GTA) 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 face-to-face. [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 participation and graded 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?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you. but, the focus areas of research, methods, and theories applied 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.

For most students striving for a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **three hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to success in this course. All due dates for graded work (e.g., assignments, quizzes and exams) are located in the table at the end of this syllabus.

Please do not be tempted to skip a few 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 my **online office hours on Thursdays from 9:30-11:00 AM EST via Chat (or scheduled Zoom appointment)**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom 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/>) (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 Spring 2022 semester begins on **JAN 10, 2022** and ends on **MAY 03, 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;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 5 of 7 Discussion Activity assignments (two lowest scores are dropped);;
- submit 3 online written exams.

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 your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing 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, discussion 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](#)

[\(%24CANVAS_OBJECT_REFERENCE%24/modules/g130f8200aab262bc05415ff9f4e96b8e\)](#), 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: A Vision of Students](#) discussion in the COURSE INTRO module by **11:59pm EST** on **JAN 14, 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 your ability to access the 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
Required Activity (1) & Discussion Activities (5)	60	30%
Quizzes (12)	120	25%
Exams (3)	300	45%
<i>Total Possible</i>	<i>480</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your Anthropology Activity assignments, and classroom attendance activities.

- **Required Academic Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will compare and discuss concerns of college students in 2011 with your own concerns in 2021-2022. **You are required to participate in and submit this discussion assignment** to initiate your academic activity in the course, and **this discussion grade cannot be dropped** when calculating your final grade.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and research 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 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 15 possible quiz grades when calculating your final grade.
- **Discussion Activity Assignments:** These assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and discuss various techniques used in assessing and understanding past and contemporary human biological and cultural diversity. **You are required to submit at least 5 of the 7 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 7 possible discussion activity grades when calculating your final grade.
- **Exams:** You will need to demonstrate your understanding of terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

Many students take advantage of the dropped grades for their quizzes and discussion activities 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 discussion activities 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.

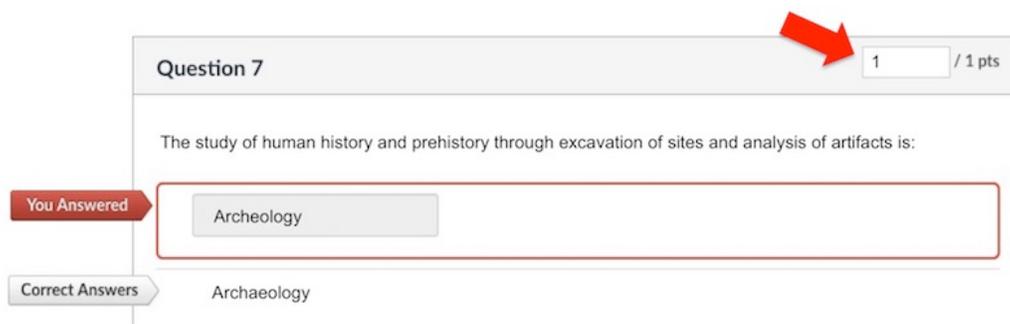
How do I view my grades?

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 three days after the final due date. For discussion 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 a class announcement, 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 me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as reasonably possible. Questions regarding individual scores must be addressed **within five 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 'hand-grading' each assignment, quiz and exam to ensure that you receive points for 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:



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 grade release 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 me 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, and to the GTA who will be completing the majority of grading, **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 **illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** (<https://scs.sdes.ucf.edu/services/>) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the 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>).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the **UCF policy** (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

What are the COVID-related policies at UCF?

Armor Up at UCF!

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of

our campus community to wear masks indoors, [in line with the latest CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) [_ \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) . Masks are required in approved clinical or health care settings.

Notice of Changes to Course Modality

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

Illness Notifications

Students who believe they may have been exposed to COVID-19 or who test positive 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 or have tested positive for COVID-19.

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

Flexibility and Accountability

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

What academic and career resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled.

These include:

- **Writing help** from the [University Writing Center](http://uwc.cah.ucf.edu/) [_ \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/) , such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](http://sarconline.sdes.ucf.edu/) [_ \(http://sarconline.sdes.ucf.edu/\)](http://sarconline.sdes.ucf.edu/) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](https://apps.ucf.edu/) [_ \(https://apps.ucf.edu/\)](https://apps.ucf.edu/) , for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com/cdlvideo/successful-you) [_ \(https://vimeopro.com/cdlvideo/successful-you\)](https://vimeopro.com/cdlvideo/successful-you) , so you can avoid undesirable academic outcomes.
- **Planning your future** is easier with [Career Services](http://career.ucf.edu/), [_ \(http://career.ucf.edu/\)](http://career.ucf.edu/) with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

What resources are available to help me with life challenges?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://ucfcares.com) [_ \(http://ucfcares.com\)](http://ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use,

bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu (<mailto:ucfcares@ucf.edu>) 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.

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

treated with integrity.

Your enrollment in this course means that you will adhere to the [UCF Creed](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) (<http://catalog.ucf.edu/content.php?catoid=2&navoid=4>) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](http://osc.sdes.ucf.edu/process/roc) (<http://osc.sdes.ucf.edu/process/roc>), students are prohibited from engaging in:

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

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

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

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

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

Quiz Audit Logs

For each quiz and 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 (e.g., phone or secondary device) for assistance.
- **You ARE allowed to use** your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

ATTN: Your GTA and instructor will regularly monitor quiz audit logs for academic integrity compliance. **Failure to comply with these instructions will result in an academic integrity violation.**

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your

personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me 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 instructor, between student and 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 unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

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

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor or GTAs so we 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) [\(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/)
- A built-in 'Help' button for WebCourses@UCF Support 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](http://emergency.ucf.edu/emergency_guide.html) [_ \(http://emergency.ucf.edu/emergency_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](http://www.ehs.ucf.edu/AEDLocations-UCF) [_ \(http://www.ehs.ucf.edu/AEDLocations-UCF\)](http://www.ehs.ucf.edu/AEDLocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](https://my.ucf.edu) [_ \(https://my.ucf.edu\)](https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video](https://youtu.be/NIKYajEx4pk) [_ \(https://youtu.be/NIKYajEx4pk\)](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 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.

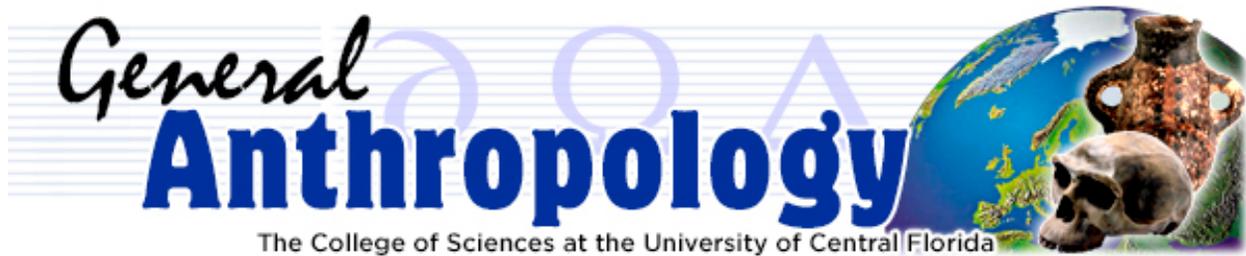
Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 REQUIRED ACTIVITY: A Vision of Students (https://webcourses.ucf.edu/courses/1394846/assignments/7423450)	due by 11:59pm
Mon Jan 17, 2022	 QUIZ 1: Anthropology and Culture (https://webcourses.ucf.edu/courses/1394846/assignments/7423439)	due by 11:59pm
	 REQUIRED ACTIVITY: Discussion Response (https://webcourses.ucf.edu/courses/1394846/assignments/7423463)	due by 11:59pm
Mon Jan 24, 2022	 QUIZ 2: Evolution and Populations (https://webcourses.ucf.edu/courses/1394846)	due by 11:59pm

Date	Details	Due
	/assignments/7423431	
Mon Jan 31, 2022	 QUIZ 3: Human Biodiversity https://webcourses.ucf.edu/courses/1394846/assignments/7423445	due by 11:59pm
Thu Feb 3, 2022	 ACTIVITY 1: Humans as Primates https://webcourses.ucf.edu/courses/1394846/assignments/7423451	due by 11:59pm
	 ACTIVITY 1: Discussion Response https://webcourses.ucf.edu/courses/1394846/assignments/7423455	due by 11:59pm
Mon Feb 7, 2022	 EXAM 1: Modules 1 through 4 https://webcourses.ucf.edu/courses/1394846/assignments/7423430	due by 11:59pm
	 QUIZ 4: Our Origins https://webcourses.ucf.edu/courses/1394846/assignments/7423437	due by 11:59pm
Thu Feb 10, 2022	 ACTIVITY 2: Other Handedness https://webcourses.ucf.edu/courses/1394846/assignments/7423452	due by 11:59pm
	 ACTIVITY 2: Discussion Response https://webcourses.ucf.edu/courses/1394846/assignments/7423456	due by 11:59pm
Mon Feb 14, 2022	 QUIZ 5: Controlling Bodies https://webcourses.ucf.edu/courses/1394846/assignments/7423440	due by 11:59pm
Thu Feb 17, 2022	 ACTIVITY 3: Symbolic Meaning and Media (https://webcourses.ucf.edu/courses/1394846/assignments/7423453)	due by 11:59pm
	 ACTIVITY 3: Discussion Response https://webcourses.ucf.edu/courses/1394846/assignments/7423457	due by 11:59pm
Mon Feb 21, 2022	 QUIZ 6: Thinking and Communicating https://webcourses.ucf.edu/courses/1394846/assignments/7423429	due by 11:59pm
Mon Feb 28, 2022	 QUIZ 7: Ritual and Performance https://webcourses.ucf.edu/courses/1394846/assignments/7423441	due by 11:59pm
Thu Mar 3, 2022	 ACTIVITY 4: Gendering Our Day https://webcourses.ucf.edu/courses/1394846	due by 11:59pm

Date	Details	Due
	/assignments/7423447	
Mon Mar 14, 2022	 ACTIVITY 4: Discussion Reponse https://webcourses.ucf.edu/courses/1394846/assignments/7423458	due by 11:59pm
	 QUIZ 8: Gender and Sexuality https://webcourses.ucf.edu/courses/1394846/assignments/7423435	due by 11:59pm
Mon Mar 21, 2022	 EXAM 2: Modules 5 through 9 https://webcourses.ucf.edu/courses/1394846/assignments/7423442	due by 11:59pm
	 QUIZ 9: Family and Kinship https://webcourses.ucf.edu/courses/1394846/assignments/7423433	due by 11:59pm
Thu Mar 24, 2022	 ACTIVITY 5: Being SPENT https://webcourses.ucf.edu/courses/1394846/assignments/7423449	due by 11:59pm
Mon Mar 28, 2022	 ACTIVITY 5: Discussion Response https://webcourses.ucf.edu/courses/1394846/assignments/7423459	due by 11:59pm
	 QUIZ 10: Subsistence Economics https://webcourses.ucf.edu/courses/1394846/assignments/7423434	due by 11:59pm
Thu Mar 31, 2022	 ACTIVITY 6: Forms of Control and Unity https://webcourses.ucf.edu/courses/1394846/assignments/7423448	due by 11:59pm
Mon Apr 4, 2022	 ACTIVITY 6: Discussion Response https://webcourses.ucf.edu/courses/1394846/assignments/7423460	due by 11:59pm
	 QUIZ 11: Power and Boundaries https://webcourses.ucf.edu/courses/1394846/assignments/7423443	due by 11:59pm
Thu Apr 7, 2022	 ACTIVITY 7: Decolonizing Objects https://webcourses.ucf.edu/courses/1394846/assignments/7423454	due by 11:59pm
Mon Apr 11, 2022	 ACTIVITY 7: Discussion Reponse https://webcourses.ucf.edu/courses/1394846/assignments/7423461	due by 11:59pm
	 QUIZ 12: Material Past https://webcourses.ucf.edu/courses/1394846	due by 11:59pm

