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:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
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<td>92.5-100</td>
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<tr>
<td>A-</td>
<td>90-92.4</td>
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<td>B+</td>
<td>87.5-89.9</td>
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<td>F</td>
<td>&lt;59.9</td>
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Points:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>The UnEssay</td>
<td>27.78%</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussions (3)</td>
<td>24.32%</td>
<td>30 points</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>24.32%</td>
<td>30 points</td>
</tr>
<tr>
<td>Labs (3)</td>
<td>24.32%</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>370 points</strong></td>
</tr>
</tbody>
</table>

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

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

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

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>.

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

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

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

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

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

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

Required Technology:
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Course Catalog Description:
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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.
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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)

Total: 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:
  o 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:
  o 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
  o 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*[^1]. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

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

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

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

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

Any late assignments will have at least a 10% penalty (barring an excused absence). No make-up assignments will be allowed beyond December 3rd. No UnEssays will be accepted beyond the Final Exam period (April 28th: 1:00-3:50pm).

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

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

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

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

Professor: Stacy Barber

Office: Howard Phillips Hall 409

Course-Related Email: Webcourses Email Client (forwards to secondary email)

Secondary Email: sarah.barber@ucf.edu (use for letters of reference requests)

Phone: (407) 823-2207

Office Hours: Tuesday 12:00 - 1:30 pm, or by appointment

Catalog Description

The precolumbian history of the Native peoples of the U.S. Southwest, from the region's first colonists to indigenous populations of the Contact era.

Introduction

This course will address the complicated mosaic of human occupation in the US Southwest and Northwest Mexico from 12,000 B.C. to the arrival of the Spanish. The Greater Southwest is a regional of remarkable cultural diversity in a harsh environment. We will tackle this diversity by exploring important cultural developments, including: human adaptation to arid environments, the adoption of agriculture and sedentism, long-distance interaction, and the origins of social complexity.
Objectives

This course has four goals. By the end of the semester, students should be able: 1) to recognize the different geographical, ecological, and cultural entities within the pre-columbian Greater Southwest; 2) to understand how humans adapted to arid environments and how societies changed over time in the Greater Southwest; 3) to draw conclusions about the philosophical and ethical implications of studying the past; and 4) to use archaeological data to draw conclusions about the past.

Required Texts

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library’s databases or as PDFs on Webcourses.

Cordell, Linda S. and Maxine E. McBrinn Howard


Useful Web Sites

- Society for American Archaeology: [saa.org](http://www.saa.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): [http://www.americanarchaeology.com/aawelcome.html](http://www.americanarchaeology.com/aawelcome.html)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/)
- Crow Canyon Archaeological Center: [https://www.crowcanyon.org/](https://www.crowcanyon.org/)
- Archaeology Southwest: [https://www.archaeologysouthwest.org/](https://www.archaeologysouthwest.org/)
- The Digital Archaeological Record (tDAR): [https://core.tdar.org/](https://core.tdar.org/)

Evaluation

Your grade in this course will be derived from two examinations, participation, several assignments, and a final project. The projects will be discussed in class and instructions will also be available online. Exams are cumulative. Your grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Description of Requirement</th>
<th>Weight Toward Final Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Module</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Points</td>
<td></td>
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<td>------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>100% score required to open Module 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due January 14 at 11:59pm</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>Based on first 1/2 of class</td>
<td>200</td>
<td></td>
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<tr>
<td></td>
<td>February 22, in BA1, Room 122</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Cumulative</td>
<td>22.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday, May 3 from 10:00 am -12:50pm in BA1, Room 122</td>
<td>225</td>
<td></td>
</tr>
<tr>
<td>Special Topic</td>
<td>Students will be responsible for producing a mini-presentation of a &quot;Special Topic&quot; during one class session.</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Assignments associated with the on-line modules (values vary). Due on Wednesdays at 11:59pm, see schedule.</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>7-10 page research project in which students analyze archaeological data. Details will be provided in-class. All associated assignments will be due on Sundays at 11:59pm.</td>
<td>30</td>
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<tr>
<td></td>
<td>Final draft due April 22 at 11:59pm</td>
<td>300</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
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</tbody>
</table>

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
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- Letter grades are based on raw point value, I do not adjust grades according to a curve.

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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
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<td>B</td>
<td>84-86</td>
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</table>
B- 80-83
C+ 77-79
C  74-76
C- 70-73
D+ 67-69
D  60-66
F  0-59

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.

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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).

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Policies
<table>
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<tr>
<td><strong>Contacting Dr. Barber</strong></td>
</tr>
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<td>In this class our official mode of communication is through the email located communication between student and instructor and between student and stu professional. It is the student's responsibility to check the &quot;coursemail&quot; tool fr Teaching this course is my job, so I reserve the right not to respond after bus you email me during those times, you may not receive a response until the n</td>
</tr>
<tr>
<td><strong>Webcourses@UCF</strong></td>
</tr>
<tr>
<td>This is Mixed-Mode course, meaning that some classroom time has been re responsible for making sure that you are able to access the internet and use Webcourses@UCF (mailto:Webcourses@UCF). Please think of the on-line component as a replacement for Thursday's class look at the module before you come to class. Note in the schedule where in- You are expected to complete assignments on-time regardless of technologi</td>
</tr>
<tr>
<td><strong>Accessing On-line Course Content</strong></td>
</tr>
<tr>
<td>Online course content is delivered through modules. To open Module 1, you Started&quot; Module and receive 100% on the 10-point Getting Started quiz. Each week’s module opens at 8am Sunday of that week. Modules will close notes on module content if you want to study the material after that time!</td>
</tr>
<tr>
<td><strong>Quizzes and Examinations</strong></td>
</tr>
<tr>
<td>Because there is no way to proctor an on-line quiz, all quizzes for this course There will also be two examinations in class. Please bring a #2 pencil and a</td>
</tr>
<tr>
<td><strong>Grading and evaluation</strong></td>
</tr>
<tr>
<td><strong>All assignments are due at 11:59 pm on their due date unless otherwise</strong></td>
</tr>
<tr>
<td>Graded materials will be returned to you within 10 business days of their due otherwise through a class-wide announcement. The grading scale used in the page of this syllabus. Note that your final grade is based on the total points y the semester. I will accept late work but deduct 10% every 24 hours a submission is late. T I will deduct 30% from your score. I will accept late work until the end of the 5</td>
</tr>
<tr>
<td>Grades will be posted on-line and available to you through the “My Grades” responsible for calculating your own grade. The Webcourses gradebook is g may not be accurate because things like extra credit mess up grade average</td>
</tr>
<tr>
<td>Participation is an important component of this class. While debate and differ</td>
</tr>
</tbody>
</table>

[https://webcourses.ucf.edu/courses/1395008/assignments/syllabus](https://webcourses.ucf.edu/courses/1395008/assignments/syllabus)
Attendance and Participation

Participation is an important component of this class. While debate anddiscussion and attendance. There are 10 course sessions for which your participation is expected, which works out to 3 points a class.

Your participation grade has two components: 60% comes from your "mini-papers," and the remaining 40% comes from your class participation. This means that you are expected to be active in class discussions and that your participation in these discussions will be evaluated.

If you miss a deadline, you lose one letter grade for every 24-hour period that you miss. This means that if you miss a deadline on Monday, you will lose one letter grade for the entire week, and if you miss a deadline on Wednesday, you will lose two letter grades for the entire week. If an assignment is not submitted on time, you will receive a zero for that assignment. That said, I am not completely evil. If you have an issue, email me before th...
should make a note of the guide’s physical location and review the online <http://emergency.ucf.edu/emergency_guide.html> (http://emergency.ucf.edu/emergency_guide.html)
- Students should know the evacuation routes from each of their classroom in case of an emergency.
- If there is a medical emergency during class, students may need to access External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu or
- To stay informed about emergency situations, students can sign up to receive <https://my.ucf.edu> (https://my.ucf.edu) and logging in. Click on “Stu left side of the screen in the toolbar, scroll down to the blue “Personal Info Center screen, click on “UCF Alert”, fill out the information, including e-mail cell phone provider, click “Apply” to save the changes, and then click “Ok.
- Students with special needs related to emergency situations should speak class.
- To learn about how to manage an active-shooter situation on campus or video (< You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)

| Active Duty Military Personnel | Students who are deployed active duty military and/or National Guard perso should contact their instructors as soon as possible after the semester begin notification of deployment to make related arrangements. |

**Schedule of Topics and Readings**

Please note that this schedule is tentative and can be changed at the discretion of the professor.

<table>
<thead>
<tr>
<th>Class Date:</th>
<th>Topic and readings for class:</th>
<th>Learning Module:</th>
<th>Assignments Due at 11:59 pm on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do this first</td>
<td>Getting Started Module</td>
<td>Getting Started</td>
<td>Jan 14</td>
</tr>
</tbody>
</table>

