Ang 6930 Syllabus

Ang 6930 Seminar in Cultural Anthropology
Monday 6 – 9 HPH 409M
Vance Geiger, PhD
Office: Philipps Hall 311C
Office Hours: M, W 3 – 5 pm
Phone 407-823-3779
E mail vance.geiger@ucf.edu

Grading
One class presentations (50 points each = 50
Two take Home exam (100 points) = 200
One 5 page paper (50 points) = 50
Total = 300

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

One presentation - Presenting your own research and culture

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

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

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

Course objectives:

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

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

Take Home Exam: One of the things you must do to complete your graduate program is to take what we call “comprehensive” exams. These exams are a take home list of questions from members of your committee to assess if you have acquired the requisite knowledge in the discipline to be certified and graduate. Comprehensive exams do more than assess your content knowledge of the discipline, they assess your analytical ability as well. That will be the purpose here as well.
Two page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a brief (2 page) paper on the same topic. Ideally, the impetus to complete this assignment will be something you can incorporate into your final the final research document you present to acquire your degree.

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

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

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

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

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

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

Links to an external site. Links to an external site. Links to an external site. Links to an external site. Links to an external site.

Active Duty Military

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

Syllabus

Week 1: 1/10: Organizational Meeting
Begin reading online articles: Watson, Bohannon, White, etc

Week 2: 1/17: MLK Day Holiday

Week 3: 1/24: Culture Discussion
Reading: Bruman, Sahlins, Steigerwald

Week 4: 1/31: Modern determinism: Creating a culture of...... Organizational culture readings
Reading: Online articles

Week 5: 2/7: Deterministic versus Contingent theories of culture
Reading:
Friend by Day, Enemy by Night – Chapter 1
The Pithouses of Keatley Creek – chapters 1,2 and 8
Settler Colonialism and the elimination of the native by Patrick Wolf
Boas – The Methods of Ethnography
Week 6: 2/14: Ideational versus Materialistic theories of culture
Harris – Cultural Materialism
A Sabotaged Aquaduct
Neil Jamieson chapter 1 Understanding Vietnam
James Scott – Seeing Like A State chapter 1
You Are What You Eat

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

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

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

Spring Break 13 - 19


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

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

Week 13: 4/11: Ethnography The Insecure City

Week 14 4/18: Research Presentations

Week 15: 4/25: Research presentations

Class ends 4/25 Research Presentations
Welcome to Ant 2000H Spring 2022

To access the class you can use either MyUcf or webcourses@ucf.edu

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

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

Syllabus
Instructor: Vance Geiger, PhD
Office Hours: M, W 3 - 5 PM
Office: Howard Philipps Hall 311C
Office Phone: 407-823-5779
E Mail: vance.geiger@ucf.edu
Class – face to face

TA: None

Texts
The Pithouses of Keatley Creek by Hayden – available as a pdf in the class website
Callaghan and Williams – available as a pdf in the class website
Perspectives: An Introduction to Cultural Anthropology – available in the class website
A War of Witches available as pdf
To Be Clear – All required texts are available as pdf’s in the class website.

Explanations for Texts:
Keatley Creek is an archaeology case study that provides a good example of how archaeology is done and how archaeologists reach their conclusions
Callaghan and Williams is an introduction to physical anthropology and archaeology.
Perspectives is an introduction to cultural anthropology

Grading: Three 100 point exams = 300 points
16 On-line Assignments = 160 points

Total Possible: 480 points
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
Weekly Modules
The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor’s way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit. There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

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

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

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

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

Late assignments will receive 1/2 credit.
Warning: Do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

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

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

Required Statement Regarding COVID-19

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

Statement Regarding Masks in Classrooms

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

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course. COVID-19 and Illness Notification

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

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

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.
In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. **UCF Instructors are only allowed to communicate with students through knights mail.** You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

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

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

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

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

Schedule
Week 1: 1/10:
Introduction to Anthropology and Introduction to the Concept of Culture
Reading: Online material, Callaghan and Williams chapter 1

Syllabus quiz due 1/14

Week 1 assignments due 1/17

Week 2: 1/17
Development of Evolutionary Theory, Inheritance and Microevolution, Primate Evolution and Fossil Primates.

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

Week 2 assignment due 1/24

Week 3: 1/24 Hominid Evolution.