Date	Details	Due
	/assignments/7423432	
Mon Apr 18, 2022	 QUIZ 13: Complex Societies https://webcourses.ucf.edu/courses/1394846/assignments/7423436	due by 11:59pm
Mon Apr 25, 2022	 QUIZ 14: Ancient Maya World https://webcourses.ucf.edu/courses/1394846/assignments/7423446	due by 11:59pm
Sun May 1, 2022	 EXAM 3: Modules 10 through 14 https://webcourses.ucf.edu/courses/1394846/assignments/7423438	due by 11:59pm



ANT 2000 / Spring 2022

Class Meetings:

Time: Tuesdays and Thursdays 12:00 PM – 1:15 PM

Location: HS1 Rm 112

Professor: Dr. Emily Zavodny

Office: HPH Rm 309-D

Office Hours: Tuesdays/Thursdays 1:20-2:50 PM (virtual) or by appointment

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

Graduate Teaching Assistant (GTA): Ms. Brianna Muir

Office Hours: Wednesdays 9-11:00 AM (virtual) or by appointment

Email: via Webcourses

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.
-

COURSE STRUCTURE & ASSIGNMENTS

1. Course Structure

Weekly modules with required readings and assignments will open at 12:01 AM each Saturday. All assignments (quizzes, exams, film activities) will be due by 11:59 PM the following Friday. We will meet as a class Tuesdays and Thursdays from 12:00-1:15 pm except for exam days: February 3, March 3, and March 31. On these exams will be posted online at the start of our class time (12:00 pm Thursday) and available until 11:59 PM the next day (Friday). Our fourth and final exam will be posted online during finals week and times will be announced later in the semester.

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, January 14th**. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 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: 100 POINTS (10 X 10 POINTS EACH)

Required readings will be posted online at the beginning of each week. There will be eleven (11) online readings quizzes throughout the course; each will be due by 11:59 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, and fill-in-the-blank 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 15 minutes to complete the quiz once you begin.

C. EXAMS: 300 POINTS (4 X 75 POINTS EACH)

There will be four (4) **non-cumulative online** exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. **Exams will be posted online at 12:00 pm on the Thursday of Weeks 4, 8, and 12. You will have until 11:59 PM that Friday to take the**

exam. Our fourth 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 GTA and I will each hold virtual office hours this semester. Office hours will be held in a recurring Zoom meeting that can be accessed through our Webcourse. When you join the meeting you will enter the waiting room. I will meet with each of you individually, so please be patient as there may be several students in the waiting room at a time. I will meet students (ie. admit you to my meeting) in the order that you join the Zoom. If these times do not work for you or are having technical difficulties, please email me or our 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 (10), exams (4), and film activities (3). The total value for all assignments is 465 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:

$$100 \left(\frac{\text{Percentage Grade} = \text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Film Activities}}{465} \right)$$

Letter grades are assigned according to the table below.

Letter Grade	A	B	C	D	F
<i>Percentage</i>	90-100	80-89	70-79	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 GTA 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.

COVID-19

UCF and I expect that you will wear masks indoors and in our classroom. 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 January 18th for two extra credit points.

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 GTA and me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. 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. The readings, discussions, and assignments required in this class will address many controversial topics, including sexual behavior, gender norms, and religious beliefs and practices. Many of the examples covered will seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

Laptops are allowed in class for note-taking only. If you are 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.

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.

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) 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. 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 Syllabus

[Jump to Today.](#)

 [Edit](#)

Archaeology and the Rise of Human Culture



Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Thursdays 10am-Noon (Subject to change. Please email to schedule a time to text, zoom, or talk during virtual office hours. You also may schedule a virtual appointment outside of those hours.)**
- Phone: 407-823-4961 (email works most reliably as phones are ported through Skype or Teams)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Stephanie Fuehr
- Virtual Office hours via Webcourses chat: **Mondays, noon to 2 pm**
- (Please only email from your Knights account or from the Webcourses email client. **We cannot communicate with you officially to a non-UCF email account.**)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3
- Semester/Year: Spring 2022
- Location: Webcourses and BA1 0122
- Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.
- Meeting time: Tuesdays 12-1:15pm
- **NOTE: THIS IS A MIXED MODE COURSE. Exams, quizzes, and additional teaching presentations are online.**

Course 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. 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. Available through the UCF Bookstore or online retailers as an ebook or book BUT SEE BELOW:
- 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. All exams will be taken online in Webcourses.

There will be **five written assignments**. Four of these will be submitted online, one will be an in-class effort. We will use Turn-it-in for online writing submissions.

There are multiple, about weekly, short online **chapter quizzes**.

Attendance/Missed Assignments/Make-Ups

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 individual assignment descriptions.

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 355, then your grade would be $325/355=0.915$ which is 91.5%

Table of Assignments and Points

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Exams (3 at 50 points each)	150
Total number of points	355

Name: **Range**

A 100 % to 94.0%

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

Remember, you cannot access a module until you have taken the reading quiz for the preceding module.

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.**

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.

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Statement Regarding COVID-19

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for

COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>))

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 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.

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

Deployed Active Duty Military Students

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

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

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>)>.

Copyright

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

Third-Party Software and FERPA

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

Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

University Writing Center

<http://uwc.cah.ucf.edu> (<http://uwc.cah.ucf.edu>) The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

In-Class Recording Statement

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

Syllabus Content Subject to Change

Course Summary:

Date	Details	Due
Sat Jan 15, 2022	 Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1402241/assignments/7415742)	due by 11:59pm
Tue Jan 25, 2022	 CH 01 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415746)	due by 10:35am
Tue Feb 1, 2022	 CH 02 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415717)	due by 10:33am
Tue Feb 8, 2022	 CH 03 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415743)	due by 10:33am
Tue Feb 8, 2022	 Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1402241/assignments/7415749)	due by 11:59pm
Mon Feb 14, 2022	 EXAM 1 - ONLINE (https://webcourses.ucf.edu/courses/1402241/assignments/7415747)	due by 11:59pm
Tue Feb 15, 2022	 CH 04 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415737)	due by 10:33am
Tue Feb 22, 2022	 CH 05 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415748)	due by 10:33am
Tue Mar 1, 2022	 CH 06 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415715)	due by 10:33am

Date	Details	Due
Tue Mar 15, 2022	 Assignment 2 - Relative and Absolute Dating Project (https://webcourses.ucf.edu/courses/1402241/assignments/7415750)	due by 11:59pm
Tue Mar 15, 2022	 CH 07 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415731)	due by 10:33am
Tue Mar 15, 2022	 Assignment 3: Analyzing Prehistoric Diets (https://webcourses.ucf.edu/courses/1402241/assignments/7415751)	due by 11:59pm
Mon Mar 21, 2022	 EXAM 2 - ONLINE (https://webcourses.ucf.edu/courses/1402241/assignments/7415720)	due by 11:59pm
Tue Mar 22, 2022	 CH 08 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415735)	due by 10:33am
Tue Mar 29, 2022	 CH 09 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415728)	due by 11:59am
Tue Mar 29, 2022	 Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1402241/assignments/7415752)	due by 11:59pm
Tue Apr 5, 2022	 CH 10 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415733)	due by 10:33am
Tue Apr 12, 2022	 CH 11 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415740)	due by 10:33am
Tue Apr 12, 2022	 Assignment 5 - Collapse (https://webcourses.ucf.edu/courses/1402241/assignments/7415753)	due by 11:59pm
Tue Apr 19, 2022	 CH 12 QUIZ (https://webcourses.ucf.edu/courses/1402241/assignments/7415745)	due by 10:33am
Tue May 3, 2022	 EXAM 3 - ONLINE (https://webcourses.ucf.edu/courses/1402241/assignments/7415724)	due by 11:59pm

Spring 2022

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Course Syllabus

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Course assignments are not weighted.

SPRING 2022

Professor Contact

- Dr. Nesselte Falu
- Office: Howard Phillips Hall, Rm 309
- Office Hours: Tue 2-3 pm also via Zoom if a meeting is arranged via Canvas messaging
- Phone: 407.823.3991
- E-mail: nessette.falu@ucf.edu (Inbox me first before using email)

Graduate Teaching Assistant

Suzanne Draper (PhD. Candidate): Send her a message via Webcourses Inbox Messages only

You should contact your TA to discuss and clarify course content, assignments, and requirements. You should not contact your TA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

- Course Name: Cultural Anthropology
- Course ID & Section: ANT 2410
- Course date: January 11-April 21
- Credit Hours: 3
- Spring 2022
- Location: MSB 359

Course Description

For well over a century, anthropology has sought to understand the social and cultural dynamics of humanity: how we are similar, how we are different and how we, as social beings, have imagined and engaged with the world. This course introduces students to the central concepts, theories, methods and empirical findings of cultural anthropology, including debates surrounding the meaning of "culture." Using comparative material from around the globe, students are encouraged to question both scholarly and commonsense understandings of what is often dubbed "human nature." The topics we will cover in this course are many: kinship, family and marriage practices; language and communication; gender, sexuality, ethnicity and race; ritual and religion; political and economic systems; and globalization, trafficking and human rights. Students will develop practical skills in ethnographic documentation, data gathering, fieldwork and analysis that will be applicable to a range of professional and intellectual endeavors. We will discuss and question the existing debates toward norms, identities, family, love, relationships, sex, freedom, justice, and rights to express, perform, and even discipline the body or bodies. This course will engage films, media, and archival materials as alternative modes of interpreting the aforementioned concepts and ways of life. Students will also come away from the course with a deeper understanding of the world in which we now live—including the challenges and rewards of becoming a global citizen.

Course Objectives

- to introduce students to the study of cultural anthropology
- to give students an awareness of cultural issues and diversity at US, international and global scales
- to enable students to grasp culture as practice, representation, and systems as imbricated with social life
- to encourage critical thinking on a range of dilemmas posed by the readings and films
- to develop students' proficiency in speaking critically and effectively about cultural anthropology
- to develop students' ability to write cogently and/or persuasively

Required Texts

- Robert H. Lavenda and Emily A. Schultz. 2020. Core Concepts in Cultural Anthropology. Seventh Edition. Oxford University Press. ISBN-13: 978-0190924751
- Hanna Garth. 2020. *Food in Cuba: The Pursuit of a Descent Meal*. Stanford University Press. This is also an online ebook text via UCF Library; you may also purchase a hardcopy if you like.
- All other recommended readings will be available on Webcourses

Warning: You will not pass this class without having the required books in hand.