Jan 11 | Course Introduction | Module 1: Environments and
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Module</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Course Introduction</td>
<td>Resources of the Southwest</td>
<td></td>
</tr>
<tr>
<td>Jan 18</td>
<td>Cultural Geography of the Southwest</td>
<td>Module 2: The Modern Cultural Diversity of the Southwest</td>
<td></td>
</tr>
<tr>
<td>Jan 25</td>
<td>Archaeology, its methods, and applications to the Greater Southwest</td>
<td>Module 3: Paleoindian and Archaic Southwest</td>
<td>Jan 26: Module 1 Map Assignment</td>
</tr>
<tr>
<td>Feb 1</td>
<td>The Adoption of Agriculture</td>
<td>Module 4: Post-Archaic Archaeological Cultures of the Southwest</td>
<td>Feb 2: Module 2 Cultural Diversity Assignment</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Early Village Life</td>
<td>Module 5: Complex Society in the Southwest</td>
<td>Feb 8: Graded in-class discussion.</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Review</td>
<td>Module 6: Review</td>
<td>Feb 13:</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Materials</td>
<td>Special Topic</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Feb 22</td>
<td><strong>First exam in class, February 20</strong></td>
<td>Work on your projects</td>
<td></td>
</tr>
<tr>
<td>Mar 1</td>
<td>Chaco Canyon is cool</td>
<td>Module 7: Long-distance Exchange</td>
<td><strong>Mar 1:</strong> Possible project topics due in class</td>
</tr>
<tr>
<td></td>
<td>Read: Cordell and McBrinn 185-197</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Special topic: Student projects!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td><strong>Woo-Hoo Spring Break!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>The Chaco World</td>
<td>Module 8: Mimbres Mogollon</td>
<td><strong>March 13:</strong> Preliminary bibliography due</td>
</tr>
<tr>
<td></td>
<td>Read: Cordell and McBrinn 197-202; additional reading to be announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Special Topic: What was Chaco?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Special Topic: Gender in the Southwest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 22</td>
<td>Hohokam Complex Societies</td>
<td>Module 9: After Chaco</td>
<td><strong>March 23:</strong> Resource map assignment due</td>
</tr>
<tr>
<td></td>
<td>Read: Cordell and McBrinn 202-208</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Special Topic: The Ethics of Collecting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Module</td>
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</tr>
<tr>
<td>March 29</td>
<td>Special Topic: Warfare</td>
<td>Mobility and Depopulation</td>
<td>Module 10: Hohokam Classic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Cordell and McBrinn Chapter 8; graded in-class discussion of Module 9 reading.</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>Special Topic: Chaco Collapse</td>
<td>Paquime</td>
<td>Module 11: The Rio Grande Pueblos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Cordell and McBrinn 273-277</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>The Colonial Period</td>
<td>The Colonial Period</td>
<td>Module 12: Athapaskan Speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Cordell and McBrinn 284-299</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Course summary and review</td>
<td>Course summary and review</td>
<td>Module 13: Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Final Exam</td>
<td>Final Exam 1pm, BA2-Room 207</td>
<td>Exam</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
</tbody>
</table>
| Tue Jul 6, 2010    | 🗓 Dating Techniques Assignment  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363842)  |
| Sun Feb 11, 2018   | 🗓 AIA Extra Credit  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363838)  |
| Tue Feb 20, 2018   | 🗓 Midterm  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363847)  |
| Tue Feb 27, 2018   | 🗓 Research Question  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363849)  |
| Sun Mar 11, 2018   | 🗓 Preliminary Bibliography  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363848)  |
| Wed Mar 28, 2018   | 🗓 Violence  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363839)  |
| Sun Apr 8, 2018    | 🗓 Data Set  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363841)  |
| Sun Apr 22, 2018   | 🗓 Final Project  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363845)  |
| Tue May 1, 2018    | 🗓 Final  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363844)  |
| Fri Jan 14, 2022   | 🗓 Getting Started Quiz  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363834)  |
| Sun Jan 16, 2022   | 🗓 Syllabus EC  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363852)  |
| Tue Jan 25, 2022   | 🗓 Archaeological Dating Techniques  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363837)  |
| Wed Jan 26, 2022   | 🗓 Southwest Geography Map Assignment  
(https://webcourses.ucf.edu/courses/1395008/assignments/7363850)  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Feb 2, 2022</td>
<td>Cultural Diversity Assignment <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7420283">Link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Feb 8, 2022</td>
<td>Graded In-Class Discussion 1 <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7466171">Link</a></td>
<td>due by 10:30am</td>
</tr>
<tr>
<td>Sun Feb 13, 2022</td>
<td>Archaeological Cultures Map <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7363839">Link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Mar 23, 2022</td>
<td>Mapping Resources and Trade <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7363846">Link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Mar 29, 2022</td>
<td>Graded In-Class Discussion 2 <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7466183">Link</a></td>
<td>due by 10:30am</td>
</tr>
<tr>
<td>Fri Apr 29, 2022</td>
<td>Class Discussion <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7363840">Link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Special Topic Presentation <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7363851">Link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Pithouse to Pueblo <a href="https://webcourses.ucf.edu/courses/1395008/assignments/7363836">Link</a></td>
<td></td>
</tr>
</tbody>
</table>
Course Syllabus

Professor: Stacy Barber
Office: Zoom
Course-Related Email: Webcourses Email Client
Secondary Email: sarah.barber@ucf.edu
Phone: (407) 823-2207
Office Hours: 2:45-4:15pm Tuesday, or by appointment

Course TA: Karla Cardona
Course-Related Email: Webcourses Email Client
Secondary Email: Karla.Cardona@ucf.edu
Office Hours: Wednesdays 10-12 (Zoom) or by email

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and
Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study’s theoretical position, research design, and methodology.

Required Course Materials

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library’s databases or as PDFs on Webcourses.

Resources

- Society for American Archaeology: saa.org (http://www.saa.org/)
- Register of Professional Archaeologists: rpanet.org (https://rpanet.org/)
- American Anthropological Association: americananthro.org (http://www.americananthro.org/)
- Archaeological Institute of America: archaeological.org (http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): archaeologychannel.org (http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): http://www.americanarchaeology.com/aawelcome.html
Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Description of Requirement</th>
<th>Weight Toward Final Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Getting Started Module&lt;br&gt;100% score required to open Module 1&lt;br&gt;Due January 14, at 11:59pm</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>Based on first 1/2 of class&lt;br&gt;February 25</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Cumulative&lt;br&gt;TBA, date available after Add/Drop</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. Virtual attendance via Zoom is possible for some lab days, please check with Dr. Barber to confirm. The pertinent days are indicated on the course schedule and in Assignments.</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule.</td>
<td>38</td>
<td>380</td>
</tr>
<tr>
<td>Research Project Analysis</td>
<td>5-7 page written critique of an archaeological research project. Details will be provided in-class. Most associated assignments will be due on Sundays at 11:59pm.</td>
<td>20</td>
<td>200</td>
</tr>
</tbody>
</table>

**Final draft due April 17 at 11:59pm**

TOTAL 100 1000
Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.

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<td>C</td>
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</tr>
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<tr>
<td>F</td>
<td>0-59</td>
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<tr>
<td>Webcourses@UCF</td>
<td>This is Mixed-Mode course, meaning that some classroom time has been replaced by online content. It is responsible for making sure that you are able to access the internet and use Webcourses@UCF. Please think of the on-line component as a replacement for Monday's class activity. Look at the module before you come to class. Note in the schedule where in-person activities may take place outside the Business Administration 1 Building or the UCF A&amp;B Complex.</td>
</tr>
<tr>
<td>Accessing On-line Course</td>
<td>Online course content is delivered through modules. To open Module 1, you need to start the &quot;Getting Started&quot; Module and receive 100% on the 10-point Getting Started quiz.</td>
</tr>
</tbody>
</table>

[https://webcourses.ucf.edu/courses/1395006/assignments/syllabus](https://webcourses.ucf.edu/courses/1395006/assignments/syllabus)
<table>
<thead>
<tr>
<th>Content</th>
<th>Each week’s module opens at 8am Sunday of that week. Modules will close notes on module content if you want to study the material after that time!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Examinations</td>
<td>Because this school year is a dumpster fire wrapped up in an asteroid strike! You cannot collaborate on quizzes or exams, but you can use your notes. I will make the questions really hard and perhaps limiting your time on questions.</td>
</tr>
</tbody>
</table>
| Grading and evaluation | **All assignments are due at 11:59 pm on their due date.**  
Graded materials will be returned to you within 10 business days of their due date, otherwise through a class-wide announcement. The grading scale used in the section of this syllabus. Note that your final grade is based on the total points of the semester.  
Grades will be posted online and available to you through the “My Grades” tool. You are responsible for calculating your own grade. The Webcourses gradebook is generally not accurate because things like extra credit mess up grade averages. |
| Attendance | There is an attendance requirement for this course, so your grade will suffer if you miss class. Because your classmates and I don't want to get covid, don't come to class if you feel unwell. If you have to miss an outside day, contact me right away and we will work something out. Attendance will be counted on days when we have specific, graded in-class activities. See the class schedule. |
| Participation, Diversity, and Inclusion | Participation is an important component of this class. While debate and discussion are encouraged, please be respectful. UCF as an institution) expect every member of this class, as part of the university, to work together to create an inclusive and respectful culture. Dimensions of diversity can include sex, race, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, cultural and political perspectives, socio-economic class, political ideology, education, primary language, religious experience, cognitive style, and communication style.  
Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.  
Like many field sciences, the profession of archaeology is rife with examples of discrimination. It is very important to me that those problems not be replicated in this course.  
Title IX prohibits sex discrimination, including sexual misconduct, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you support the victim, including confidential resources and information concerned. Visit www.shield.ucf.edu (http://www.shield.ucf.edu/) and http://cares.sdes.ucf.edu  
If there are aspects of the design, instruction, and/or experiences within this course that you feel need to be addressed, please contact me directly. |

https://webcourses.ucf.edu/courses/1395006/assignments/syllabus
inclusion or accurate assessment of achievement, please notify me as soon as possible.

<table>
<thead>
<tr>
<th>Deadlines and Make-ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you miss a deadline, you lose one letter grade for every 24-hour period that passes, which means that 10% will be taken off of your total points every day. If an assignment is not turned in plus any deductions taken based on the quality of your work. Assignments will not be accepted after the deadline.</td>
</tr>
<tr>
<td>Students who represent the university in an authorized event or activity (for example, students who are unable to meet a course deadline due to a conflict with that event) must present documentation in advance to arrange a make-up. No penalty will be applied.</td>
</tr>
<tr>
<td>Students must notify their instructor in advance if they intend to miss class for any reason.</td>
</tr>
<tr>
<td>That said, I am not completely evil. If you have an issue, email me before things get too bad, and we can work something out. Students who have serious extenuating circumstances, such as illness or family emergencies, must notify their instructor in advance.</td>
</tr>
<tr>
<td>Students must notify their instructor in advance if they intend to miss class for any reason.</td>
</tr>
<tr>
<td>That said, I am not completely evil. If you have an issue, email me before things get too bad, and we can work something out. Students who have serious extenuating circumstances, such as illness or family emergencies, must notify their instructor in advance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCF faculty members have a responsibility for your education and the value you place on it. They will make every effort to achieve this goal by conducting academic integrity rules of conduct at <a href="http://osc.sdes.ucf.edu/process/roc">http://osc.sdes.ucf.edu/process/roc</a> and should also familiarize themselves with the procedures for academic misconduct found in the handbook, <em>The Golden Rule</em> at <a href="http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf">http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf</a>.</td>
</tr>
<tr>
<td>When necessary, the course TA and I will respond to infringements of academic integrity. If you fail an assignment or in the course, suspension or expulsion from the university is possible. A failing grade on an assignment or in the course, suspension or expulsion from the university is possible.</td>
</tr>
<tr>
<td>I will also adhere to the highest standards of academic integrity. Please do not attempt to illegitimately or to bend or break rules for one person that will not apply to everyone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities are encouraged to connect with Student Accessibility Services (SAS) at <a href="http://sas.sdes.ucf.edu">http://sas.sdes.ucf.edu</a> (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>), phone 407-823-2223. SAS, a Course Accessibility Letter may be created and sent to professors, and students with disabilities should contact the professor as soon as possible.</td>
</tr>
<tr>
<td>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities are encouraged to connect with Student Accessibility Services (SAS) at <a href="http://sas.sdes.ucf.edu">http://sas.sdes.ucf.edu</a> (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>), phone 407-823-2223. SAS, a Course Accessibility Letter may be created and sent to professors, and students with disabilities should contact the professor as soon as possible.</td>
</tr>
</tbody>
</table>

https://webcourses.ucf.edu/courses/1395006/assignments/syllabus
Source access and accommodations that might be necessary and reasonable requires consideration of the course design, course lectures, academic and course barriers experienced by the student. Further conversations with the student may be warranted to ensure an accessible course experience.