Reading: Section 3 online material, Callaghan and Williams chapter 4
Week 3 assignment due 1/31

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

Reading: Section 4 online material, Callaghan and Williams chapter 4
Week 4 assignment due 2/7

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

Reading Section 5 online material

Week 5 assignment due 2/14

Exam 1 2/12 8 am – 2/14 11 55 pm

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

Week 6 assignment due 2/21

Week 7: 2/21 Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

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

Week 7 assignment due 2/28

Week 8: 2/28 Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

**Week 8 assignment due 3/5**

Spring Break 3/6 - 3/13

Week 9: 3/14 Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Week 9 assignment due 3/21

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

Reading Section 10 online material, Perspectives chapter 8

Week 10 assignment due 3/28
Exam 2 3/26 8 am – 3/28 11 55 pm

Week 11: 3/28 Economics

Reading: online material, Perspectives chapter 6

Begin reading “A War of Witches”

Week 11 assignment due 4/4

Week 12 4/4 Religion and (online material)

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

Week 12 assignment due 4/11

Week 13: 4/11 Cultural change

Reading: section 13 online material

Week 13 assignment due 4/18

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

Reading: Online material, chapter 18 in Perspectives

Week 14 and 15 assignment due 4/25

Exam 2 4/23 8 am – 4/25 11 55 pm

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

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vance Geiger, PhD</th>
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<tbody>
<tr>
<td>Office</td>
<td>Philips Hall 311K</td>
</tr>
<tr>
<td>Office hours</td>
<td>Monday, Wednesday 3 - 5 pm</td>
</tr>
<tr>
<td>Online Office Hours</td>
<td>Tuesday 7 - 9 pm in the class chat</td>
</tr>
<tr>
<td>Phone</td>
<td>407-823-3779</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vance.geiger@ucf.edu">vance.geiger@ucf.edu</a></td>
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Course Information

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<thead>
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<th>Cultural Anthropology</th>
<th>ANT2410</th>
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<tbody>
<tr>
<td>3</td>
<td>Spring 2022</td>
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Course TA - None

Course Description

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

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
• Students understand the biological basis of culture and the unique capabilities of humans to create culture.
• Students understand the basis of natural selection and what biological evolution is.
• Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
• Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

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

Required Text

The Big Gamble - available as a pdf in Webcourses
Refugee Camp Readings provided in Webcourses
Core Concepts in Cultural Anthropology by Lavenda and Schultz ISBN 9780190924768 - ebook; 9780190924751 - paperback

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 10/14 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

<table>
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<td>Exam 2</td>
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<td>Exam 3</td>
<td>100</td>
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<tr>
<td>15 Online quizzes @ 10 points each</td>
<td>150</td>
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<tr>
<td>3 Discussion posts and responses 20 points each</td>
<td>60</td>
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<td>Total</td>
<td>510 points</td>
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**Online Exams**

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

**Online Quizzes**

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

**Online Discussions**

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

**TIPS**

It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

<table>
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<tr>
<th>Letter Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

**GEP Pre/Post tests:**

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

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

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

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

There is no Extra credit

Covid policy

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

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and
consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF.html. (Insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics</th>
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</table>
| Week 1 1/10 | • Course Orientation  
              • Introduction Anthropology and to the Concept of Culture  
              • Definitions of Culture  
              • Characteristics of Culture  
              • Aspects of Culture.  
              • *What is anthropology?  
              • *What aspects of anthropology are unique and different from sciences?  
              • *The scientific method.  
              • *The sub-disciplines within anthropology and what they study |
| Week 2 1/17 | Ethnography                                                            |
| Week 3 1/24 | • Introduction to one of the case studies we will use in this class (On-Line Reading)  
              • Research Questions and Methods  
              • Some History  
              • The Research Setting  
              • Aspects of Vietnamese Culture |
<p>| Week 4 1/31 | The Big Gamble                                                         |</p>
<table>
<thead>
<tr>
<th>Week 5 2/7</th>
<th>Language</th>
</tr>
</thead>
</table>
|            | • Language and Linguistics  
|            | • Design Characteristics of Human Language  
|            | • Language Acquisition  
|            | • Language and Culture  
|            | • Some Examples from Vietnamese Language |
| Week 6 2/14 | Subsistence Systems  
|            | • Environments  
|            | • Hunter Gatherers  
|            | • Horticulture  
|            | • Pastoralism  
|            | • Agriculture  
|            | • Intensive Agriculture |
| Week 7 2/21 | Social Organization  
|            | • Kinship and Descent  
|            | • Vietnamese Refugee Cases |
| Week 8 2/28 | Sex and Marriage; Enculturation |
| Spring break 3/6 - 3/13 | |
| Week 9 3/14 | • Political Organization and Social Control  
• Bands  
• Tribes  
• Chiefdoms  
• States  
• A Riot in A Refugee Camp |
|-------------|------------------------------------------------------------------|
| Week 10 3/21 | • Economic Systems  
• Reciprocity  
• Refugee Camp Examples |
|-------------|------------------------------------------------------------------|
| Week 11 3/28 | • Religion  
• Magical Thinking  
• cognitive capabilities |
<table>
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<tbody>
<tr>
<td>Week 12 4/4</td>
<td>• Cultural Change</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
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</tbody>
</table>
| Week 13 4/11 | • Applied Anthropology,  
• Cultural Conservatism  
• Innovation  
• Diffusion  
• Revitalization |
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<tbody>
<tr>
<td>Week 14 4/18</td>
<td>Globalization</td>
</tr>
<tr>
<td>Last Day of Class 4/25</td>
<td>Last day of class - all discussions due, nothing accepted after this day</td>
</tr>
<tr>
<td>12/3</td>
<td></td>
</tr>
</tbody>
</table>
| Make Up Exam | make up exam - this is to make up a missed exam or try to improve your
Syllabus Peoples of the World