Course Requirements

Discussion Posts 250 points: There are five (5) discussion posts to discuss the ethnographic book by Hanna Garth, required article readings, and the Lavenda and Schultz concepts. It is expected that all students will complete the discussion posts. Each individual post will be worth 50 points. Once the portal closes, it will not be reopened and late responses will not be accepted.

Your discussion posts are very important for your learning experiences; they are due on **Sundays by 11:59pm**. All posts must be done by the deadline. Late work will not be accepted. See syllabus policy on late work requests.

Short Exams approximately 400 points: This course will have six(6) short online exams. Each online exam will have questions with multiple-choice, T/F questions, fill in the blanks 5 points for each question, and mix match (10 points). The short exams will be 15 questions. Toward the end of the semester, some short exams will have fewer questions than 15.

Midterm Assignment 200 points: The midterm are a cumulative of 4 analytical one-page papers about the ethnographic book by Hanna Garth's *Food in Cuba*. These papers are due the night before class. The deadline is intended to help you be prepared to discuss book in class and learn how anthropologists write ethnography. To learn how qualitative research is done and written. There are no exceptions to accepted late papers without medical document. Be prepared to discuss in class or be called upon.

Final Paper: Critical Thinking About Anthropology 300 points: This is a critical thinking paper. You are required to find a political cartoon about relevant to cultural anthropology and analyze it. Each student needs to choose a different cartoon. You will need to submit your cartoon for approval to the TA and professor via Webcourses. Explain what the cartoon illustrates graphically (details and nuances) and the messages that are hidden, nuanced, and glaringly obvious. Your analysis must engage some of the theories or concepts covered in the course. Paper length 6-7 pages (not including reference list), double spaced, one inch margins, 12-font. You may use Chicago Style, APA, or MLA citations. Be sure to read the assignment description and rubric information.

EXTRA CREDIT:

Visual ethnographic activities 100 points: Choose one or both activities with a required short written assignment and a required response to a student.

Missed Assignments/Make-Ups/Extra Credit

This 15-week course will move very quickly. You must stay organized and practice effective time-management. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, an extra credit assignment is **only extended under documented circumstances such as doctors' note, etc, to be determined at my discretion**. No make-up assignments or make-up exams are extended without such documentation.

COVID 19: I am completely sensitively and responsive to the issues we face with COVID 19. You may have internet issues, family illness, or you may fall ill. I hope that these are not your experiences. I ask that you please communicate with me any barriers and challenges you may face with successfully completing this course. I may not respond within 24-48 hours. Please give me heads up as early as you can if you are concerned about completing your responsibilities for this course.

Evaluation and Grading

Submitting work for evaluation: All of the work you do for this course is due on the day it is due. You have a short exam and discussion post due on Sunday. Get started early with your submissions. Do not wait until the last minute.

Evaluation Guidelines

5 Discussion Posts (50 points)	250 points
Short Weekly Exams	400 points (approximately)
Midterm papers	200 points
Final Exam	300 points
TOTAL	1150 points (approximately)

Letter Grade	Points
A	95 - 100 points
A-	90 - 94 points
B+	87 - 89 points
B	80 - 86 points
B-	75 - 79 points
C	65 - 74 points
D	60 - 64 points
F	59 and below

ZOOM USE

Statement

At this time, this course is Face-to-Face meeting time with online assignments. In the event that the course will switch to Zoom due to COVID-19, please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF_Support) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Course Etiquette:

I am expecting students to attend class sessions each week. There will not be a Zoom option at this time. Your presence and contribution count as participation. If you have more than 3 absences (and certainly if excessively absent), you may be subject to 10% reduction of your final grade for the course. Communication is key about your internet access and virtual needs to be successful in the course for the online portion.

I encourage all opinions and perspectives. There is no right or wrong answer if you are thinking critically with awareness about a topic. Students are expected to be respectful and mindful of each others' opinions and differences. At the same time, this course will not tolerate passive aggressive or anti-Black and anti-ethnic or anti-immigrant, anti-LGBTQ comments or statements that offend any one student or target any marginal populations. Let's create together a robust learning environment, share ideas, frustrations, and be vulnerable for the formation of ourselves and society.

Video recording of the course requires permission from the professor and students. At this time, I will not grant permission to video record the course without reasonable cause. My goal is to always protect all student identity and privacy. Make an appointment to see me and discuss any concerns or challenges about the class you may experience.

WRITING CENTER

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
<http://uwv.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.

COVID-19 UNIVERSITY STATEMENTS

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

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

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF 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 their reasonable adjustments that might need to be made. When filing, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

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 to discuss specific accommodations for this or other courses.

Academic Honesty

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* (<https://goldenrule.sdes.ucf.edu/>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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 identify-sensitive information. If you have any concerns about this, please contact your instructor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text environments, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning material. 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 Summary:

Date	Details	Due
Fri Jan 28, 2005	Module 4 Discussion	due by 11:59pm
Sun May 15, 2005	Module 6 - Film Review	due by 11:59pm
Fri Aug 25, 2006	Short Answer Questions, Final Exam Extra Credit	due by 7pm
Tue Feb 26, 2008	Discussion #3	due by 11:59pm
Tue Apr 15, 2008	Discussion Post #4	due by 11:59pm
Sun Jan 5, 2014	Discussion Post #2	due by 11:59pm
Sun Jan 5, 2014	QUIZ	due by 11:59pm
Sun Feb 23, 2014	Midterm 200 points	due by 11:59pm
Sun Apr 13, 2014	Activity Assignment #2: Exploring Gender and Sexuality	due by 11:59pm
Mon Jun 2, 2014	Discussion #3	due by 11:59pm
Wed Jun 18, 2014	Book Review on Bianca C. Williams' The Pursuit of Happiness	due by 11:59pm
Fri Jul 4, 2014	Discussion #4	due by 11:59pm
Sun Jul 13, 2014	Final Exam - 200 points	due by 11:59pm
Mon Jul 5, 2021	Discussion #1: Garth's Introduction	due by 11:59pm
Sun Jul 25, 2021	Discussion Post #4: Garth's Chapters 3 and 4	due by 11:59pm
Sun Aug 1, 2021	Discussion Post #5: Garth's Chapter 5 and Conclusion	due by 11:59pm
Sun Jan 23, 2022	Short Exam #1	due by 11:59pm
Mon Jan 31, 2022	Discussion Post #1	due by 11:59pm
Sun Feb 6, 2022	Short Exam #2	due by 11:59pm
Sun Feb 13, 2022	Discussion Post 2	due by 11:59pm
Sun Feb 20, 2022	Short Exam #3	due by 11:59pm
Mon Feb 21, 2022	Garth Analytical Paper #1	due by 11:59pm
Wed Feb 23, 2022	Garth Analytical Paper #2	due by 11:59pm
Mon Feb 28, 2022	Garth Analytical Paper #3	due by 11:59pm
Wed Mar 2, 2022	Garth Analytical Paper #4	due by 11:59pm
Sun Mar 20, 2022	Discussion Post 3	due by 11:59pm
Sun Mar 27, 2022	Short Exam #4	due by 11:59pm
Sun Apr 3, 2022	Discussion Post 4	due by 11:59pm
Sun Apr 10, 2022	Short Exam #5	due by 11:59pm
Sun Apr 17, 2022	Discussion Post 5	due by 11:59pm
Thu Apr 21, 2022	Activity Assignment: Visual Anthropology EXTRA CREDIT	due by 11:59pm
Sun Apr 24, 2022	Short exam #6	due by 11:59pm
Mon Apr 25, 2022	Financial Aid Requirement	due by 11:59pm
Mon May 2, 2022	Final Paper: Critical Thinking About Anthropology	due by 11:59pm
	Feminist Ethnography	
	Race and Racism Word Cloud	

Syllabus

Spring 2021

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311K
Office hours	Monday, Wednesday 3 - 5 pm
Online Office Hours	Tuesday 7 - 9 pm in the class chat
Phone	407-823-3779
Email	vance.geiger@ucf.edu

Course Information

Cultural Anthropology	
ANT2410	
3	
Spring 2022	
online	

Course TA - None

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 10/14 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	150
3 Discussion posts and responses 20 points each	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.



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

GEP Pre/Post tests:

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

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 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.

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.) (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> (Links 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 Services](#) [Links to an external site.](#) (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[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[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.)



[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
Week 1 1/10	<ul style="list-style-type: none"> • 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 sciences? • *The scientific method. • *The sub-disciplines within anthropology and what they study
Week 2 1/17	Ethnography
Week 3 1/24	<ul style="list-style-type: none"> • Introduction to one of the case studies we will use in this class (On-Line Reading) • Research Questions and Methods • Some History • The Research Setting • Aspects of Vietnamese Culture
Week 4 1/31	The Big Gamble

<p>Week 5 2/7</p>	<p>Language</p> <ul style="list-style-type: none"> • Language and Linguistics • Design Characteristics of Human Language • Language Acquisition • Language and Culture • Some Examples from Vietnamese Language
<p>Week 6 2/14</p>	<ul style="list-style-type: none"> • Subsistence Systems • Environments • Hunter Gatherers • Horticulture • Pastoralism • Agriculture • Intensive Agriculture
<p>Week 7 2/21</p>	<ul style="list-style-type: none"> • Social Organization • Kinship and Descent • Vietnamese Refugee Cases
<p>Week 8 2/28</p> <p>Spring break 3/6 - 3/13</p>	<p>Sex and Marriage; Enculturation</p>

Week 9 3/14	<ul style="list-style-type: none">• Political Organization and Social Control• Bands• Tribes• Chiefdoms• States• A Riot in A Refugee Camp
Week 10 3/21	<ul style="list-style-type: none">• Economic Systems• Reciprocity• Refugee Camp Examples
Week 11 3/28	<ul style="list-style-type: none">• Religion• Magical Thinking• cognitive capabilities
Week 12 4/4	<ul style="list-style-type: none">• Cultural Change

Course Syllabus



Course Information

Course name:	Cultural Anthropology: Global Perspectives, Local Contexts
Course ID:	ANT 2410 (0002)
Credit hours:	3.0 hours
Semester/year:	Fall 2021
Location & time:	TuTh 9-10:15pm CB1-307

Professor Contact

Professor:	Zachary Hawk
Office Locations:	TBD
Office Times:	Th 10:30-11:15am
Department phone:	407-823-2227
Contact:	Webcourses Messaging

UCF Catalog Description

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

Course Description

Cultural anthropology explores and explains the similarities and differences in human behavior, social institutions, and ways of life of all people, past and present, by studying living cultures worldwide. This course will examine how cultural anthropologists carry out research in order to understand the ways people live in groups, create culture and adapt to their environments. A variety of topics related to culture are covered including communication, marriage, economics, subsistence, culture change, globalization, kinship, violence, gender and sexuality.

Course and Student Learning Objectives

“To make the strange familiar and the familiar strange.”