Emergencies on campus are rare, but if one should arise during class, every student should be aware of their surroundings and familiar with some basic procedures.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted online. Students should make a note of the guide’s physical location and review the online copy at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms in case of an emergency.
- If there is a medical emergency during class, students may need to access the Classroom 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 Alert messages by going to <https://my.ucf.edu> and logging in. Click on “Student Center screen, click on “UCF Alert”, fill out the information, including e-mail 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 the instructor.
- To learn about how to manage an active-shooter situation on campus or watch the video (<https://youtu.be/NIKYajEx4pk>).

Active Duty Military Personnel

Students who are deployed active duty military and/or National Guard personnel should contact their instructors as soon as possible after the semester begins or any notification of deployment to make related arrangements.
## Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Learning Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do this first</strong></td>
<td><strong>Getting Started Module</strong></td>
<td>Getting Started</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Course Introduction</td>
<td>Module 1: History of Americanist Archaeology</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Archaeological interpretation. Group assignment. <strong>Attendance taken.</strong></td>
<td>Module 2: Archaeological interpretation</td>
</tr>
<tr>
<td>Jan 28</td>
<td>What is archaeological theory, and why do we care?</td>
<td>Module 3: Developing a research question</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Reading, using, and making maps. Class will meet in the courtyard outside HEC. <strong>Attendance taken</strong></td>
<td>Module 4: From idea to project: Background</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Module</td>
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<tr>
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</tr>
<tr>
<td>Feb 11</td>
<td>Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</td>
<td>Module 5: Survey</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance taken</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 18</td>
<td>Review. Class will meet in HEC 125.</td>
<td>Review</td>
</tr>
<tr>
<td>Feb 25</td>
<td><strong>Midterm, February 25</strong></td>
<td>Exam</td>
</tr>
<tr>
<td>March 4</td>
<td>Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</td>
<td>Module 6: Excavation</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance taken</strong></td>
<td></td>
</tr>
<tr>
<td>March 18</td>
<td>Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</td>
<td>Module 7: Site Formation Processes Preservation</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance taken</strong></td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>Stratigraphy and scale drawing. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</td>
<td>Module 8: Stratigraphy</td>
</tr>
<tr>
<td></td>
<td><strong>Attendance taken</strong></td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Dating techniques.</td>
<td>Module 9: Dating techniques</td>
</tr>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td>--------</td>
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</tr>
<tr>
<td>Fri Jan 14, 2022</td>
<td>Getting Started Quiz (<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363980">https://webcourses.ucf.edu/courses/1395006/assignments/7363980</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Jan 16, 2022</td>
<td>Syllabus EC (<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7364014">https://webcourses.ucf.edu/courses/1395006/assignments/7364014</a>)</td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>

### Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 8</td>
<td>Ceramic Analysis. Attendance taken. Module 10: In the lab</td>
<td></td>
</tr>
<tr>
<td>Apr 15</td>
<td>Ethics In-class assignment. Attendance taken. This day is Zoom friendly. Module 11: Curation, Public Educati</td>
<td></td>
</tr>
<tr>
<td>Apr 22</td>
<td>Course summary and review</td>
<td></td>
</tr>
<tr>
<td>Apr ?</td>
<td>Final Exam TBA</td>
<td>Exam</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>--------------------</td>
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<tr>
<td>Fri Jan 21, 2022</td>
<td>Attendance January 21</td>
<td>due by 2:30pm</td>
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<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363990">https://webcourses.ucf.edu/courses/1395006/assignments/7363990</a>)</td>
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</tr>
<tr>
<td>Fri Jan 28, 2022</td>
<td>Archaeological Interpretation Assignment</td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363985">https://webcourses.ucf.edu/courses/1395006/assignments/7363985</a>)</td>
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<tr>
<td>Sun Jan 30, 2022</td>
<td>Research Report Choice</td>
<td>due by 11:59pm</td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7364010">https://webcourses.ucf.edu/courses/1395006/assignments/7364010</a>)</td>
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<tr>
<td>Fri Feb 4, 2022</td>
<td>Attendance February 4</td>
<td>due by 2:30pm</td>
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<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363989">https://webcourses.ucf.edu/courses/1395006/assignments/7363989</a>)</td>
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<tr>
<td>Fri Feb 4, 2022</td>
<td>Research Questions Assignment</td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7364008">https://webcourses.ucf.edu/courses/1395006/assignments/7364008</a>)</td>
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<tr>
<td>Wed Feb 9, 2022</td>
<td>Mapping Assignment-Segment 1</td>
<td>due by 11:59pm</td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7364005">https://webcourses.ucf.edu/courses/1395006/assignments/7364005</a>)</td>
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<tr>
<td>Wed Feb 9, 2022</td>
<td>Mapping Assignment-Segment 2:Map Upload/Download</td>
<td>due by 11:59pm</td>
</tr>
<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363983">https://webcourses.ucf.edu/courses/1395006/assignments/7363983</a>)</td>
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<tr>
<td>Fri Feb 11, 2022</td>
<td>Attendance February 11</td>
<td>due by 2:30pm</td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363988">https://webcourses.ucf.edu/courses/1395006/assignments/7363988</a>)</td>
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<tr>
<td>Fri Feb 11, 2022</td>
<td>Mapping Assignment-Segment 3:Comments</td>
<td>due by 11:59pm</td>
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<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363981">https://webcourses.ucf.edu/courses/1395006/assignments/7363981</a>)</td>
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<tr>
<td>Mon Feb 14, 2022</td>
<td>Ethics Debate</td>
<td>due by 11:59pm</td>
</tr>
<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363992">https://webcourses.ucf.edu/courses/1395006/assignments/7363992</a>)</td>
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<tr>
<td>Wed Feb 16, 2022</td>
<td>Mapping Assignment-Segment 4</td>
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<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7364006">https://webcourses.ucf.edu/courses/1395006/assignments/7364006</a>)</td>
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<tr>
<td>Thu Feb 17, 2022</td>
<td>Ceramics Assignment Online</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1395006/assignments/7363999">https://webcourses.ucf.edu/courses/1395006/assignments/7363999</a>)</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Wed Feb 23, 2022</td>
<td>Final Exam</td>
<td>due by 1pm</td>
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<td>Fri Feb 25, 2022</td>
<td>Online Midterm</td>
<td>due by 2:20pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7363978" alt="Online Midterm" /></td>
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<td>Midterm</td>
<td>due by 2:30pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364007" alt="Midterm" /></td>
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<tr>
<td>Fri Mar 4, 2022</td>
<td>Attendance March 4</td>
<td>due by 2:30pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7363994" alt="Attendance March 4" /></td>
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<tr>
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<td>Survey Assignment</td>
<td>due by 11:59pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364015" alt="Survey Assignment" /></td>
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<tr>
<td>Sun Mar 6, 2022</td>
<td>Avoiding Plagiarism in APA</td>
<td>due by 11:59pm</td>
</tr>
<tr>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7363995" alt="Avoiding Plagiarism in APA" /></td>
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</tr>
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<td>Fri Mar 18, 2022</td>
<td>Citing Sources Using APA</td>
<td>due by 11:59pm</td>
</tr>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7363984" alt="Citing Sources Using APA" /></td>
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<td>Fri Mar 25, 2022</td>
<td>Attendance March 25</td>
<td>due by 2:30pm</td>
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<tr>
<td>Sun Mar 20, 2022</td>
<td>Research Report Abstract and Bibliography</td>
<td>due by 11:59pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364009" alt="Research Report Abstract and Bibliography" /></td>
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<td>Fri Mar 25, 2022</td>
<td>Attendance March 25</td>
<td>due by 2:30pm</td>
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<td>Fri Apr 1, 2022</td>
<td>Attendance April 1</td>
<td>due by 11:59pm</td>
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<tr>
<td>Fri Apr 8, 2022</td>
<td>Stratigraphy Assignment</td>
<td>due by 11:59pm</td>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364011" alt="Stratigraphy Assignment" /></td>
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<tr>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364001" alt="Dating Techniques Assignment" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Apr 15, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7363998" alt="Ceramics Assignment" /></td>
<td>due by 11:59am</td>
</tr>
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<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364002" alt="Ethics In-Class Assignment" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Apr 24, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395006/assignments/7364004" alt="Final Project" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Apr 29, 2022</td>
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# ANT4411/ANG5441: Anthropology of Cities

*Department of Anthropology*

*College of Sciences, University of Central Florida*

## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Scott Branting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Online</td>
</tr>
<tr>
<td>Phone:</td>
<td>(407) 823-4962</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:scott.branting@ucf.edu">scott.branting@ucf.edu</a></td>
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<table>
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<tr>
<th>Term:</th>
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<tr>
<td>Credit Hours</td>
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<td>Class Meeting Days:</td>
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<td>Office Hours:</td>
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<td>Or by Appointment</td>
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## University Course Catalog Description

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

## Course Overview

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

## Course Objectives

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

## Course Prerequisites

None
Required Text and Articles
Readings in this course take the form of journal articles, which are available through the UCF Library website. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

Basis for Final Grade

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

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

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

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
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<td>A-</td>
<td>90 – 92 points</td>
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<tr>
<td>B+</td>
<td>87 – 89 points</td>
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<tr>
<td>B</td>
<td>83 – 86 points</td>
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<tr>
<td>B-</td>
<td>80 – 82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 points</td>
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<tr>
<td>C</td>
<td>73 – 76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 points</td>
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<tr>
<td>Grade</td>
<td>Points Range</td>
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<td>-------</td>
<td>--------------</td>
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<tr>
<td>D+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66</td>
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<tr>
<td>D-</td>
<td>60 – 62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Course Policies**