Ant 3212 Peoples of the World Fall 2021

Instructor Contact

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vance Geiger, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Philips Hall 311C</td>
</tr>
<tr>
<td>Office Hours</td>
<td>In Office M,W 3 - 5 pm</td>
</tr>
<tr>
<td></td>
<td>Online in class chat Wednesday evening 7-9 pm</td>
</tr>
<tr>
<td>Phone</td>
<td>407-823-3779</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vance.geiger@ucf.edu">vance.geiger@ucf.edu</a></td>
</tr>
<tr>
<td>TA</td>
<td>Jane Holmstrom</td>
</tr>
</tbody>
</table>

Course Information

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Peoples of the World</th>
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<tbody>
<tr>
<td>Course ID</td>
<td>ANT3212</td>
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<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Location</td>
<td>Online</td>
</tr>
</tbody>
</table>

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

UCF catalogue description:
A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies. (this description is incorrect as the class does not focus on "preliterate" societies)

Course Description
This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

Learning Outcomes

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

Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8
Course Requirements

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>14 Online Assignments and Discussions @ 10 points each</td>
<td>140</td>
</tr>
<tr>
<td>3 Discussion posts and responses 20 points each</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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</table>

## Online Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the final exam period after classes officially end. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

## Online Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

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

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)

TIPS

It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer, you will not receive credit.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
</tr>
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</table>

Office Hours - Face to Face and Online

Your instructor office hours online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class
students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Covid

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

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.

Academic Honesty

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

Accessibility Statement

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

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

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

Deployed Active Duty Military Students

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

Schedule - Peoples Spring 2022

**Week 1 1/10** Introduction to Anthropology, the Concept of Culture, and Ecology
Syllabus Quiz is due 8/27 11:55 pm
Assignments 1A and 1B due 1/17 11:55 pm

**Week 2 1/17** Ecology and Environment (Human Geography) Cont’d, Introduction to Social Organization and Religion
Assignment 2 due 1/24 11:55 pm

**Week 3 1/24**: Hunter-Gatherers and Bands- The Dobe
Assignment 3 The Dobe due 1/31 11:55 pm

**Week 4 1/31:** Plant and Animal domestication

Assignment 4 Due 2/7 11:55 pm

**Week 5 2/7** Horticulture and Big Men

Assignment 5 Horticulture Due 2/14 11:55 pm

**Exam 1 2/12 8 am - 2/14 11:55 pm**

**Week 6 2/14** Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 2/21 11:55 pm

Discussion 1 due 2/21 11:55 pm

**Week 7 2/21:** Pastoralism

Week 7 Assignment due 2/28

**Week 8 2/28:** Friend by Day Enemy by Night

**Week 8 Assignment due 3/5 Friday Before Spring Break 11:55 pm**

Spring Break 3/6 - 3/13

**Week 9 3/14** The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Week 9 Assignment due 3/21 11:55 pm

**Week 10 3/21** The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 3/28

**Exam 2 3/26 8 am - 3/28 11:55 pm**

**Week 11 3/28** Cultures within states - The Hutterites

Week 11 assignment due 4/4

Discussion 2 due 4/4 11:55 pm

**Week 12 4/4:** States - American culture

Week 12 assignment due 4/11

**Week 13 4/11:** Summing Up

Assignment: Scale due 4/18 11:55 pm

**Week 14 4/18 TBA**
Monday 4/25 Last Day of Class - all assignments, discussions late or on time due 11:59 pm (no submissions after that time.