- 1) To understand and articulate the theory, methods, concepts, and major debates of cultural anthropology
- 2) To understand the diversity of human experiences by examining and comparing world cultures across multiple dimensions including:
 - a. Historical connectedness,
 - b. Norms, values, and beliefs
 - c. Language
 - d. Kinship and Marriage
 - e. Race and Ethnicity
 - f. Sex, Gender, and Sexuality
 - g. Subsistence and Economic Systems
 - h. Religion and Cosmology
 - i. Political Systems
- 3) To think critically about the ways anthropologists can address human problems/inequality globally and locally
- 4) To use the viewpoints of anthropology to reflect on your own beliefs and behavior and that of the society and communities to which you belong
- 5) To be able to utilize the basic theories and methods of cultural anthropology (including the concept of culture, the methods of participant observation, and the perspective of cultural relativism) to understand human diversity and contemporary issues in a global comparative perspective

What textbooks will I need?

Lavenda, Robert H. and Emily A. Schultz. 2019. *Core Concepts in Cultural Anthropology*. Oxford University Press.

Brown, Nina, Laura Tubelle de González, and Thomas McIlwraith, eds. 2017. *Perspectives: An Open Invitation to Cultural Anthropology*. American Anthropological Association.

Available for download at <http://perspectives.americananthro.org>

What is the course format?

This is a Face to Face Course. This means that we will meet twice per week on Tuesdays and Thursdays for 1 hour and 15 minutes. You will be expected to use Webcourses as well to go over material and complete coursework.

In class, you will be introduced to new materials, participate in discussions related to class lessons, and complete class activities. To be successful in this course, you will need to attend class, listen to lectures, take notes, log into webcourses, and ask questions.

If you need any assistance with course materials, assignments or study tips, please message me through webcourses or visit me during **office hours**. If you have a scheduling conflict with the office hour times, please contact me to set an appointment that will reasonably fit your schedule.

What are the course requirements?

This course begins on **AUG 23, 2021** and ends on **DEC 11, 2021**. Over this period, you will be expected to:

- attend class and participate in class activities
- review course materials, including assigned video or audio content and readings
- complete a required activity at the start of the course
- complete online assignments
- complete in-class participation activities
- complete any quizzes or exams that are assigned

How is respect for diversity maintained?

This class will be conducted in a way that **respects all aspects of diversity**. It is expected that everyone show respect for one another and the diverse issues and concepts that we may encounter and/or discuss in class. Everyone must be given a chance to express their thoughts in class discussion without interruption or ridicule.

Any student who acts inappropriately or becomes disruptive will be asked to leave the classroom and may be blocked from participating in class discussion and activities. If you 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 why so we can discuss the issue further in class or during office hours.

How will I be evaluated and graded?

This may change as we navigate the new challenges that teaching during COVID presents. I will announce during our class meetings and online when there are changes. More details to follow.

Assessment	Points Possible	% Final Grade (Weighted)
Class Assignments	100	40%
Mini-Ethnography	100	25%
Exams	150	35%
<i>Total Possible</i>	350	<i>100%</i>

You can access your grades through the 'Grades' link in the main course menu on the left. It is **your responsibility to check on your grades throughout the course**. Please allow a reasonable amount of time to pass for the grading process to take place. If you have any questions concerning your scores **after it has been released**, please notify me using **WebCourses Messaging** in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed **within one week of the grade being released**.

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

What is the Course Outline

CC = Core Concepts in Cultural Anthropology

P = Perspectives: An Open Invitation to Cultural Anthropology

Note: The order of chapter readings and due dates for assignments will be filled in later in the semester.

Unit I - Cultural Anthropology Key Concepts				
Week	Dates	Topics	Readings	Important Dates
1	8/23/2021 - 8/29/2021	Anthropology: An Introduction History of Anthropology What is Culture? Fieldwork and Ethnography Language	<ul style="list-style-type: none"> CC - Chpts 1, 2, 3, 12 P – Chpts 1, 2, 3, 4, 13 Selected Readings Selected Films 	<ul style="list-style-type: none"> 8/23 Classes Start 1/15 Getting Started Quiz Due Friday by 5pm.
2	8/30/2021 - 9/5/2021			<ul style="list-style-type: none"> Labor Day – No Class 9/6
3	9/6/2021 - 9/12/2021			
4	9/13/2021 - 9/19/2021			<ul style="list-style-type: none"> Unit 1 Exam 9/26
5	9/20/2021 - 9/26/2021			
Unit II – Social Organization and Dimensions of Identity				
6	9/27/2021 - 10/3/2021	Race and Ethnicity Sex, Gender, and Sexuality Relatedness: Kinship, Family, and Marriage Economic Anthropology Class Caste and Inequality	<ul style="list-style-type: none"> CC – Chpts 5, 6, 7, 9 P – Chpts 5, 6, 8, 9, 10 Selected Readings Selected Films 	
7	10/4/2021 - 10/10/2021			<ul style="list-style-type: none"> 11/29 Withdrawal Deadline Unit 2 Exam 11/2
8	10/11/2021 - 10/17/2021			
9	10/18/2021 - 10/24/2021			
10	10/25/2021 - 10/31/2021			
Unit III – Systems of Power and Change in the Modern World				
11	11/1/2021 - 11/7/2021	Worldview and Religion Politics and Power Globalization Health, Illness, and the Body	<ul style="list-style-type: none"> CC – Chpts 4, 8, 10, 11 P – Chpts 7, 11, 12, 16, 17, 18, 19 Selected Readings 	<ul style="list-style-type: none">
12	11/8/2021 - 11/14/2021			<ul style="list-style-type: none"> Veteran's Day – No Class 11/11

13	11/15/2021 - 11/21/2021	<p>Art and Media</p> <p>Science and Technology</p> <p>Applied Anthropology</p>	<ul style="list-style-type: none"> Selected Films 	
14	11/22/2021 - 11/28/2021			<ul style="list-style-type: none"> Thanksgiving - No Classes 11/25-27
15	11/29/2021 - 12/5/2021			
16	12/6/2021 - 12/12/2021			<ul style="list-style-type: none"> Final Examination Period <ul style="list-style-type: none"> Unit 3 Exam

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct](#) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden RuleLinks to an external site.](#) for further information. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else**, and above all, **do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet sources**.

Your professors will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect me to change) your grade illegitimately**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

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.

Statement Regarding Masks in Classrooms

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

Course Accessibility and Disability

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

Why should I use WebCourses Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system**. It is your responsibility to check your WebCourses Inbox and course announcements at least two or three times per week.

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 use the WebCourses Inbox**.

What are the technology and software requirements?

You will need to have reliable access to a computer and the Internet for this course.

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 'The system deleted my homework' or 'I took the quiz, but . . .' excuses **can be traced and verified**.

If you are experiencing problems accessing materials or submitting your work, please contact me so we can point you in the proper direction to resolve the problem. 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?

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 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.

In addition, third party sites (e.g., Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without authorization**. Please be aware that this is a **violation of copyright**, and these course materials very often contain extensive errors or outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, you **will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GAA assistant for help.

Is the course accessible for students with disabilities?

It is our goal for this course to be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this course. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a [Student Accessibility Services](#) [Links to an external site.](#) [Links to an external site.](#) (SAS) accommodation letter) to discuss reasonable options or adjustments. During discussion, we may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility

modifications, but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

What if I am an active duty military student?

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.

What should I know about Campus Safety?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html[Links to an external site.](#).
- 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>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu>[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([You CAN Survive an Active](#)



[Shooter](#)

>).

ANT 2410-0M01-LEC: Introduction to Cultural Anthropology

Class Time: Tuesday 10:30-11:45

Class Location: CB2 O105

Instructor: Russell Manzano

Email: Russell.manzano@ucf.edu

Office Location: HPH 309E

Office Hours: Thursday 10am- 12:00 pm and by appointment

Please email me if you plan to attend office hours. All office hours are virtual unless other arrangements are made prior to the meeting. You can also schedule an appointment outside of office hours if you are unavailable during these times.

TA: Chelsea Daws

Email: chelsead@knights.ucf.edu

Office Hours: by appointment

Office Location: HPH 309E

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 a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Course Materials

Books:

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

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

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:

Quizzes	15%
Discussion	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 before class at 11:59 pm.

Discussion 20%

Students will write weekly discussion posts based on the prompt for the week. Discussions will be posted in Canvas.

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.

A WRITING TIP: In this class you'll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

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.

GEP Pre/Post-tests:

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first week of the semester. The Posttest will be available the last week of the semester. The scores you earn on the GEP pretest and the GEP posttest are NOT included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will NOT count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

Course Policies:

Academic Integrity

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

<http://academicintegrity.org/>

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

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

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

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without 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 <https://scai.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Mixed Mode Course

Courses include both required classroom attendance and online instruction in a blended format. In-person classroom activities are more than 20% of the instructional time during the semester.

Attendance

Attendance for this class is not required in person. A virtual option will be made available to students who cannot attend class. If you cannot attend class, you should log in to the “conferences” or “Big Blue Button” tab for the virtual class for that day. Your participation will be limited if you participate virtually but this option will be there for you throughout the semester if you should need it.

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 USF, College, and department websites, and emails for important general information.

COVID-19 Policies

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.

Per UCF policy, we expect that all members of our community take personal precautions, including wearing masks indoors and getting vaccinated to protect themselves, in accordance with the CDC’s latest guidance. Our plans to return to pre-pandemic operations remain in place and are in alignment with directives from the State of Florida and Florida’s State University System. You can find updated information about UCF policies at <https://www.ucf.edu/coronavirus/>

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 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.

Course Schedule

Date	Topic	Reading	Assignment
8/24	Syllabus	Syllabus	Academic Activity Record
8/26	Course Introduction		
8/31	Anthropology	Chapter 1	Quiz
9/2	Anthropology	Chapter 1	Discussion Post
9/7	Culture	Chapter 2	Quiz
9/9	Culture	Cassaniti: Introduction, Ch 1	Discussion Post
9/14	Language	Chapter 3	Quiz
9/16	Language	Cassaniti: Ch 2	Discussion Post
9/21	Religion	Chapter 4	Quiz
9/23	Religion	Cassaniti: Ch 3	Discussion Post
9/28	Exam	Exam Review	
9/30	Exam	Exam 1	Exam 1
10/5	Social Organization	Chapter 5	Quiz
10/7	Social Organization	Cassaniti: Ch 4	Discussion Post
10/12	Sex, Gender, and Sexuality	Chapter 6	Quiz
10/14	Sex, Gender, and Sexuality	Cassaniti: Ch 5, Conclusion	Discussion Post
10/19	Kinship	Chapter 7	Quiz
10/21	Kinship		Discussion Post
10/26	Political Anthropology	Chapter 8	Book Review Due Quiz
10/28	Political Anthropology		Discussion Post
11/2	Exam	Exam Review	
11/4	Exam	Exam 2	Exam 2
11/9	Economic Anthropology	Chapter 9	Quiz
11/11	Economic Anthropology		Discussion Post
11/16	Globalization	Chapter 10	Quiz
11/18	Globalization		Discussion Post
11/23	Science, Technology, and Medicine	Chapter 11	Quiz
11/25	Science, Technology, and Medicine		Discussion Post
11/30	Theory in Cultural Anthropology	Chapter 12	Quiz
12/2	Exam review		Discussion Post
12/7	Exam 3		Exam 3

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

ANT2511-0M05: The Human Species
Spring 2022 (3 credits)
Thursdays, 1:30-2:45pm
CB1 O307
Mode: M

Instructor Information:

Donovan M. Adams, Ph.D. (he/they)
Office: HPH309
Office Phone Number: 407-823-0951
Office Hours: Mondays, 12:30-2:30pm through Zoom, or by appointment
E-mail: donovan.adams@ucf.edu

GTA Information:

Hannah Haynes (she/her)
Office Hours: Mondays 3-5 pm in HPH 309 [Anthropology Department, Graduate Lab], or by appointment
E-mail: hannah.haynes@ucf.edu

Prerequisites: None

Required Text:

- *Explorations: An Open Invitation to Biological Anthropology*. Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, Lara Braff. (Available for free through the library).
<https://explorations.americananthro.org/>

Required Technology:

- Access to Webcourses@UCF
- Access to Zoom

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

Biological anthropology is the study of non-human primate and human variation, evolution, and the interaction between human biology and culture. This course explores major concepts underlying the foundation of biological anthropology, including genetics, osteology/dentition, primates, evolution, and how anthropologists can use biology to understand cultural behavior and change. We will examine the interplay of biology and culture (a biocultural approach) to understand our ancestors, our present and future, across geographical space. This course will largely be split between three major sections: 1) important foundational aspects of understanding human variation; 2) understanding primates, primate evolution, and hominin evolution; and 3) understanding the development of modern humans.