**Academic Integrity and Student Conduct**

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


According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

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

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

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

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

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

**Course Accessibility**

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

**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.

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

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

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

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

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

**Accommodations for Active Duty Military Students**

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

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

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

**Updates and Notifications**

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

**Obtaining Notes for Missed Lectures**

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

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

**Course Schedule**

This syllabus is tentative, and I may make reasonable schedule modifications to meet the goals of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic Assignments Due</th>
<th>Reading Assignments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>Jan. 12</td>
<td>Course Introduction / GIS and Cities / Syllabus Quiz</td>
<td>Li et al 2020</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>ASSIGNMENT: Syllabus Quiz</td>
<td>Smith 2010</td>
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<tr>
<td>2</td>
<td>W</td>
<td>Jan. 19</td>
<td>What is a City?</td>
<td>United Nations 2018</td>
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<td></td>
<td></td>
<td>Mumford 1937</td>
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<td></td>
<td>Wirth 1938</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Wheatley 1972</td>
</tr>
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<td></td>
<td></td>
<td>Renfrew 2008</td>
</tr>
<tr>
<td>3</td>
<td>W</td>
<td>Jan. 26</td>
<td>Rise of Cities</td>
<td>Childe 1950</td>
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<td></td>
<td>Sjoberg 1965</td>
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<td>Wheatley 1963</td>
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<td>Smith 2006 (skim pp.109-130)</td>
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<td></td>
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<td>Smith 2017</td>
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<tr>
<td>4</td>
<td>W</td>
<td>Feb. 2</td>
<td>The Built Environment</td>
<td>Lynch 1960</td>
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<td>Low 1996a</td>
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<td>Hillier 2012</td>
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<td></td>
<td></td>
<td>Smith 2007</td>
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<tr>
<td>5</td>
<td>W</td>
<td>Feb. 9</td>
<td>ASSIGNMENT DUE: City Presentations</td>
<td>Wilson 2008</td>
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<td></td>
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<td>Pacifico and Truex 2019</td>
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<td></td>
<td></td>
<td>Nicotera 2007</td>
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<td></td>
<td></td>
<td></td>
<td>Kwan 2013</td>
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<td></td>
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<td></td>
<td></td>
<td>Chan et al. 2014</td>
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<tr>
<td>6</td>
<td>W</td>
<td>Feb. 16</td>
<td>Social and Functional Differentiation in the City (Households, Communities, Neighborhoods, Networks)</td>
<td>Wilson 2008</td>
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<td>Pacifico and Truex 2019</td>
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<td>Nicotera 2007</td>
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<td>Kwan 2013</td>
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<td>Chan et al. 2014</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Authors/References</td>
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<tr>
<td>9</td>
<td>W</td>
<td>Mar. 9</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>12</td>
<td>W</td>
<td>Mar. 30</td>
<td>War, Disease, and Death in the City</td>
<td>Coward 2004, Agier 2002, Anacker 2021, Davies and Bennet 2016</td>
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<tr>
<td>13</td>
<td>W</td>
<td>Apr. 6</td>
<td>Death of a City</td>
<td>Morrison 2006, Turner and Sabloff 2012, Eisinger 2014</td>
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<tr>
<td>14</td>
<td>W</td>
<td>Apr. 13</td>
<td><strong>ASSIGNMENT DUE (9am): Final Project</strong></td>
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<td>Future of Cities</td>
<td></td>
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<tr>
<td>15</td>
<td>W</td>
<td>Apr. 20</td>
<td><strong>STUDENT PRESENTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>FINAL</td>
<td>W</td>
<td>Apr. 27</td>
<td><strong>STUDENT PRESENTATIONS: Note Change of Time (7:00 – 9:50pm)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Details of Assignments

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

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

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

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

Bibliography

Agier, Michel
2002 Between War and City: Towards an Urban Anthropology of Refugee Camps. *Ethnography* 3(3): 317-341

Anacker, Katrin B.

Awuor, Cynthia Brenda, Victor Ayo Orindi and Andrew Ochieng Adwera

Blanton, R. E.
Chan, Dara V., Christine A. Helfrich, Norman C., Hursh, E. Sally Rogers, Sucharita Gopal
2014 Measuring community integration using Geographic Information Systems (GIS) and participatory
mapping for people who were once homeless. *Health & Place* 27: 92-101

Childe, V. Gordon
1950 The Urban Revolution. *Town Planning Review* 21:3-17

Coaffee, Jon and David Murakami Wood
2008 Terror and Surveillance. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John

Coward, Martin
2004 Urbicide in Bosnia. In *Cities, War, and Terrorism: Towards an Urban Geopolitics*. Stephen Graham,

Daepp, Madeleine I.G.

Davies, P.J., and G. Bennett
2016 Planning, provision and perpetuity of deathscapes—Past and future trends and the impact for city

Eisinger, Peter

Elwood, Sarah
2006 Beyond Cooptation or Resistance: Urban Spatial Politics, Community Organizations, and GIS-

Forsyth, Ann

Hebert, Steve
2008 Crime and Policing. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie

Hillier, Bill
2012 Studying cities to learn about minds: Some possible implications of space syntax for spatial

Kitchin, Rob
2016 The ethics of smart cities and urban science. *Philosophical transactions of the royal society A:*
*Mathematical, Physical and Engineering Sciences* 374(2083): 20160115

Kong, Lily
Kwan, Mei Po

Li, Wenwen, Michael Batty, and Michael F. Goodchild

Lilley, Keith
2008 Faith and Devotion. in *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 28-46. London: Sage

Low, Setha M.
1996a The Anthropology of Cities: Imagining and Theorizing the City. *Annual Review of Anthropology* 25: 385-409

Low, Setha M.

Low, Setha

Lynch, Kevin

Macke, Janaina, João Alberto Rubim Sarate, and Suane de Atayde Moschen
2019 Smart sustainable cities evaluation and sense of community. *Journal of Cleaner Production* 239: 118103

Morrison, Kathleen D.
2006 Archaeology: Failure and how to avoid it. *Nature* 440:752-754

Mumford, Lewis
1937 What is a City? *Architectural Record* (Nov): 59-62

Nicotera, Nicole

Pacifico, David and Lise A. Truex

Patterson, John R.

Renfrew, Colin

Sjoberg, Gideon

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Smith, Michael E.

Smith, Michael E.

Smith, Monica L.
2006 The Archaeology of South Asian Cities. Journal of Archaeological Research 14: 97-142

Swaney, Dennis P., Renee L. Santoro, Robert W. Howarth, Bongghi Hong, and Kieran P. Donaghy
2012 Historical changes in the food and water supply systems of the New York City Metropolitan Area. Regional Environmental Change 12(2): 363-380

Turner II, B.L. and Jeremy A. Sabloff

United Nations

Wheatley, Paul
1963 What the Greatness of a City is Said to be" Reflections on Sjoberg’s “Preindustrial City. Pacific Viewpoint 4(2): 163-188.
Wheatley, Paul

Wilkinson T. J.

Wilson, David

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

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

**Course Objectives**
In this course, students will gain skills in:
- **Project Implementation**: applying a research design to real world data to generate interpretable scientific results
- **Writing**: writing a final project report based on the conclusions of the research

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| Instructor: | Scott Branting |
| Term: | Spring 2022 |
| Office: | Online |
| Phone: | (407) 823-4962 |
| E-Mail: | scott.branting@ucf.edu |
| Website: | UCF Webcourses |
| Office Hours: | Dr. Branting Th 3:15-4:45 |
| Class Location: | CB1 219 |
| TA: | Lexie Brock |
| TA email: | alexandria.brock@ucf.edu |
• Public speaking: through the presentation of the project and its analysis
• Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

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

Required Text and Articles
Readings in this course take the form of journal articles, which are available through the UCF Library website. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

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

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

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 points</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 points</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 points</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69 points</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66 points</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 points</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Course Policies

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

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

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

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

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

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

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

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.

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

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

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

**Campus Safety**

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

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

**Accommodations for Active Duty Military Students**

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

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

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

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

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

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

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>Jan. 13</td>
<td>Introduction to Class</td>
<td>Classroom – Introduction, Syllabus Quiz, Paper Discussions</td>
<td>ASSIGNMENT: Syllabus Quiz due Fri. 14th, 3pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”</td>
</tr>
<tr>
<td>3</td>
<td>Th</td>
<td>Jan. 27</td>
<td>Tracking Movement</td>
<td>Classroom Discussion and Project Preparation Session</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Topic and Subtopic</td>
<td>References</td>
<td></td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>5</td>
<td>Feb. 10</td>
<td>Th</td>
<td>Telling a Story with Maps - Cartography</td>
<td>Roth (2013): “Interactive maps: What we know and what we need to know”; Scassa et al. (2015): “Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North”</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 17</td>
<td>Th</td>
<td>Maps and Behavior</td>
<td>Raanan and Shoval (2014): “Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities”</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar. 3</td>
<td>Th</td>
<td>Simulations</td>
<td>Sellers et al. (2007): “An agent-based model of group decision making in baboons”</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar. 10</td>
<td>Th</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar. 17</td>
<td>Th</td>
<td>Databases and Privacy</td>
<td>Exeter et al. (2014): “Whose data is it anyway?’ The implications of putting small area-level health and social data online”</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar. 24</td>
<td>Th</td>
<td>Report Preparation Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar. 31</td>
<td>Th</td>
<td>Report Preparation Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr. 7</td>
<td>Th</td>
<td>Report Preparation Session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT DUE AT START OF CLASS
Thursday Apr 14
Final Project Report (no more than 10 pages)

The Future of GIS Discussion

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

STUDENT PRESENTATIONS

*Note Different Time: 10:00am – 12:50pm

Article Bibliography

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

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

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni

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

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

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

Raanan, Malka Greenberg and Noam Shoval

Roth, Robert E.

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

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

Spielman, Seth

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

Sui, Daniel
Course Syllabus

Course Information

Course name: Fantastic Archaeology and Pseudoscience
Course ID: ANT 3016-0001
Credit hours: 3.0 hours
Semester/year: Spring 2022
Location & time: Online

Instructor Contact

Instructor: Dr. Michael Callaghan
Main office: Phillips Hall 409L
Office hours: T 9:30-11am Zoom, and by appt.
Phone: 407-823-4964
E-mail: michael.callaghan@ucf.edu

University Catalog Description

This course critically examines pseudoscience, cult archaeology, and creationism from a scientific perspective. Through case studies and research, students learn that a strong adherence to scientific methodology is essential in distinguishing fact from fiction in the field of archaeology.
investigation can uncover facts about prehistory that are even more interesting than myths and mysteries. **Prerequisites:** ANT 2000 or CI

**Course Overview**

Fantastic archaeology comprises reconstructions of the human past which do not follow the accepted rules of evidence and argument, but which assert that they have scientific support, use science terminology, or claim scientific validity. These can be called pseudoscientific reconstructions. They can be also called cult archaeology when they provide the core beliefs of a group or community. When they attach to religious beliefs questioning human evolution or they use pseudoscientific evidence to promote a religious belief in a supernatural creation event in the past, then they pertain to Creationism. We will look at all of these matters in this class. But the issues surrounding Fantastic Archaeology are by no means always clear-cut. In several archaeological arenas, legitimate controversies among scientists about what is known and knowable grade into speculations about the past that go beyond any possibility of documentation. Sometimes these frontiers between the legitimate and the lunatic are the most dynamic and interesting of all. Finally, we consider, thematically and periodically throughout the course, the difference between legitimate controversies within scientific archaeology, what is termed a “Paradigm controversy”, and controversy pitting scientists against pseudoscientists and charlatans. As Ken Feder describes in the first two chapters of his book, *Frauds, Myths and Mysteries*, a controversy between legitimate scientists operates by clear and consistent rules of evidence, even if those scientists have very different interpretations of evidence. A controversy between scientists and charlatans (people who capitalize on the gullibility in others) pits people working with such rules against people who ignore them.

In this course we will critically examine pseudoscience, cult archaeology and creationism from a scientific perspective. Through the close examination of case studies we will dispel archaeological myths and mysteries, which are often depicted as fantastic or cult archaeology. This course will demonstrate that a strong adherence to scientific investigation can uncover facts about prehistory that are as interesting as the myths.