Course Objectives:

After completing this course, you should be able to:

- Explain major areas of biological anthropological research and methodology.

- Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- Explain and evaluate human variation, including its potential causes.
- Explain *Primates* and how the members are similar to each other.
- Explain the major trends in hominin evolution, to include biological and geographic changes.
- Critically evaluate how we can apply our knowledge of biology to understand culture.
- Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

Grading: Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

The UnEssay	27.78% (100 points)
Discussions (3)	24.32% (30 points each)
Quizzes (3)	24.32% (30 points each)
Labs (3)	24.32% (30 points each)
<hr/> Total	<hr/> 100% (370 points)

Course Activities:

The course activities section should include anything a student needs to do in order to accomplish the student learning outcomes. This can include:

- Quizzes:
 - There will be three (3) 30-50 question quizzes comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week prior.
- Labs:
 - There will be three (3) lab assignments throughout the class. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.
- Discussion assignments
 - There will be three (3) discussion assignments scheduled throughout the semester. These will be scored based on: 1) including scientific information learned in class and from the textbook, and 2) being complete and evidence of effort on the assignments (this part is not necessarily whether or not they are entirely correct). It is more important to me for these assignments to see that you are engaged in the material and learning rather than being 100% correct. That being said, it is evident when it is hurriedly done with no intention put into them, so please put in effort!
- UnEssay:

- There will be one (1) final project at the end of the semester.
- The UnEssay is an opportunity for you to take the cold facts and figures learned in class and apply your imagination and creativity to them. This project is a chance to use the knowledge obtained in class and apply it to an interesting and fun outlet. This is also a great opportunity to think about how you can engage with the public. How do you bring science, especially science that may seem difficult or boring, to the public and make it fun, interesting, and easy to understand?
 - For this project, you have largely free reign as to how you want to do it. You get to choose the topic that we've covered in class and you get to present it in any way you want. The only qualifications: 1) you must make an explicit connection to a topic/subject that we have covered in class (if it does not at all relate to something in class, how can I tell that you have applied the knowledge?) and 2) it must be appropriate.
 - To get credit for this project: 1) you must submit YOUR OWN project; 2) the information provided, no matter the format, must be ACCURATE; 3) it must show evidence of EFFORT; 4) it must be THOROUGH; 5) it must be INTERESTING and CREATIVE, and 6) it must be created with the intention of how you get the public ENGAGED in the material.
 - A rubric and instructions will be provided during the first week of class.

Classroom Policies:

- We will discuss potentially sensitive information. Discussion and debate are acceptable and encouraged; however, this class is an academic space where we aim to encourage safety. This means that while different ideas may be expressed, it is expected that evidence supports your arguments and that discussion is *held appropriately and respectfully*. *This means that no disparaging, insulting words are to be directed at other individuals in the room, beyond the class, or even towards yourself. You must respect yourself and others.* Slurs, insults, and attacks are not allowed in class. Such behavior will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses as a notetaker, these will not be exhaustive and I will not provide lecture notes except in cases of emergency.
- If you miss an exam, you have 24 hours to contact me via e-mail. Make-up exams will only be given with a valid excuse. See the calendar for the exam dates; if you have conflicts, see me **immediately**.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that week.
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the classroom.
- All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.

Financial Aid Requirement:

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

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 14th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality:

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

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>. If this change occurs, the course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students are expected to review these available sessions. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA). This also applies to any in course materials and lectures.

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 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 to discuss specific accommodations for this or other courses.

Statement Regarding Masks and Vaccinations

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.

Zoom:

Please take time to familiarize yourself with Zoom by visiting the UCF Zoom Guides (<https://cdl.ucf.edu/support/webcourses/zoom/>). You may choose to use Zoom on your computer, laptop, or mobile device (phone or tablet). Using this program will require a microphone and a webcam and adequate Internet bandwidth.

Things to know about Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded so that they may be posted on to WebCampus following the class period.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support (<https://cdl.ucf.edu/support/webcourses/>) if you have any technical issues accessing Zoom.
- Please be on mute when not talking and use headphones to minimize the interference of background noise.

Academic Integrity:

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but

are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety:

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

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students:

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

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

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

Any late assignments will have at least a 20% penalty (barring an excused absence). No make-up assignments will be allowed beyond April 1st. No UnEssays will be accepted beyond the Final Exam period.

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>>.

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patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. It will be made explicit when lectures have begun and ended. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

Diversity and Inclusion:

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

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

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



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

Week	In-class Dates	Topic	Reading	Assignments*
1 (Jan 10-14)	Jan 13	Class Introduction; What is Anthropology?	1	
2 (Jan 17-21)	Jan 20	Evolution	2, 4	
3 (Jan 24-28)	Jan 27	Genetics	3	
4 (Jan 31-Feb 4)	Feb 3	Population Genetics	4	Quiz #1
5 (Feb 7-11)	Feb 10	Adaptation and Growth and Development; Human Variation	13, 14	Lab #1
6 (Feb 14-18)	Feb 17	Osteology; Dentition	Appendix A; 15 pp. 548-551	Discussion #1
7 (Feb 21-25)	Feb 24	Living Primates	5	
8 (Feb 28-Mar 4)	Mar 3	Primate Behavior; Fossils and Dating	6, 7	Lab #2
9 (Mar 7-11)	Mar 10	Spring Break – NO CLASS		
10 (Mar 14-18)	Mar 17	Primate Evolution	8	Quiz #2
11 (Mar 21-25)	Mar 24	Early Hominins	9	
12 (Mar 28-Apr 1)	Mar 31	Early Homo	10	Discussion #2
13 (Apr 4-Apr 8)	Apr 7	Late Homo; Modern Humans	11, 12	Lab #3
14 (Apr 11-15)	Apr 14	Migration; Agriculture	12, 16	Quiz #3
15 (Apr 18-Apr 22)	Apr 21	Bioarchaeology/Forensic Anthropology; Ethics	15	Discussion #3
16 (Apr 25-Apr 29)	Apr 28	Final Exam - UnEssay Due		

***Important Dates:**

- Jan 14: Drop deadline
- Feb 4: Quiz #1 Due (11:59 pm)
- Feb 10: Lab #1 Due (3:00 pm)
- Feb 18: Discussion #1 Due (11:59 pm)
- Mar 3: Lab #2 Due (3:00 pm)

- Mar 18: Quiz #2 Due (11:59 pm)
- Mar 25: Last day to withdraw
- Apr 1: Discussion #2 Due (11:59 pm)
- Apr 7: Lab #3 Due (3:00 pm)
- Apr 15: Quiz #3 Due (11:59 pm)
- Apr 22: Discussion #3 Due (11:59 pm)
- Apr 28: UnEssay Due (1:00-3:50 pm)

ANT2511-0003: The Human Species
Spring 2022 (3 credits)
Tuesdays and Thursdays, 3:00-4:15pm
Health Sciences 1 O112
Mode: P

Instructor Information:

Donovan M. Adams, Ph.D. (he/they)
Office: HPH309D
Office Phone Number: 407-823-0951
Office Hours: Mondays 12:30-2:30pm through Zoom, or by appointment
E-mail: donovan.adams@ucf.edu

GTA Information:

Hannah Haynes (she/her)
Office Hours: Mondays 3-5 pm in HPH 309 [Anthropology Department, Graduate Lab], or by appointment
E-mail: hannah.haynes@ucf.edu

Prerequisites: None

Required Text:

- *Explorations: An Open Invitation to Biological Anthropology*. Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, Lara Braff. (Available for free through the library).
<https://explorations.americananthro.org/>

Required Technology:

- Access to Webcourses@UCF
- Access to Zoom

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

Biological anthropology is the study of non-human primate and human variation, evolution, and the interaction between human biology and culture. This course explores major concepts underlying the foundation of biological anthropology, including genetics, osteology/dentition, primates, evolution, and how anthropologists can use biology to understand cultural behavior and change. We will examine the interplay of biology and culture (a biocultural approach) to understand our ancestors, our present and future, across geographical space. This course will largely be split between three major sections: 1) important foundational aspects of understanding human variation; 2) understanding primates, primate evolution, and hominin evolution; and 3) understanding the development of modern humans.

Course Objectives:

After completing this course, you should be able to:

- Explain major areas of biological anthropological research and methodology.

- Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- Explain and evaluate human variation, including its potential causes.
- Explain *Primates* and how the members are similar to each other.
- Explain the major trends in hominin evolution, to include biological and geographic changes.
- Critically evaluate how we can apply our knowledge of biology to understand culture.
- Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

Grading: Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

The UnEssay	27.03% (100 points)
Discussions (3)	24.32% (30 points each)
Quizzes (3)	24.32% (30 points each)
Labs (3)	24.32% (30 points each)
<hr/> Total	<hr/> 100% (370 points)

Course Activities:

The course activities section should include anything a student needs to do in order to accomplish the student learning outcomes. This can include:

- Quizzes:
 - There will be three (3) 30-50 question quizzes comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week prior.
- Labs:
 - There will be three (3) lab assignments throughout the class. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.
- Discussion assignments
 - There will be three (3) discussion assignments scheduled throughout the semester. These will be scored based on: 1) including scientific information learned in class and from the textbook, and 2) being complete and evidence of effort on the assignments (this part is not necessarily whether or not they are entirely correct). It is more important to me for these assignments to see that you are engaged in the material and learning rather than being 100% correct. That being said, it is evident when it is hurriedly done with no intention put into them, so please put in effort!
- UnEssay:

- There will be one (1) final project at the end of the semester.
- The UnEssay is an opportunity for you to take the cold facts and figures learned in class and apply your imagination and creativity to them. This project is a chance to use the knowledge obtained in class and apply it to an interesting and fun outlet. This is also a great opportunity to think about how you can engage with the public. How do you bring science, especially science that may seem difficult or boring, to the public and make it fun, interesting, and easy to understand?
 - For this project, you have largely free reign as to how you want to do it. You get to choose the topic that we've covered in class and you get to present it in any way you want. The only qualifications: 1) you must make an explicit connection to a topic/subject that we have covered in class (if it does not at all relate to something in class, how can I tell that you have applied the knowledge?) and 2) it must be appropriate.
 - To get credit for this project: 1) you must submit YOUR OWN project; 2) the information provided, no matter the format, must be ACCURATE; 3) it must show evidence of EFFORT; 4) it must be THOROUGH; 5) it must be INTERESTING and CREATIVE, and 6) it must be created with the intention of how you get the public ENGAGED in the material.
 - A rubric and instructions will be provided during the first week of class.