Through the course of the class students will learn to:

- Identify pseudoscientific claims, particularly about the human past involving archaeology
- Distinguish legitimate controversies within scientific archaeology from fraudulent debates and interpretations proposed by pseudoscientists
- Examine and interrogate how pseudoscientific archaeological claims are used to legitimate authoritarian political regimes, racism, nationalism, and exploitative dominant ideologies

**What materials will I need?**

There is one text required for the course: Feder, Kenneth L. 2020. *Frauds, Myths, and Mysteries:*
Weekly readings may also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

**What are the course requirements?**

This course begins on **January 10, 2022** and ends on **May 3, 2022**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Complete 10 out of 12 weekly reading quizzes
- Complete 10 out of 12 weekly assignments
- Complete 1 Midterm Exam
- Complete 1 Final Exam
- Write a short research paper (5 pages) including a prospectus, annotated bibliography, outline, and final draft

All graded work **will be submitted online**. Please note the due dates carefully. It is **your responsibility to be aware of all due dates** for this course. **Late assignments will be marked down 10% each day they are late.**

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

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is **your responsibility to check on your grades throughout the course.** Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score **after the grade column has been released**, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (10)</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>Assignments (10)</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>25</td>
</tr>
</tbody>
</table>
The following +/- grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>C+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C</td>
<td>74 - 76%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>C-</td>
<td>70 - 73%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td>F</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

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 instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

What if I miss a quiz or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g. sports or academic events) or
class presentations. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation prior to class. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a valid documented excuse to verify the reason for missing work will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. Only work submitted on time will be graded. It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work 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 or 'Z' grade for the entire course) and will be subject to appropriate referral to the Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is automatically submitted and reviewed for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, do not plagiarize any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately, 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.

Should I use UCF email or the Canvas Inbox?

In this course, our official mode of communication is through the secure Canvas Inbox system. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. 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
All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials must utilize the Canvas or UCF Knight’s Mail system.

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

How do I receive disability accommodations?

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. Students who need accommodations must be registered with Student Disability Services (http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: [http://guides.ucf.edu/content.php?pid=137016&sid=1173345](http://guides.ucf.edu/content.php?pid=137016&sid=1173345).

Canvas has an online tracking system where instructors can review a student’s progress 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. Therefore, the ‘Bill Gates ate my homework’ excuse can be traced and verified. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by [OnlineSupport@UCF](http://learn.ucf.edu/support/).

What 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 the learning environment. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class without my authorization. Please be aware that this is a violation of copyright and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. Use these materials at your own risk.

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you will not need to make 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 instructor or [OnlineSupport@UCF](http://learn.ucf.edu/support/).

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 for keeping up with your work.

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).

*I will allow only 1 extension of a module due to illness with COVID-19 with proper documentation and an email from the Vice Provost after you have documented your case with the UCF COVID line above. If further extensions are needed you must do a medical withdrawal from the course, I have found in previous courses students are not able to catch up after prolonged illness. I would staying on top of coursework, and working ahead if I'm able to open modules early, to provide yourself a cushion in case you fall ill.

Statement on Florida HB 233

Because this is an online course and NOT an in person "lecture" course, students may NOT record or copy any portion of this class. 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. As a note for your other in person "lecture" classes 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, and invited guest speakers is prohibited. Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. **Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.** Lectures used for other purposes or recordings that are published without the permission of the instructor **may allow the**
purposes, or recordings that are published without the permission of the instructor, may allow the
faculty member to seek ". . . damages plus court costs and reasonable attorney fees, with the total
recovery not to exceed $200,000" (FL Senate 2021:6-7 lines 150-151).
(https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)

Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Feder</th>
<th>Additional Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>24-Jan</td>
<td>GIANTS! Anatomy of an Archaeological Hoax</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>31-Jan</td>
<td>Dawson's Dawn Man: The Hoax at Piltdown</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7-Feb</td>
<td>Who Discovered America?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14-Feb</td>
<td>Who's Next? After the Indians, before Columbus</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>21-Feb</td>
<td>The Myth of the Mound Builders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28-Feb</td>
<td>MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7-Mar</td>
<td>NO CLASS - SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>14-Mar</td>
<td>Lost: One Continent - Reward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>28-Mar</td>
<td>The Mystery of Ancient Civilizations: How did People Get so Smart?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4-Apr</td>
<td>Good Vibrations: Psychics and Archaeology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11-Apr</td>
<td>Old-Time Religion, New Age Visions, and Paranormal Predictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>18-Apr</td>
<td>Epilogue: A Past We Deserve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>25-Apr</td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Jan 10, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432793)" alt="Assignment 1A: Birthday" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 10, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432795)" alt="Assignment 1B: Astrological Reading" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 10, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432792)" alt="Quiz 1: Survey of Beliefs" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Jan 19, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7471595)" alt="Quiz 2: Feder Chapter 2" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Jan 21, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7471688)" alt="Assignment 2: Logical Fallacies - You Make the Call!" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Mar 25, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432798)" alt="Prospectus" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Apr 1, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432794)" alt="Annotated Bibliography" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Apr 8, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432797)" alt="Outline" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Apr 18, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1401902(assignments/7432796)" alt="Final Paper" /></td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
Course Syllabus

ANT 3610: Language and Culture Spring 2022

Instructor Contact

Instructor Chelsea Daws
Office Howard Phillips Hall 116e
Office Hours 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
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/](https://catalog.ucf.edu/)

### 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's Living Language:*


*Davis' Talking Indian:*
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-95</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Your grade will be based on the following assignments and assessments. Please see the Assignment List for more information.

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Discussions</td>
<td>40</td>
</tr>
<tr>
<td>Paper</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Exams</td>
<td>20</td>
</tr>
</tbody>
</table>

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](http://www.ucf.edu/registrar/academic-integrity/). 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](http://www.ucf.edu/registrar/academic-integrity/). For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://www.wpa.wisc.edu/).”

**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://www.ucf.edu/registrar/academic-integrity/). 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 Services (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](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 [http://www.ehs.ucf.edu/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html).
- 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. [You CAN Survive an Active Shooter](http://www.ehs.ucf.edu/workplacesafety.html).

**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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 14, 2022</td>
<td>Assignment <a href="#">Introduction Assignment</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Assignment <a href="#">Orientation Quiz</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Jan 30, 2022</td>
<td>Assignment <a href="#">Group Discussion 1</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 31, 2022</td>
<td>Assignment <a href="#">Online Quiz 1</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 14, 2022</td>
<td>Assignment <a href="#">Online Quiz 2</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Feb 27, 2022</td>
<td>Assignment <a href="#">Group Discussion 2</a></td>
<td>due by 11:59pm</td>
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<td>Sun Mar 20, 2022</td>
<td>Assignment <a href="#">Group Discussion 3</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Mar 21, 2022</td>
<td>Assignment <strong>Midterm Examination</strong></td>
<td>due by 11:59pm</td>
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<td>Mon Apr 4, 2022</td>
<td>Assignment <strong>Online Quiz 3</strong></td>
<td>due by 11:59pm</td>
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<td>Tue Apr 5, 2022</td>
<td>Assignment <strong>Group Discussion 4</strong></td>
<td>due by 11:59pm</td>
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<td>Sun Apr 17, 2022</td>
<td>Assignment <strong>Group Discussion 5</strong></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 18, 2022</td>
<td>Assignment <strong>Online Quiz 4</strong></td>
<td>due by 11:59pm</td>
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<td>Fri Apr 22, 2022</td>
<td>Assignment <strong>Endangered Language Profile</strong></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 25, 2022</td>
<td>Assignment <strong>TED talk paper (extra credit)</strong></td>
<td>due by 11:59pm</td>
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<td>Sat Apr 30, 2022</td>
<td>Assignment <strong>Final Examination</strong></td>
<td>due by 11:59pm</td>
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<td>Assignment <strong>Multifunctionality Matching</strong></td>
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<td>Assignment <strong>Small Group Lounge</strong></td>
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Paleoethnobotany

Instructor Contact

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

Course Information

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

Course Description:

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

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

Student Learning Outcomes:

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

Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical
techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

**Grading and Course Requirements**

**Undergrads and Grads**

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

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

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

Participation is expected and evaluated.

**Graduate Students Only**

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

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

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

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

**Points:**

**Undergraduates**

Quizzes: 4 x 100 = 400

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

Class Participation: 100

Discussion Leadership: 100

Total for undergrads: 900
Graduates:
Quizzes: 4 x 100 = 400
Abstracts (7 each) and Discussion Questions (3 each): 300
Class Participation: 100
Discussion Leadership: 100
Proposal or paper: 100
Total for grads: 1000

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

A Note on Grading

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

Required Textbook and Readings

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

Attendance/Participation and Missed Assignments

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

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policy](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).
2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy[pol-extern].

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

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

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

Please note that late assignments will suffer a point reduction.

Policy Statements

Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms[pol-extern]. 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[pol-extern] 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: [pol-extern]. 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**


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>.

**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>.

**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

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/) & [complianceandethics@ucf.edu](mailto:complianceandethics@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) 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.
Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

1) Week 1/11
Introduction to the class.
Syllabus and expectations

2) Week 1/18
Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:


Lab: Flotation

3) Week 1/25
Sampling for Macroremains; Issues and Directions in Recovery of Macroremains. DMP Ch 2

Discussion Readings


Lab: Flotation

4) Week 2/1
Presenting and Interpreting Results. DMP Ch 3:97-141

Discussion Readings


**Lab:** Sorting flotations, wood identification

5) **Week 2/8**

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

**Discussion Readings**

- Case study 1 page 170 DMP Dung Fuel or Broad-spectrum revolution
- Case study 2 page 177, Diet and social change


**Lab:** Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

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**Part 2: Pollen in Archaeology**

6) **Week 2/15**

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

**Discussion Readings**

**Barton, H. and R. Fullager 2006 Microscopy. In Ancient Starch Research, pp47-52.** Robin Torrence and Huw Barton, eds. Left Coast Press. (slanted toward starch but useful overview of microscope techniques)  

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

**Lab:** Pollen

7) **Week 2/22**

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

**Discussion Readings**


Lab: Presenting and Interpreting Results

8) Week 3/1

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

Discussion Readings

Case study:


Lab: Pollen

SPRING BREAK no class 3/8

Part 3: Opal Phytoliths in Archaeology

9) Week 3/15

Second Take-home Quiz Due

Lecture:

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

Discussion Reading:


Lab: Phytoliths

10) Week 3/22

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

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

Discussion Readings


Lab: Phytoliths

11) Week 3/29

Third Take home quiz assigned

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

Discussion Readings


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


Case study in DMP: How Common was Maize at Real Alto? p326 (please abstract and discussion question this)

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/5
**Third Take-home Quiz Due**

Starch grain analysis. DMP Chp 6, pp341-374

**Discussion Readings**


**Lab: Starch**

13) Week 4/12

DMP Chp 6, pp 375-384

**Discussion Readings**

**Babot, M. Pilar (2003) Starch grain damage as an indicator of food processing. Phytolith and starch research in the Australian-Pacific-Asian regions: the state of the art: 69-81.**


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

14) Week 4/19
Take home Quiz 4 Assigned

(https://webcourses.ucf.edu/courses/1400962/files/91038656/download?download_frd=1)