Classroom Policies:

- We will discuss potentially sensitive information. Discussion and debate are acceptable and encouraged; however, this class is an academic space where we aim to encourage safety. This means that while different ideas may be expressed, it is expected that evidence supports your arguments and that discussion is *held appropriately and respectfully*. *This means that no disparaging, insulting words are to be directed at other individuals in the room, beyond the class, or even towards yourself. You must respect yourself and others.* Slurs, insults, and attacks are not allowed in class. Such behavior will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses as a notetaker, these will not be exhaustive and I will not provide lecture notes except in cases of emergency.
- If you miss an exam, you have 24 hours to contact me via e-mail. Make-up exams will only be given with a valid excuse. See the calendar for the exam dates; if you have conflicts, see me **immediately**.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that week.
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the classroom.
- All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.

Financial Aid Requirement:

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

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 14th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality:

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

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>. If this change occurs, the course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students are expected to review these available sessions. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA). This also applies to any in course materials and lectures.

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 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 to discuss specific accommodations for this or other courses.

Statement Regarding Masks and Vaccinations

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.

Zoom:

Please take time to familiarize yourself with Zoom by visiting the UCF Zoom Guides (<https://cdl.ucf.edu/support/webcourses/zoom/>). You may choose to use Zoom on your computer, laptop, or mobile device (phone or tablet). Using this program will require a microphone and a webcam and adequate Internet bandwidth.

Things to know about Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded so that they may be posted on to WebCampus following the class period.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support (<https://cdl.ucf.edu/support/webcourses/>) if you have any technical issues accessing Zoom.
- Please be on mute when not talking and use headphones to minimize the interference of background noise.

Academic Integrity:

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but

are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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



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

Week	Dates	Topic	Reading	Assignments*
1	Jan 11	Class Introduction		
	Jan 13	What is Anthropology?	1	
2	Jan 18	Evolution	2, 4	
	Jan 20	Evolution	2, 4	
3	Jan 25	Genetics	3	
	Jan 27	Genetics	3	
4	Feb 1	Population Genetics	4	
	Feb 3	Population Genetics	4	Quiz #1
5	Feb 8	Adaptation and Growth and Development	14	
	Feb 10	Human Variation	13	Lab #1
6	Feb 15	Osteology	Appendix A; 15 pp. 548-551	
	Feb 17	Dentition	Appendix A	Discussion #1
7	Feb 22	Living Primates	5	
	Feb 24	Living Primates (AAFS)	5	
8	Mar 1	Primate Behavior	6	
	Mar 3	Fossils and Dating	7	Lab #2
9	Mar 8	Spring Break – NO CLASS		
	Mar 10			
10	Mar 15	Primate Evolution	8	
	Mar 17	Primate Evolution	8	Quiz #2
11	Mar 22	Early Hominins	9	
	Mar 24	Early Hominins (AABA)	9	
12	Mar 29	Early Homo	10	
	Mar 31	Early Homo	10	Discussion #2
13	Apr 5	Late Homo	11	
	Apr 7	Modern Humans	12	Lab #3
14	Apr 12	Migration	12	
	Apr 14	Agriculture	12, 16	Quiz #3
15	Apr 19	Bioarchaeology and Forensic Anthropology	15	
	Apr 21	Ethics	15, pp. 571-573	Discussion #3

16	Apr 26	Study Day - NO CLASS
	Apr 28	Final Exam (1:00-3:50pm) - UnEssay Due

***Important Dates:**

- Jan 14: Drop deadline
- Feb 4: Quiz #1 Due (11:59 pm)
- Feb 10: Lab #1 Due (3:00 pm)
- Feb 18: Discussion #1 Due (11:59 pm)
- Mar 3: Lab #2 Due (3:00 pm)
- Mar 18: Quiz #2 Due (11:59 pm)
- Mar 25: Last day to withdraw
- Apr 1: Discussion #2 Due (11:59 pm)
- Apr 7: Lab #3 Due (3:00 pm)
- Apr 15: Quiz #3 Due (11:59 pm)
- Apr 22: Discussion #3 Due (11:59 pm)
- Apr 28: UnEssay Due (1:00-3:50 pm)

ANT 2511: The Human Species

Meeting Time: 12:00pm-1:15pm Tuesdays and Thursdays

Meeting Location: ENG2 102

Instructor: [Edward Gonzalez-Tennant](#), PhD

Office Location: Howard Phillips Hall, 311C

Email: Use WebCourses Mail

Virtual Office Hours: Thursdays 9:30am - 11:00am

I will be available to answer emails immediately during my office hours, and I can set up Teams meetings as needed.

Graduate Teaching Assistant (GTA): Jonathan Barkmeier

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Email

Office Hours: TBD

Catalog Description

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

Required Course Materials/Resources

Explorations: An Open Invitation To Biological Anthropology. This is a totally free book! You can download individual chapters [here \(Links to an external site.\)](#), or a reduced-quality version

[here](#) [Download here](#) . We will read most of this text, but not all. Refer to semester schedule below to see which chapters we are covering.

Course Description

This course introduces students to biological anthropology, one of the four traditional branches of anthropology. Biological anthropology utilizes many lines of evidence to holistically understand human evolution, primates, and the ancestors of these groups. The course is divided into two broad sections. The first explores biological anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural and environmental change.

Course Modality (Spring 2022)

This is a face to face course, meaning the instructor will be present in campus any day a lecture is scheduled (not exam days or other days when class attendance is cancelled). However, the

instructor will simultaneously broadcast the lectures in real-time via Zoom. Students are permitted to attend lecture in person (face to face) or via Zoom. The Zoom recordings will be made available within a few hours of the lecture's schedule time for students who are unable to attend either due to conflicts (e.g., illness).

COVID-19 Statements (Spring 2022)

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.

Per Dr. Michael D. Johnson (UCF Interim Provost), "we have heard some requests for making vaccinations and masks mandatory. Please know these options are not available to us under state law and policy. UCF continues to expect students, faculty and staff to become fully vaccinated and to wear masks indoors, in accordance with [CDC guidelines \(Links to an external site.\)](#)." If you are unable or unwilling to wear a mask, I recommend taking advantage of the Zoom simulcast format for each lecture, either in real-time or later when the lecture video becomes available.

If I (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. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

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.

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

Student Learning Objectives

Upon successful completion of this course, students will have an understanding of the following.

- How to think scientifically,
- the basics of evolutionary theory,
- how humans are related to primates and what this means,
- a broad overview of the history of human and primate evolution,
- why humans are biocultural organisms and what this means,

- and the complexities of modern biological human variation as it relates to cultural and scientific principles.

UCF Integrative General Education Goals

This course fulfills requirements related to the Knowledge Application foundation of the [Integrative General Education Experience](#)[Links to an external site.](#) at the University of Central Florida. This course contains material related to common human themes related to cultural and historical knowledge, regarding the application of scientific knowledge, and support well-informed citizens who can relate science to significant social problems and other related disciplines. Assignments include transparent statements connecting work to these goals. Spring 2022 is the first semester this new program is being implemented. As such, you will see minor adjustments to some assignments throughout the semester.

Grading

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor's note).

Your grades will come from:

Four Exams:	45 possible points (15 points each)
Three Film Responses:	15 possible points (5 points each)
Seven Lab Activities:	30 possible points (variable points per assignment)

Total possible points 105

Breakdown of Grading

Exams and assignments will be conducted in person, online, or a mix of both. Refer to each assignment/exam for more details. Assignments marked In-Class & Online will have components during lectures and a final aspect submitted via Webcourses. Some assignments may show the incorrect point total for a while, this is because I tweak my assignments the week before they go live. COVID Update - all graded work will be submitted via Webcourses. Assignments marked In-Class & Online will include instructions during the associated lecture, but the final assignments will all be due in Webcourses.

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 15 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses during the normal class meeting time. In other words, we WILL NOT meet in person on exam days. Questions are drawn from lectures and readings. There is NO cumulative final exam. I DO NOT provide study guides for exams because they are open book/note. I DO NOT use proctorhub or similar software.

[Total Points: 45]

Three Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers.

[Total Points: 15]

Seven Lab Activities: Some of these labs are simple responses requiring students to think about a topic and provide a written response. Other labs provide a more 'hands-on' activity using interactive online content to answer questions. Points for each lab are weighted depending on complexity. Labs are Evolution is a Fact and a Theory (5 points); Hardy-Weinberg Equilibrium (5 points); Defining Primate Characteristics (5 points); Why Are There Still Monkeys (5 points); 3D Hominins Lab (10 points); What Is This Artifact (5 points); and The Future of Us (5 points).

[Total Points: 40]

Total Possible Points: 105

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, students are encouraged to keep up with their own grades, and not rely solely on the Gradebook which can miscalculate grades until all grades are submitted. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, $45/50 = .90 \times 100 = 90\%$.

A	90-100		
B+	87-90	B	80-87
C+	77-80	C	70-77
D+	67-70	D	60-67
F	59.9 and below		

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented ([1 \(Links to an external site.\)](#)), [2 \(Links to an external site.\)](#)). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will

result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

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. These sites 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.

Late Assignment Policy Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 5 days to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 5 days to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses Gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker's name? This as a real-world lesson.

Semester Calendar

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

Week 1: Jan 10 - 14

Topic: Course Introduction & What is Biological Anthropology?