Bush, Mark B., Crystal H. McMichael, Dolores R. Piperno, Miles R. Silman, Jos Barlow, Carlos A. Peres, Mitchell
   _2015_ Anthropogenic influence on Amazonian forests in pre-history: An ecological perspective. Journal of

   _2017_ Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. Science

   _2017_ Ancient human disturbances may be skewing our understanding of Amazonian forests. Proc Natl Acad Sci

Lab: TBA

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

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

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**Course Summary:**

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| Thu Mar 26, 2020   | 🎯 PHYTOLITH VIRTUAL LAB  
[https://webcourses.ucf.edu/courses/1400962/assignments/7449772](https://webcourses.ucf.edu/courses/1400962/assignments/7449772) | due by 3:59pm |
| Sun Jan 16, 2022   | 🎯 Academic Activity  
[https://webcourses.ucf.edu/courses/1400962/assignments/7449903](https://webcourses.ucf.edu/courses/1400962/assignments/7449903) | due by 11:59pm |
| Tue Jan 18, 2022   | 🎯 Week 2  
[https://webcourses.ucf.edu/courses/1400962/assignments/7449782](https://webcourses.ucf.edu/courses/1400962/assignments/7449782) | due by 3pm |
| Tue Jan 25, 2022   | 🎯 Week 3  
[https://webcourses.ucf.edu/courses/1400962/assignments/7449783](https://webcourses.ucf.edu/courses/1400962/assignments/7449783) | due by 3pm |
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<td>Tue Feb 8, 2022</td>
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<td>Tue Feb 15, 2022</td>
<td>Quiz 1</td>
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<td>Proposal/Paper</td>
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<td>Wed Apr 27, 2022</td>
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<td><a href="https://webcourses.ucf.edu/courses/1400962/assignments/7449771">Discussion Leadership</a></td>
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Course Syllabus

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
• 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.
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.
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>
<thead>
<tr>
<th>Activities</th>
<th>Total Points</th>
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<tr>
<td>Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]</td>
<td>130</td>
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<tr>
<td>Writing Assignments (5 at 15 points each)</td>
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<td>Exams (3 at 50 points each)</td>
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<td>Total number of points</td>
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Name: Range

A 100 % to 94.0%
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<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
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<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
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<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
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<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
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<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D-</td>
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<tr>
<td>F</td>
<td>&lt; 60.0 % to 0.0%</td>
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</tbody>
</table>

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.**

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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). 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) 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 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.

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

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>.

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>.

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)
- UCF Compliance and Ethics Office – http://compliance.ucf.edu (http://compliance.ucf.edu) & complianceandethics@ucf.edu (mailto:complianceandethics@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) 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Sat Jan 15, 2022</td>
<td>Academic Engagement Quiz</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Jan 25, 2022</td>
<td>CH 01 QUIZ</td>
<td>due by 10:35am</td>
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<tr>
<td>Tue Feb 1, 2022</td>
<td>CH 02 QUIZ</td>
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<td>CH 03 QUIZ</td>
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<td>Mon Feb 14, 2022</td>
<td>Assignment 1 - Archaeology in the News</td>
<td>due by 11:59pm</td>
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<tr>
<td>Tue Feb 15, 2022</td>
<td>EXAM 1 - ONLINE</td>
<td>due by 11:59pm</td>
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<tr>
<td>Tue Feb 22, 2022</td>
<td>CH 04 QUIZ</td>
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<tr>
<td>Tue Mar 1, 2022</td>
<td>CH 06 QUIZ</td>
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<td>Mon Mar 21, 2022</td>
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<td>Tue Apr 12, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1402241/assignments/7415752" alt="Assignment 4 Bioarchaeology in the News" /></td>
<td>due by 11:59pm</td>
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<td>Tue Apr 19, 2022</td>
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Paleoethnobotany

Instructor Contact

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

Course Information

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

Course Description:

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

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

Student Learning Outcomes:

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

Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical
techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

**Grading and Course Requirements**

**Undergrads and Grads**

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

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

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

Participation is expected and evaluated.

**Graduate Students Only**

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

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

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

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

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

**Points:**

**Undergraduates**

- Quizzes: 4 x 100 = 400
- Abstracts (7 each) and Discussion Questions (3 each): 300
- Class Participation: 100
- Discussion Leadership: 100

Total for undergrads: 900
Graduates:

Quizzes: 4 x 100 = 400

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

Class Participation: 100

Discussion Leadership: 100

Proposal or paper: 100

Total for grads: 1000

Name: Range

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

A Note on Grading

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

Required Textbook and Readings

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

Attendance/Participation and Missed Assignments

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

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policy](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).
2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy [Links to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-un satisfactory-work).

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

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

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

Please note that late assignments will suffer a point reduction.

**Policy Statements**

**Statement Regarding COVID-19**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms [Links to an external site.](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 [Links to an external site.](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: [Links to an external site.](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.

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility 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) (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.

**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

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)
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ (http://compliance.ucf.edu/) & complianceandethics@ucf.edu (mailto:complianceandethics@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) 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.
Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

1) Week 1/11

Introduction to the class.

Syllabus and expectations

2) Week 1/18

Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:


Lab: Flotation

3) Week 1/25

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

Discussion Readings


Lab: Flotation

4) Week 2/1

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

Discussion Readings


Lab: Sorting flotations, wood identification

5) Week 2/8

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

Discussion Readings

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

Case study 2 page 177, Diet and social change


Lab: Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

Part 2: Pollen in Archaeology

6) Week 2/15

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

Discussion Readings


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

Lab: Pollen

7) Week 2/22

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

Discussion Readings


Lab: Presenting and Interpreting Results

8) Week 3/1

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

Discussion Readings

Case study:


Lab: Pollen

SPRING BREAK no class 3/8

Part 3: Opal Phytoliths in Archaeology

9) Week 3/15

Second Take-home Quiz Due

Lecture:

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

Discussion Reading:

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959542/download?download_frd=1)

Lab: Phytoliths

10) Week 3/22

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

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

Discussion Readings

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959522/download?download_frd=1)

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1)

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959524/download?download_frd=1)

Lab: Phytoliths

11) Week 3/29

Third Take home quiz assigned

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

Discussion Readings

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959525/download?download_frd=1)

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959526/download?download_frd=1)

Pearsall, Deborah M., Karol Chandler-Ezell, Alex Chandler-Ezell  
[Link](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1)

[Link](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1)

Case study in DMP: How Common was Maize at Real Alto? p326  
[Link](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1) (please abstract and discussion question this)

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/5
Third Take-home Quiz Due

Starch grain analysis. DMP Chp 6, pp341-374

Discussion Readings


Lab: Starch

13) Week 4/12

DMP Chp 6, pp 375-384

Discussion Readings


The final part: paleoethnobotanical and paleoecological data

14) Week 4/19
Take home Quiz 4 Assigned


_2017_ Ancient human disturbances may be skewing our understanding of Amazonian forests. Proc Natl Acad Sci USA. (https://webcourses.ucf.edu/courses/1398113/files/90973757/download?download_frd=1)

Lab: TBA

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

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

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**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Thu Mar 26, 2020</td>
<td><a href="https://webcourses.ucf.edu/courses/1398113/assignments/7434195">PHYTOLITH VIRTUAL LAB</a></td>
<td>due by 3:59pm</td>
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<tr>
<td>Sun Jan 16, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449972">Academic Activity</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Tue Jan 18, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449451">Week 2</a></td>
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<td>Tue Jan 25, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449545">Week 3</a></td>
<td>due by 3pm</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Tue Feb 1, 2022</td>
<td>Week 4 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449546">https://webcourses.ucf.edu/courses/1398113/assignments/7449546</a>)</td>
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<td>Tue Feb 8, 2022</td>
<td>Week 5 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449547">https://webcourses.ucf.edu/courses/1398113/assignments/7449547</a>)</td>
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<tr>
<td>Tue Feb 15, 2022</td>
<td>Quiz 1 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449587">https://webcourses.ucf.edu/courses/1398113/assignments/7449587</a>)</td>
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<td>Tue Feb 22, 2022</td>
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<td>Tue Mar 15, 2022</td>
<td>Quiz 2 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449609">https://webcourses.ucf.edu/courses/1398113/assignments/7449609</a>)</td>
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<td>Week 9 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449607">https://webcourses.ucf.edu/courses/1398113/assignments/7449607</a>)</td>
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<td>Week 10 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449608">https://webcourses.ucf.edu/courses/1398113/assignments/7449608</a>)</td>
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<td>Quiz 3 (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7449609">https://webcourses.ucf.edu/courses/1398113/assignments/7449609</a>)</td>
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<td>Class participation (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7434193">https://webcourses.ucf.edu/courses/1398113/assignments/7434193</a>)</td>
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<td>Discussion Leadership (<a href="https://webcourses.ucf.edu/courses/1398113/assignments/7434194">https://webcourses.ucf.edu/courses/1398113/assignments/7434194</a>)</td>
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Course Summary:

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Course Accessibility and Disability COVID-19 Supplemental Statement

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook. Students are encouraged to seek support services such as study abroad, internships, etc. on within a student organization, being removed from a leadership position, with the addition from the University through suspension, dismissal, or expulsion for academic misconduct when necessary. Students should also ensure that they meet all deadlines and that they submit all assignments on time.

Final Exam

300 points

Wed Mar 2, 2022

Final Paper: Critical Paper #1

Due by 11:59pm on February 23, 2022

Final Paper: Critical Paper #2

Due by 11:59pm on March 31, 2022

Final Paper: Critical Paper #3

Due by 11:59pm on April 21, 2022

Missed Assignments/Make-Ups/Extra Credit

No make-up assignments or make-up exams are extended without such requests. Falsifying or misrepresenting one's own work or that of others is considered plagiarism. All assignments should be submitted in a timely manner. No late submissions will be accepted.

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300 points

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Final Paper: Critical Paper #1

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Due by 11:59pm on April 21, 2022

Missed Assignments/Make-Ups/Extra Credit

No make-up assignments or make-up exams are extended without such requests. Falsifying or misrepresenting one's own work or that of others is considered plagiarism. All assignments should be submitted in a timely manner. No late submissions will be accepted.

Final Exam

300 points

Wed Mar 2, 2022

Final Paper: Critical Paper #1

Due by 11:59pm on February 23, 2022

Final Paper: Critical Paper #2

Due by 11:59pm on March 31, 2022

Final Paper: Critical Paper #3

Due by 11:59pm on April 21, 2022

Missed Assignments/Make-Ups/Extra Credit

No make-up assignments or make-up exams are extended without such requests. Falsifying or misrepresenting one's own work or that of others is considered plagiarism. All assignments should be submitted in a timely manner. No late submissions will be accepted.
Course Syllabus: ANT 4332 People and Cultures in Latin America

**Course Name:** People and Cultures in Latin America

**Course Description:** This course provides an overview and an in-depth examination of Latin American anthropology. The primary focus will be the cultures of Latin America, with emphasis on pre- and post-Conquest, as well as Latin American contemporary issues. In this course, you will have the opportunity to encounter anthropological perspectives through a variety of readings, participated in class discussions, and through the writing of a variety of shorter assignments that will be designed to help you develop critical thinking and writing skills.