Readings: [Chapter 1](#) [Download Chapter 1 \(Lecture Notes](#) [Download Lecture Notes](#))
Assignments: [Syllabus Quiz](#)

Week 2: Jan 27 - 21

Topic: Evolution

Readings: [Chapter 2](#) [Download Chapter 2 \(Lecture Notes\)](#)
Assignments: [Lab 1 – Evolution is a Fact and a Theory \(Discussed in class on Thursday\)](#)

Week 3: Jan 24 - 28

Topic: Molecular Biology and Genetics

Readings: [Chapter 3](#) [Download Chapter 3 \(Lecture Notes\)](#)
Assignments: None

Week 4: Jan 31 - Feb

Topic: Forces of Evolution

Readings: [Chapter 4](#) [Download Chapter 4 \(Lecture Notes\)](#)
Assignments: [Lab 2 – Hardy-Weinberg Equilibrium Lab \(Discussed in class on Thursday\)](#)

Week 5: Feb 7 - 11

Topic: Meet the Living Primates (No Class Thursday for Exam 1)

Readings: [Chapter 5](#) [Download Chapter 5 \(Lecture Notes\)](#)
Assignments: [Lab 3 – Defining Primate Characteristics \[In-Class & Online\]](#) & [Exam 1 \(Chapters 1-4\)](#)

Week 6: Feb 14 - 18

Topic: Primate Ecology and Behavior

Readings: [Chapter 6](#) [Download Chapter 6 \(Lecture Notes\)](#)
Assignments: Begin [Lab 4 – Arboreal Quadraped Lab \[In-Class & Online\]](#)

Week 7: Feb 21 - 25

Topic: Understanding the Fossil Context

Readings: [Chapter 7](#) [Download Chapter 7](#) (Lecture Notes)

Assignments: [Video 1 Response - Human Spark \[Online\]](#)

Week 8: Feb 28 - Mar 4

Topic: Primate Evolution (No Class Thursday for Exam 2)

Readings: [Chapter 8](#) [Download Chapter 8](#) (Lecture Notes)

Assignments: [Exam 2 \(Chapters 5-8\)](#)

Spring Break: Mar 7 - 11

Week 9: Mar 14 -18

Topic: Early Hominins

Readings: [Chapter 9](#) [Download Chapter 9](#) (Lecture Notes)

Assignments: None

Week 10: Mar 21 - 25

Topic: Early Members of the Genus *Homo*

Readings: [Chapter 10](#) [Download Chapter 10](#) (Lecture Notes)

Assignments: [Lab 5 - Early Homo Virtual Lab \[In-Class & Online\]](#)

Week 11: Mar 28 - Apr 1

Topic: Archaic Homo

Readings: [Chapter 11](#) [Download Chapter 11](#) (Lecture Notes)

Assignments: [Lab 6 – Hominin Review \[Online\]](#)

Week 12: Apr 4 - 8

Topic: Modern *Homo sapiens* (No Class Thursday for Exam 3)

Readings: [Chapter 12](#) [Download Chapter 12](#) (Lecture Notes)

Assignments: [Exam 3 \(Chapters 9 - 12\)](#)

Week 13: Apr 11 - 15

Topic: Race and Human Variation & Significance of Adaptations

Readings: [Chapter 13](#) [Download Chapter 13 & Chapter 14](#) [Download Chapter 14](#)
(Lecture Notes)

Assignments: [Video 2 Response - State of Eugenics \[Online\]](#)

Week 14: Apr 18 - 22

Topic: Bioarchaeology and Forensic Anthropology

Readings: [Chapter 15](#) [Download Chapter 15](#) (Lecture Notes)

Assignments: None

Week 15: Apr 25

Topic: Human Biology and Health in the Present and Future

Readings: [Chapter 16](#) [Download Chapter 16](#) (Lecture Notes)

Assignments: [Lab 7 – The Future of Us \[In-Class & Online\]](#) & [Exam 4 \(Chapters 13 - 16\)](#)

Exam 4 is during final period, specifically Thursday April 28 10am - 2pm (1 additional hour than exams during the semester).

Important UCF Dates for Fall 2021

January 14, 2021 - Last Day to Drop and Request Full Refund

January 14, 2021 - Drop/Swap Deadline

January 14, 2021 - Add Deadline

March 25, 2021 - Withdrawal Deadline

Statement on Diversity and Inclusion

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

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

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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

- Title IX – OIE – <http://oie.ucf.edu> [Links to an external site.](#) & askanadvocate@ucf.edu

- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/Links to an external site.> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu/Links to an external site.
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/Links to an external site.>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/Links to an external site.> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu/Links to an external site.>

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) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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.>. 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.>>. 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.

In-Class Recording Statement

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

Course 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.>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a

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

Campus Safety 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 [Links to an external site.](#).
- 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> [Links to an external site.](#).
- 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.](#) 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> [Links to an external site.](#))



>).

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 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>Links to an external site.>.

UCF Ethics

UCF faculty support the UCF Creed. Integrity – practicing and defending academic and personal honesty – is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: – I will cherish and honor learning as a fundamental purpose of membership in the UCF community. – Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

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 these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

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.

Syllabus



ANT2511 - Human Species

Sections: 0W60-61

Dr. Amanda Groff

Syllabus



Instructor Contact:

<p>Instructor</p>	  <p>Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual and phone)</p>	<p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!)

	<p><u>Office hours</u>: Tuesdays and Wednesdays 10am-12pm</p> <p>For phone or virtual calls, please make an appointment first!!</p>
Phone	Dept Phone: 823-3757
E-mail/Response time	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</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>Bug and Dobby</p>
GTA	Caroline Jasiak Charlotte Robinson
GTA E-Mail	<p>Caroline.Jasiak@ucf.edu (mailto:Caroline.Jasiak@ucf.edu)</p> <p>Charlotte.Robinson@ucf.edu (mailto:Charlotte.Robinson@ucf.edu)</p>
GTA Office Hours	<p>TBA</p> <p>(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:

Course Name	ANT 2511 Human Species
Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Spring 2022
Location	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.

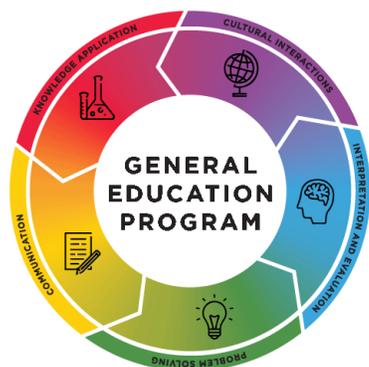
***Please note that this class deals heavily with human evolution and evolutionary theory. **This is not a debate class!!** This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations with grading based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!

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

Course Protocols: [Protocols](#)

(<https://webcourses.ucf.edu/courses/1394298/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.

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 January 10th, 2022 and ends on May 1st, 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	--	January 14
1	1	5	10	January 21
2	2	5	15	January 21
3	3	5	15	February 4
4	4	5	5	February 4
EXAM 1	Ch 1-4	100	--	February 6
5	5	5	10	February 18
6	6	5	10	February 18
7	7	5	10	March 4
8	8	5	10	March 4
EXAM 2	Ch 5-8	100	--	March 5*
9	9	5	15	March 18
10	10	5	--	April 1
11	11	5	10	April 1
EXAM 3	Ch 9-11	100	--	April 3

12	12	5	10	April 15
13	13	5	10	April 29
14	14	5	--	April 29
FINAL EXAM *not cumulative	Ch 12-14	100	--	May 1
TOTAL POINTS		480	130	=610 points

*While the deadline says March 5, you will have until March 6th by 11:59pm to complete this exam without penalty. Why the date change: March 6th is the official start of Spring Break.

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	Points
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	<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, January 14 ; Drop class deadline: Friday, January 14

Withdrawal deadline for this course: Friday, March 25

Final course closing date: Friday, May 1 (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 **January 14**. 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 not COVID-related (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>)

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

COVID-19 and Illness Notification

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.

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>))

Students should contact their instructor(s) as soon as possible if they miss class for due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be required). When possible, students should contact their instructor(s) before missing class.

In case of Faculty Illness

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

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 \(https://webcourses.ucf.edu/courses/1394298/discussion_topics\)](https://webcourses.ucf.edu/courses/1394298/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 bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

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 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/>) (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

****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).
- 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>) (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>) 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.

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 Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M01

Spring 2022 (3 credits)

1. Course Information

Room: NSC 0101

Modality: M mode

Dates: January 10 - May 3, 2022

Class Times: Tuesday 9:00-10:15 am

Prerequisites: None

Final Exam Time: TBA

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)

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 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.

- Lexie Brock (alexandria.brock@ucf.edu (<mailto:alexandria.brock@ucf.edu>))
- Jessie Clark (jessica.clark@ucf.edu (<mailto:jessica.clark@ucf.edu>))
- Rachel Lotze (rachel.lotze@ucf.edu (<mailto:rachel.lotze@knights.ucf.edu>))

In person Office Hours held in HPH 309M:

- Lexie Brock:
 - Mondays 3:00 pm - 4:00 pm [online via Webcourses Inbox- Zoom can be arranged as needed]
 - Thursdays 3:00 pm - 4:00 pm [in person]
- Jessie Clark:
 - Mondays 12:30 pm - 1:30 pm [online]
 - Wednesdays 12:30 pm - 1:30 pm [in person]
- Rachel Lotze:
 - Tuesdays 11:00 am - 12:00 pm [in person]

- Wednesdays 10:00 am - 11:00 am [online]

3. Course Description:

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 (January 10-14) 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.

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%

Name: Range:

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. 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.

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

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have to tools you need.

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

7. Course Textbook

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

EXPLORATIONS: [\(https://explorations.americananthro.org/\)](https://explorations.americananthro.org/) An Open Invitation To

Biological Anthropology [\(https://explorations.americananthro.org/\)](https://explorations.americananthro.org/) 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.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Spring 2022 (3 credits)

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>
[_ \(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0\)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0))

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 or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format.

Students with disabilities should speak with their instructor and should contact [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

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, 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.
- 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 if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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> (<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](http://www.ucf.edu)** [_\(http://www.ucf.edu\)_](http://www.ucf.edu) will help find UCF resources
- **[UCF Computer Service Desk](http://servicedesk.ucf.edu/)** [_\(http://servicedesk.ucf.edu/\)_](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **[Learning Online](http://learn.ucf.edu)** [_\(http://learn.ucf.edu\)_](http://learn.ucf.edu) 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/> [_\(http://www.cstore.ucf.edu/\)_](http://www.cstore.ucf.edu/)
- **[Hardware/Software Requirements](http://learn.ucf.edu/webcourses/support.html)** [_\(http://learn.ucf.edu/webcourses/support.html!\)](http://learn.ucf.edu/webcourses/support.html)
- 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.

Spring 2022 ANT 2511-0M01 (Tuesdays 9:00-10:15 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.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 11	Course Introduction <i>Introduction to Biological Anthropology</i>	MODULE 1: READ: <ul style="list-style-type: none"> Explorations Chapter 1: Introduction to Biological Anthropology COMPLETE: <ul style="list-style-type: none"> Quiz 1 Online Course Activity Due FRIDAY January 14 at 11:59pm for Course Activity. 	Nothing this week!
Week 2 January 18	<i>Meet Charles Darwin</i>	MODULE 2: VIEW THIS LECTURE: <ul style="list-style-type: none"> <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 25	<i>Natural Selection</i>	Nothing this week!	Nothing this week!
Week 4 February 1	<i>Population Genetics</i> Quiz 2 at the end of class	MODULE 3: READ: <ul style="list-style-type: none"> Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: <ul style="list-style-type: none"> <i>The Nature of Science, Sections 1-3</i> 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/31 at 7 am and is due Sunday 2/6 at 11:59 pm

Week 5 February 8	Tuesday 2/8: Exam 1 in class	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> Explorations Chapter 5: Meet the Living Primates <p>WATCH THIS MOVIE:</p> <ul style="list-style-type: none"> “The Living Primates” 	Nothing this week!
Week 6 February 15	<i>Primate Anatomy</i>	<p>MODULE 5:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <i>Primate Anatomy, Sections 4-5</i> <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/14 at 7 am and is due Sunday 2/20 at 11:59 pm
Week 7 February 22	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 March 1	Tuesday 3/1: Exam 2 in class	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> Explorations Chapter 7: Understanding the Fossil Context 	Nothing this week!
Week 9 March 8	SPRING BREAK!	Nothing this week!	Nothing this week!
Week 10 March 15	<i>Hominin Adaptations</i>	<p>MODULE 7:</p> <p>READ:</p> <p>Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <i>Protohominins</i> <i>Ardipithecus</i> <i>Early East African Australopithecus</i> 	Homework 3: Dating the Distant Past. Opens with Module 7 on Monday 3/15 at 7 am and is due Sunday 3/21 at 11:59 pm

<p>Week 11 March 22</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Homework 4: Paleanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/22 at 7 am and is due Sunday 3/28 at 11:59 pm</p>
<p>Week 12 March 29</p>	<p>Tuesday 3/29: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 5</p>	<p><i>Homo erectus</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. 	<p>Nothing this week!</p>
<p>Week 14 April 12</p>	<p><i>Homo heidelbergensis</i></p> <p><i>Neanderthals</i></p>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	<p>Nothing this week!</p>

<p>Week 15 April 19</p>	<p><i>Neanderthals</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	<p>Homework 5: Modern Human Variation.</p> <p>Opens with Module 12 on Monday 4/18 at 7 am and is due Sunday 4/24 at 11:59 pm</p>
<p>Week 16 Finals Week</p>	<p>Final Exam in class, Date and Time TBA</p>		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 10-14
- Withdrawal deadline for this course: March 25

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M02

Spring 2022 (3 credits)

1. Course Information

Room: NSC 0101

Modality: M mode

Dates: January 10 - May 3, 2022

Class Times: Thursday 9:00-10:15 am

Prerequisites: None

Final Exam Time: Thursday 4/28 at 7:00 - 10:50 am.