**Course Objectives:**

- To familiarize students with the diversity of Latin American cultures
- To develop critical thinking and writing skills
- To foster an appreciation for the interdisciplinary nature of anthropology
- To promote the understanding of the impact of global forces on Latin American cultures

**Required Texts:**

- Smith, Christen A. Afro-Paradise: Blackness, Violence, and Performance in Brazil
- Smith, Christen A. Latin American Social Movements
- Smith, Christen A. Theories of Globalization

**Supplemental Readings:**

- Various articles and book chapters on Latin American culture and anthropology

**Course Requirements:**

- Attendance and participation in class discussions
- Participation in online discussions
- Writing of shorter assignments
- Presentation of a course project

**Grading:**

- Participation: 20%
- Assignments: 30%
- Presentations: 30%
- Final Exam: 20%

**Course Policy:**

- Late work will not be accepted
- Exams must be taken on the scheduled date
- Missed classes must be made up

**Academic Honesty:**

- Plagiarism is considered a serious offense and will result in a failing grade. Any collaborative work must be properly cited.

**Emergency Procedures:**

- In the event of a COVID-19 outbreak, the course will be conducted remotely through Zoom. Please sign up to receive notifications when Zoom sessions are scheduled.

**Success Resources:**

- The UCF Writing Center is available for students to improve their writing skills.

**Exam Dates:**

- Midterm: Week 6
- Final Exam: Week 12

**Contact Information:**

- Instructor: Dr. Smith, Christen A.
- Office Hours: 10-11 am, Tuesday and Thursday
- Email: cs976@ucf.edu

**Additional Information:**

- All assignments must be submitted electronically.
- Canvas will be used for all course materials and communication.
- Attendance is mandatory.

**Reading Material:**

- Various articles and book chapters on Latin American culture and anthropology

**Course Syllabus:**

- ANT 4332
- 3 credits
- Spring 2023
- Tuesdays and Thursdays 10-11 am
- asynchronously online
- Dr. Smith, Christen A.

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- Assignments: 30%
- Presentations: 30%
- Final Exam: 20%

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**Reading Material:**

- Various articles and book chapters on Latin American culture and anthropology

**Course Syllabus:**

- ANT 4332
- 3 credits
- Spring 2023
- Tuesdays and Thursdays 10-11 am
- asynchronously online
- Dr. Smith, Christen A.
ANG 7496: Advanced Quantitative Methods in Anthropology
Dept. of Anthropology, College of Science
3 Credit Hours

Course Name: Advanced Quantitative Methods in Anthropology (ANG 7496)
Course Modality: Face-to-face (P)
Credit Hours: 3.0
Semester/Year: Spring 2022
Location: Partnership 1 Room 315
Day/Time: Monday 10:00 AM – 12:50 PM

Professor Information
Professor: Sarah Freidline, Ph.D.
Office: Howard Phillips Hall 311A (check in with desk attendant in 309F)
Office Phone: (407)823-2227 (Anthro. Department)
Office Hours: Thursday 2:00 – 4:00 PM, or by appointment
E-mail: WebCourses e-mail (best way to contact me) or sarah.freidline@ucf.edu

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

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

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

Student Learning Outcomes
Upon course completion, you should have:

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

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

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

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

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

Assignment Details
1) Lab assignments – R Coding (9 assignments, 10 points each): These assignments will be found on WebCourses in the module for the week they are due. They will open one week prior to the due date. You will upload each homework assignment through WebCourses by 11:59 pm EST on Sunday each week they are due.

2) Data presentation (6 assignments, 10 points each): In these homework assignments, you will apply the statistical method introduced that week to your multivariate data set and present the results as a brief (~ 10 min.) presentation either in R Markdown or PowerPoint. Depending on the topic, you
may present your results as figures, graphs and/or tables with the relevant statistics. What I will be grading is whether the statistic is applied correctly and how you presented the data. The goal of this exercise is to practice programming in R and to make you feel comfortable speaking about statistical methods.

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

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

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

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

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

- Approval of topic (10 points): Your proposed topic and a brief description of methods for analyzing data.
• Written plan of research (20 points): A research plan describing your topic, research question, hypotheses, and methods.
• Title and Abstract (50 points): a 250-word summary including research question, materials and methods, and results.
• Poster (100 points): a conference style poster that (1) defines the problem or states the central question being addressed; (2) indicates its importance; (3) describes methods; (4) provides supporting figures, tables and/or graphs; (4) states the results; and (5) considers the broader implications of the findings. It does not need to be printed but saved as a .pdf so that it can be viewed on the projector.
• Final presentation (70 points): an oral presentation of the poster (~ 15 min.). In this presentation you will walk us through the poster, describing your research question, methods, and all figures, tables, and results.

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

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

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

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

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Weight toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Data presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion leader</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

The following grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9%</td>
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</tbody>
</table>
Policy Statements

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

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

Unauthorized Use of Class Materials or Class Notes Statement
Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

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

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

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

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

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

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

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with
disabilities. Students with disabilities who need access to course content due to course design limitations
should contact the professor as soon as possible. Students should also connect with Student Accessibility
Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, 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>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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

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

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

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

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

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

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

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

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

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

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

COVID-19 and Illness Notification
Students who 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.

Important Dates
Please consult the Academic Calendar (http://calendar.ucf.edu) to keep yourself informed of holidays, special events, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Week 1: Jan. 10 | • Course Introduction  
• The Scientific Method  
• Introduction to RStudio, R Markdown and statistics  
• Lab Assignment 1 due Friday Jan. 14 – Financial Aid Requirement  
• Lab Assignment 2 due Jan. 16 |
| Week 2: Jan. 17 | Martin Luther King Day – No Class  
• Reviewing R and Bivariate Statistics  
• How to design a research project; how to read and write a scientific paper; ethics in bioanthropology  
• Lab Assignment 3 due Jan. 23 |
| Week 3: Jan. 24 | • Reviewing R and Bivariate Statistics  
• How to design a research project; how to read and write a scientific paper; ethics in bioanthropology  
• Lab Assignment 4 due Jan. 30 |
| Week 4: Jan. 31 | • Multiple Regression and Generalized Linear Models  
• Transformations & Missing Values  
• Lab Assignment 5 due Feb. 6  
• Final Project: Approval of Topic & Dataset due Feb. 6 |
| Week 5: Feb. 7 | • Multiple Regression and Generalized Linear Models  
• Transformations & Missing Values  
• Lab Assignment 6 due Feb. 13 |
| Week 6: Feb. 14 | • Multiple Regression and Generalized Linear Models  
• Transformations & Missing Values  
• Data Presentation 1 |
| Week 7: Feb. 21 | • MANOVA and Discriminant Analysis  
• Lab Assignment 7 due Feb. 27 |
| Week 8: Feb. 28 | • MANOVA and Discriminant Analysis  
• Data Presentation 2  
• Final Project: Written plan for research proposal due March 6 |
| Week 9: March 7 | No Class - Spring Break |
| Week 10: March 14 | • Principal Component Analysis  
• Tables & Graphs  
• Lab Assignment 8 due March 20 |
| Week 11: March 21 | AABAs  
• Principal Component Analysis  
• Tables & Graphs  
• Data Presentation 3 |
| Week 12: March 28 | • Correspondence analysis  
• Data Presentation 4  
• Final Project: Abstract Due April 3 |
| Week 13: April 4 | • Distances & Scaling  
• Lab Assignment 9 due April 10 |
| Week 14: April 11 | • Distances & Scaling  
• Data Presentation 5 |
| Week 15: April 18 | • Cluster Analysis  
• Data Presentation 6 |
<table>
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</thead>
<tbody>
<tr>
<td>Week 16: April 25</td>
<td>Final Project: Posters &amp; in-class Presentations</td>
</tr>
</tbody>
</table>

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

**Required Readings (Tentative List)**

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

**Weeks 1, 2 & 3**

- Review Carlson Chapters 2-9
- Review Kabacoff Chapters 1, 2, & 7

**Week 4, 5 & 6**

- Carlson Chapters 6, 7, 9, & 10
- Kabacoff Chapters 8 & 13
**Weeks 7, 8 & 9**


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- Carlson Chapters 8 & 11
- Kabacoff Chapters 7 & 9

*Weeks 10 & 11*

• Carlson Chapters 4, 5 & 12
• Kabacoff Chapters 3, 6, & 14

*Week 12*

• Carlson Chapters 9 & 13
• Kabacoff Chapter 7
Weeks 13 & 14

- Carlson Chapter 14

Week 15

- Carlson Chapter 15
- Kabacoff Chapter 16
ANT 4591: Quantitative Methods in Biological Anthropology  
Dept. of Anthropology, College of Science  
3 Credit Hours

**Course Information**

Course Name: Quantitative Methods in Biological Anthropology (ANT 4591)  
Course Modality: Face-to-face (P)  
Credit Hours: 3.0  
Semester/Year: Spring 2022  
Location: CB1 219  
Day/Time: Thursday 9:00 – 11:50 AM

**Professor Information**

Professor: Sarah Freidline, Ph.D.  
Office Location: Howard Phillips Hall 311A (check in with desk attendant in 309F)  
Office Phone: (407)823-2227 (Anthro. Department)  
Office Hours: Thursdays, 12:00 – 2:00 PM, (or by appointment)  
E-mail: WebCourses e-mail (best way to contact me) or sarah.freidline@ucf.edu

**GTA Information**

GTA: Megann Phillips, M.A.  
Office Location: Howard Phillips Hall 309 (computer lab)  
Office Hours: Mondays, 3:00 – 5:00 PM (or by appointment)  
Email: megannphillips@ucf.edu

**University Course Catalog Description**

Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

**Course Overview and Goals**

This course introduces students to basic methodological approaches for analyzing anthropological quantitative data, which often include a biological or physical interpretative framework (e.g., morphometrics, growth and development, sexual dimorphism, evolution, development, forensics, primatology, etc.). This course is designed for anthropology students with little to no quantitative background. Students will develop basic programming skills using the programming language and software R and learn how to carry out basic procedures using anthropological quantitative data. Students will be introduced to anthropological concepts related to graphical techniques, frequency distributions for summarizing and displaying data, research design, sampling, sample size, measurement error, distribution types, probability, and basic univariate hypothesis testing of means and proportions. Students will learn how to organize and summarize quantitative data, and how to interpret and present statistical results, as appropriate for the anthropology discipline. Students will read directly from peer-reviewed literature to be exposed to various types of anthropological methodology and application of statistical methods to datasets. Students will also lead critical analysis discussions based on original anthropological literature.

**Required Textbooks**

Statistics for Anthropology (2nd edition) by Lorena Madrigal
**Additional Required Reading**
Numerous links to PDFs of published manuscripts will be provided through WebCourses.