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)

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 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.

- Lexie Brock (alexandria.brock@ucf.edu (<mailto:alexandria.brock@ucf.edu>))
- Jessie Clark (jessica.clark@ucf.edu (<mailto:jessica.clark@ucf.edu>))
- Rachel Lotze (rachel.lotze@ucf.edu (<mailto:rachel.lotze@ucf.edu>))

In person Office Hours held in HPH 309M:

- Jessie
 - Mondays 12:30 pm -1:30 pm [online]
 - Wednesdays 12:30 pm -1:30 pm [in person]
- Rachel
 - Tuesdays 11:00 am - 12:00 pm [in person]
 - Wednesdays 10:00 am - 11:00 am [online]
- Lexie
 - Mondays 3:00 pm - 4:00 pm [online via Webcourses Inbox- Zoom can be arranged as needed]

- Thursdays 3:00 pm - 4:00 pm [in person]

3. Course Description:

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 (January 10-14) 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.

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%

Name: Range:

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. 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.

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

- "I had to work." You knew when the class times were when you enrolled, and when all of the assignments were due when the course schedule was posted on Day 1 of the semester. Adjust your work schedule accordingly.
- "I forgot" or "I didn't know it was due". Every assignment due date appears on the course schedule. Use it to plan your semester!
- "My internet went down" or "I couldn't open the file". You signed up for an M class and it is your responsibility to ensure that you have to tools you need.

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

7. Course Textbook

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

EXPLORATIONS: [\(https://explorations.americananthro.org/\)](https://explorations.americananthro.org/) An Open Invitation To

Biological Anthropology [\(https://explorations.americananthro.org/\)](https://explorations.americananthro.org/) 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.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Spring 2022 (3 credits)

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>
[_ \(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0\)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0))

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 or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format.

Students with disabilities should speak with their instructor and should contact [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

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, 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.
- 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 if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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> (<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](http://www.ucf.edu)** [_\(http://www.ucf.edu\)_](http://www.ucf.edu) will help find UCF resources
- **[UCF Computer Service Desk](http://servicedesk.ucf.edu/)** [_\(http://servicedesk.ucf.edu/\)_](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **[Learning Online](http://learn.ucf.edu)** [_\(http://learn.ucf.edu\)_](http://learn.ucf.edu) 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/> [_\(http://www.cstore.ucf.edu/\)](http://www.cstore.ucf.edu/)
- **[Hardware/Software Requirements](http://learn.ucf.edu/webcourses/support.html)** [_\(http://learn.ucf.edu/webcourses/support.html\)](http://learn.ucf.edu/webcourses/support.html)
- 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.

Spring 2022 ANT 2511-0M02 (Thursdays 9:00-10:15 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.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 13	Course Introduction <i>Introduction to Biological Anthropology</i>	MODULE 1: READ: <ul style="list-style-type: none"> • Explorations Chapter 1: Introduction to Biological Anthropology COMPLETE: <ul style="list-style-type: none"> • Quiz 1 Online Course Activity Due FRIDAY January 14 at 11:59pm for Course Activity. 	Nothing this week!
Week 2 January 20	<i>Meet Charles Darwin</i>	MODULE 2: VIEW THIS LECTURE: <ul style="list-style-type: none"> • <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 27	<i>Natural Selection</i>	Nothing this week!	Nothing this week!
Week 4 February 3	<i>Population Genetics</i> Quiz 2 at the end of class	MODULE 3: READ: <ul style="list-style-type: none"> • Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: <ul style="list-style-type: none"> • <i>The Nature of Science, Sections 1-3</i> 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/31 at 7 am and is due Sunday 2/6 at 11:59 pm

Week 5 February 10	Thursday 2/10: Exam 1 in class	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 5: Meet the Living Primates <p>WATCH THIS MOVIE:</p> <ul style="list-style-type: none"> • “The Living Primates” 	Nothing this week!
Week 6 February 17	<i>Primate Anatomy</i>	<p>MODULE 5:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Primate Anatomy, Sections 4-5</i> • <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/14 at 7 am and is due Sunday 2/20 at 11:59 pm
Week 7 February 24	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 March 3	Thursday 3/3: Exam 2 in class	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 7: Understanding the Fossil Context 	Nothing this week!
Week 9 March 10	SPRING BREAK!	Nothing this week!	Nothing this week!
Week 10 March 17	<i>Hominin Adaptations</i>	<p>MODULE 7:</p> <p>READ:</p> <p>Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Protohominins</i> • <i>Ardipithecus</i> • <i>Early East African Australopithecus</i> 	Homework 3: Dating the Distant Past. Opens with Module 7 on Monday 3/15 at 7 am and is due Sunday 3/21 at 11:59 pm

<p>Week 11 March 24</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Homework 4: Paleanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/22 at 7 am and is due Sunday 3/28 at 11:59 pm</p>
<p>Week 12 March 31</p>	<p>Thursday 3/31: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 7</p>	<p><i>Homo erectus</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. 	<p>Nothing this week!</p>
<p>Week 14 April 14</p>	<p><i>Homo heidelbergensis</i></p> <p><i>Neanderthals</i></p>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	<p>Nothing this week!</p>

<p>Week 15 April 21</p>	<p><i>Neanderthals</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	<p>Homework 5: Modern Human Variation.</p> <p>Opens with Module 12 on Monday 4/18 at 7 am and is due Sunday 4/24 at 11:59 pm</p>
<p>Week 16 Finals Week</p>	<p>Final Exam in class, Thursday 4/28 at 7:00-10:50 AM</p>		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 10-14
- Withdrawal deadline for this course: March 25

Course Syllabus



ANT 3610: Language and Culture Spring 2022

Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 116e

Thursdays 12 PM-1 PM EST, or by
appointment

Office

Hours OH are via Webcourse Chat or
Scheduled Private Conference via
Zoom

Phone 407-823-2227

E-mail

- Chelsea.Daws@ucf.edu, or
via Webcourses Inbox

Graduate Teaching Assistant (GTA)

Send Whitney a message via **Webcourses Inbox Messages** only.

You should contact Whitney to discuss and clarify course content, assignments, and requirements. You should not contact your GTA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610 0M01
Credit Hours	3
Semester/Year	Spring 2022
Location	CLB1 0307 (Tue. 12:00PM-1:15 PM) and Online
Prerequisites	Sophomore standing or higher

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Course information is published in UCF's **Undergraduate Catalog**. The Link: <https://catalog.ucf.edu/Links to an external site.>

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

Required Texts

Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library (see link below).*

Ahearn's Living Language:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036> (Links to an external site.)

Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library (see link below).*

Davis' Talking Indian:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=5261328> (Links to an external site.)

Supplemental Texts

Links to other required supplemental course materials (i.e., PDFs, web links, etc.) can be found in each module of this course.

Course Activities

- Read the assigned materials each week.
- Attend weekly lectures
- Participate in group discussions
- Complete all required assignments
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

Activity Submissions

All course activities will take place on Webcourses@UCF. All quizzes, exams, discussions, and papers will be submitted via Webcourses@UCF.

Required Tools

Since all course quizzes, exams, discussions, and papers will be submitted via Webcourses@UCF, you will need access to a laptop or desk top computer, consistent broadband internet access (please report outages or technology errors), and a compatible web browser.

Course Schedule

The course schedule is [available here](#).

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments --graded discussions and papers-- have a **3-day** grace period (**except** the TED Talk extra credit assignment). Assignments may be submitted up to three days past the due date. Late assignments are penalized **2** points per day.

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

Your grade will be based on the following assignments and assessments. Please see the [Assignment List](#) for more information.

Assignment Group	Weight
Graded Discussions	40
Paper	25
Quizzes	15
Exams	20

Policy Statements

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students'

learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[Links to an external site.](#). 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 [The Center for Academic Integrity. \(Links to an external site.\)](#)

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

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. Links to an external site.](#) 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/zgradeLinks to an external site.>

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 ServicesLinks to an external site.](#) (Ferrell Commons 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. 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.

Statements Regarding COVID-19

General Statement

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

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

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 \(Links to an external site.\)](#). **Masks are required in approved clinical or health care settings.**

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

Course Accessibility 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 to discuss specific accommodations for this or other courses.

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[Links to an external site.](#).
- 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 <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (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[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."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.[You CAN Survive an Active Shooter \(Links to an](#)



[external site.](#))

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.

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.

Course Summary:

Date	Details	Due
Fri Jan 14, 2022	Assignment Introduction Assignment	due by 11:59pm
	Assignment Orientation Quiz	due by 11:59pm
Sun Jan 30, 2022	Assignment Group Discussion 1	due by 11:59pm
Mon Jan 31, 2022	Assignment Online Quiz 1	due by 11:59pm
Mon Feb 14, 2022	Assignment Online Quiz 2	due by 11:59pm
Sun Feb 27, 2022	Assignment Group Discussion 2	due by 11:59pm
Sun Mar 20, 2022	Assignment Group Discussion 3	due by 11:59pm

Date	Details	Due
Mon Mar 21, 2022	Assignment Midterm Examination	due by 11:59pm
Mon Apr 4, 2022	Assignment Online Quiz 3	due by 11:59pm
Tue Apr 5, 2022	Assignment Group Discussion 4	due by 11:59pm
Sun Apr 17, 2022	Assignment Group Discussion 5	due by 11:59pm
Mon Apr 18, 2022	Assignment Online Quiz 4	due by 11:59pm
Fri Apr 22, 2022	Assignment Endangered Language Profile	due by 11:59pm
Mon Apr 25, 2022	Assignment TED talk paper (extra credit)	due by 11:59pm
Sat Apr 30, 2022	Assignment Final Examination	due by 11:59pm
	Assignment Multifunctionality Matching	
	Assignment Small Group Lounge	