**Required Software**
You will be required to have access to R Studio (available here: https://www.rstudio.com/products/rstudio/).

**Student Learning Outcomes**
Upon course completion, you should have:

1. Knowledge and understanding of scientific research methods, including hypothesis building, methods of data collection, and research design.
2. Knowledge and application of univariate statistical methods;
3. Knowledge and application of quantitative methods in biological anthropology;
4. Basic programming skills in R;
5. The ability to critically evaluate research methods;
6. Discussion skills, through in-class discussions;
7. Oral presentation skills, through in-class presentations;
8. Scientific writing skills, through proposal writing;
9. The ability to propose, design and present a research proposal

**Course Activities**

**Financial Aid Requirement:**
UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (1/14).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board is your first Homework Assignment.

**Assignment Details**
1) **Homework Assignments** (12 assignments, 10 points each): Homework assignments are designed to provide evidence of mastery of course concepts. Homework assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. You will upload each homework assignment through WebCourses by 11:59 pm EST on Sunday each week they are due.
2) **Participation in Student-Led Discussions** (10 points each): Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each discussion day, pairs or small groups will lead a class discussion about the topics covered in the assigned papers. The goal is for you to learn how to read and critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and well-executed. This skill takes time to develop, and I expect everyone to get better at it as class progresses.

These discussions require student participation.
- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.
- **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.

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

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

4) **Final Group Project - Research Proposal** (180 points in total): This is a group project – consisting of two to three students per group. Your big project for the semester will be a NSF-style research project proposal for an original project using methods learned in this course. You will need to present your proposal two ways: during class in a PowerPoint presentation format and in a written format due by the date of our final exam. You will work on this project throughout the semester. All groups will propose a topic, provide sufficient background to show the topic to be important
and interesting, propose methods for collecting and analyzing data, and discuss the significance of the project. Examples of NSF grant proposals will be available on WebCourses.

- **Approval of Topic** (10 points) – Your group’s proposed topic and a brief description of methods for collecting and analyzing data. This must be handed in in the beginning of class on February 3rd.
- **Written plan for research proposal** (20 points) – As a group, you will turn in a printed research plan describing your topic, research question, hypotheses and methods, by the beginning of class on March 3rd.
- **Group Dataset Presentation** (50 points) – At the end of the semester, your group will give a 10-minute PowerPoint presentation of your proposal to the class, and you will be expected to answer questions afterwards.
- **Group Research Proposal** (100 points) – As a group, you will write up the proposal describing the research background, question and hypotheses, methods for collecting and analyzing data, and the significance of the project. You will need to include the statistical tests and why they are appropriate for your dataset. The proposal should be 10-pages (double-spaced; not including bibliography) in length and submitted through WebCourses as either a Microsoft Word or Adobe .pdf document due by *TBA*. Essentially, your final written analysis should be the written version of what you presented to the class.

**Activity Submission**

**Homework assignments:** You will upload each homework assignment through WebCourses by **11:59 PM EST by Sunday** each week they are due.

**Discussion leader:** Questions need to be posted on Discussion board on WebCourses at least two days before class.

**Final project:** Both the “Approval of Topic” and “Written Plan for Research Proposal” need to be handed in before class on the days they are due. The “Group Research Proposal” should be uploaded to WebCourses by 11:59 pm EST the night before the scheduled final exam.

**Attendance/Participation**

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

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

**Late Assignments**

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

Grades will be posted under the WebCourses gradebook. Your final grade will be calculated based on the following activities:

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Weight toward final grade</th>
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<tbody>
<tr>
<td>Homework assignments</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Discussion leader</td>
<td>15%</td>
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<tr>
<td>Final Project</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading Scale

The following grading scale will be used in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>82.5% - 87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5% - 79.9%</td>
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<tr>
<td>C</td>
<td>70% - 77.4%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5% - 69.9%</td>
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<tr>
<td>D</td>
<td>62.5% - 67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62.4%</td>
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<tr>
<td>F</td>
<td>0% - 59.9%</td>
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Policy Statements

Rules of Conduct Statement

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

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

Unauthorized Use of Class Materials or Class Notes Statement

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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

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

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

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

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

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

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

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

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

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

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

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

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- 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

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

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

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.
**Notifications in Case of Changes to Course Modality**
If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

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

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

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

**Important Dates**
Please consult the Academic Calendar (http://calendar.ucf.edu) to keep yourself informed of holidays, special events, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Jan. 13</strong></td>
</tr>
<tr>
<td></td>
<td>• Course Introduction</td>
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<td></td>
<td>• Scientific Method</td>
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<td></td>
<td>• Introduction to RStudio, R Markdown</td>
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<td></td>
<td>• <strong>Homework Assignment 1 due Friday Jan. 14 – Financial Aid Requirement</strong></td>
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<td>• <strong>Homework Assignment 2 due Jan. 23</strong></td>
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<tr>
<td><strong>Week 2:</strong></td>
<td><strong>Jan. 20</strong></td>
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<tr>
<td></td>
<td>• Introduction to RStudio, statistics and simple descriptive statistics</td>
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<td></td>
<td>• How to design a research project; how to read and write a scientific paper; ethics in bioanthropology</td>
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<td>• <strong>Homework Assignment 3 due Jan. 30</strong></td>
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<tr>
<td><strong>Week 3:</strong></td>
<td><strong>Jan. 27</strong></td>
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<tr>
<td></td>
<td>• Looking at data: descriptive statistics</td>
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<td></td>
<td>• Discussion: the biological profile - age at death &amp; sex estimation</td>
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<td></td>
<td>• <strong>Homework Assignment 4 due Feb. 6</strong></td>
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<tr>
<td><strong>Week 4:</strong></td>
<td><strong>Feb. 3</strong></td>
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<tr>
<td></td>
<td>• Looking at data: descriptive statistics</td>
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<td></td>
<td>• Discussion: the biological profile - ancestry &amp; stature estimation</td>
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<tr>
<td></td>
<td>• <strong>Final Project: Approval of Topic</strong></td>
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<td></td>
<td>• <strong>Homework Assignment 5 due Feb. 13</strong></td>
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<tr>
<td><strong>Week 5:</strong></td>
<td><strong>Feb. 10</strong></td>
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<tr>
<td></td>
<td>• Probability and statistics</td>
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<td>• Discussion: Paleopathology</td>
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<td>• <strong>Homework Assignment 6 due Feb. 20</strong></td>
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<tr>
<td><strong>Week 6:</strong></td>
<td><strong>Feb. 17</strong></td>
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<tr>
<td></td>
<td>• Probability and statistics</td>
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<td>• Discussion: Dental Anthropology</td>
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<td></td>
<td>• <strong>Homework Assignment 7 due Feb. 27</strong></td>
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<tr>
<td><strong>Week 7:</strong></td>
<td><strong>Feb. 24</strong></td>
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<tr>
<td></td>
<td>• Hypothesis testing &amp; estimation</td>
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<td></td>
<td>• Discussion: Dental Anthropology</td>
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<tr>
<td></td>
<td>• <strong>Homework Assignment 8 due March 6</strong></td>
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<tr>
<td><strong>Week 8:</strong></td>
<td><strong>March 3</strong></td>
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<tr>
<td></td>
<td>• Hypothesis testing &amp; estimation</td>
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<td></td>
<td>• Discussion: Virtual anthropology, fossil reconstruction &amp; geometric morphometrics</td>
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<tr>
<td></td>
<td>• <strong>Final Project: Written plan for research proposal</strong></td>
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<tr>
<td><strong>Week 9:</strong></td>
<td><strong>March 10</strong></td>
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<tr>
<td></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td><strong>Week 10:</strong></td>
<td><strong>March 17</strong></td>
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<tr>
<td></td>
<td>• The difference between two means</td>
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<tr>
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<td>• Discussion: Geometric morphometrics &amp; functional morphology</td>
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<td>• <strong>Homework Assignment 9 due March 27</strong></td>
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<td><strong>Week 11:</strong></td>
<td><strong>March 24</strong></td>
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<td><strong>AABAs</strong></td>
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<td></td>
<td>• <strong>Online Discussion TBA</strong></td>
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<td>• <strong>Homework Assignment 10 due April 3</strong></td>
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<tr>
<td><strong>Week 12:</strong></td>
<td><strong>March 31</strong></td>
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<tr>
<td></td>
<td>• Non-parametric tests</td>
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<tr>
<td></td>
<td>• Discussion: Bone and dental histology</td>
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<tr>
<td></td>
<td>• <strong>Homework Assignment 11 due April 10</strong></td>
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<tr>
<td><strong>Week 13:</strong></td>
<td><strong>April 7</strong></td>
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<tr>
<td></td>
<td>• The analysis of frequencies</td>
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<tr>
<td></td>
<td>• Discussion: Molecular Anthropology (Guest Lecture: Tomislav Maricic)</td>
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<tr>
<td></td>
<td>• <strong>Homework Assignment 12 due April 17</strong></td>
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<tr>
<td><strong>Week 14:</strong></td>
<td><strong>April 14</strong></td>
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<tr>
<td></td>
<td>• Correlation analysis</td>
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<td></td>
<td>• Discussion: Primate Behavior &amp; Ecology (Guest Lecture: Erin Wessling)</td>
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<tr>
<td>Week 15: April 21</td>
<td>Final Presentations</td>
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</table>

This syllabus is tentative and may change during the semester. It is your responsibility to come to class and check WebCourses for updates. Any changes to readings or assignments will be given in advance.
Required Readings (Tentative List)
(Check WebCourses for updates. Any additions will be announced during the previous week.)

Week 2 Introduction to statistics and simple descriptive statistics; Research design; Ethics

- Madrigal Chapter 1

Week 3 Looking at data: descriptive statistics; The biological profile - age at death & sex estimation

- Madrigal Chapter 2

Week 4 Looking at data: descriptive statistics; The biological profile - ancestry & stature estimation

- Madrigal Chapter 2


**Week 5 Probability and statistics; Paleopathology**

• Madrigal Chapter 3


**Week 6 Probability and statistics; Dental Anthropology**

• Madrigal Chapter 3


**Week 7 Hypothesis testing & estimation; Dental Anthropology**

• Madrigal Chapter 4


Week 8 Hypothesis testing & estimation; Virtual anthropology, fossil reconstruction & geometric morphometrics

- Madrigal Chapter 4

Week 9 Spring Break - No readings

Week 10 The difference between two means; Geometric morphometrics & functional morphology

- Madrigal Chapter 5

Week 11 AABAs - To be announced

Week 12 Non-parametric tests; Bone and dental histology

- Madrigal Chapter 7

**Week 13 The analysis of frequencies; Molecular Anthropology (Guest Lecture: Dr. Tomislav Maricic)**

- Madrigal Chapter 8

**Week 14 Correlation analysis; Primate Behavior & Ecology (Guest Lecture: Dr. Erin Wessling)**

- Madrigal Chapter 9
Week 15 Final Presentations