Discussion 3 due 4/25 11:55 pm

Exam 3 4/23 8 am - 4/25 11:55 pm

Last day of class - 4/25 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Make Up Exam 4/27 8 am - 4/28 11:55 pm
Syllabus

`Ant 3245 Native American Religions Spring 2022
Instructor: Vance Geiger, PhD
E mail: vance.geiger@ucf.edu
Phone: 407-823-2227
Office: HPH 311C
Online Office hours: Thursday 7-9 pm
Face to Face Office hours: Monday, Wednesday 3:00-5:00 pm.
TA: Rachel Root
Location: online
Prerequisite(s): Sophomore standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Course description from UCF catalogue: The religious beliefs of native New World peoples.

Class Description: An introduction to the study of religion from an anthropological perspective and a survey of Native American religions of North America.

Texts

Native Religions An Introduction by Gill (available online in the class material).
Native Religions of North America by Hultkrantz (chapters available online in class material)

When you reach the class website you follow the directions to log in.

Once in the class you go to the modules. The class is organized by weeks so you begin with week 1. Within week 1 there is a week 1 Outline. The outline will tell you what to do for that section of the class.

I am including a class syllabus with this message so you can see when the tests are. Within the weeks you will see what kind of posting you must do in the online assignments.

Weekly Modules
The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the four exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

Grading

Three exams. Each exam will be worth 100 points.
Fifteen On-line Discussion Exercises 10 points each.

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

On-Line assignments: Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Late assignments (submitted after the due date) can only earn 1/2 credit.

All assignments on time or late are due on the last day of class.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

Warning: do not copy another student’s assignment into your assignment and do not copy and paste from the online material into your assignment, both are plagiarism and the minimum penalty is a 0 for the assignment.

Important Note: Do not use attachments to post your assignment answers.

Student Responsibilities
1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or an exam.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignments because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an
emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read.

Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

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

**Office Hours - Face to Face and Online**

Your instructor holds both face to face office hours in the office and online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through email and in office hours, if there is any confusion on any issue in the class students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

**Academic Honesty**

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

**Accessibility Statement**

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

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF.html.
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student...
Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video [You CAN Survive an Active Shooter](https://example.com) about how to manage an active shooter situation on campus or elsewhere.

### Deployed Active Duty Military Students

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

### Schedule

**Week 1 1/10:** Introduction to anthropology, the concept of culture and religion.

Reading: online material, Gill chapter 1

What is culture and Unseen world Assignments Due 1/17 11:55

**Week 2 1/17:** Introduction to Native American Religions: What is in the Unseen World

Reading: Gill chapter 2; Hultkrantz Chapters 1 and 2

Gill assignment 1 due 1/24 11:55

**Week 3 1/24:** How to Access the Unseen World

Reading Gill chapters 3 and 4
Gill Assignment 2 and 3 due 1/31 11:55 pm

Week 4 1/31: What is Brought Back From the Unseen World
Gill chapters 5 and 6

Gill Assignment 4 due 2/7 11:55

Week 5 2/7: The Southeast: The environment, the peopling of North America, the Prehistory of the Southeast
Reading: online material

Exam 1 2/12 8 am – 2/14 11:55 pm

Prehistory Assignment due 2/14 11:55 pm

Week 6 2/14: Prehistorical religions of the Southeast
Reading: online material
Prehistory assignment 2 due 2/21 11:55 pm

Week 7 2/21: The Cherokee
Reading: online material
Cherokee Beliefs assignment due 2/28 11:55 pm

Week 8 2/28 The Northeast and the Huron
Reading: online material

Huron assignment due 3/5 11:55 pm
Spring Break 3/6 - 3/13

Week 9 3/14 The Plains: Environment and Prehistory and the Sioux

Sioux assignment due 3/21 11:55 pm

Week 10 3/21: the Plains: the Shoshoni
Reading: Hultkrantz Chapter 3;
Exam 2 3/26 – 3/28 11 55 pm
Shoshoni and Sanapia assignment due 3/28 11:55 pm

Week 11 3/28: The Southwest, The Zuni
Reading: Hultkrantz chapter 4

Zuni assignment due 4/4 11:55 pm

Week 12 4/4: the Southwest: the Apache
Reading: online material

Week 13 4/11 The Northwest and the Potlatch
Reading: online material

Week 14 4/18: Revitalization
Reading: online material

Kwakiutl Assignment due 4/25 11:55 pm

Last Day of Class 4/25 all assignments are due.

Final Exam 4/23 8 am – 4/25 11 55 pm
Make Up Exam 4/27 8 am - 4/28 11:59 PM
ANT 2511: The Human Species

Meeting Time: 12:00pm-1:15pm Tuesdays and Thursdays
Meeting Location: ENG2 102

Instructor: Edward Gonzalez-Tennant, PhD
Office Location: Howard Phillips Hall, 311C
Email: Use WebCourses Mail
Virtual Office Hours: Thursdays 9:30am - 11:00am

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

Graduate Teaching Assistant (GTA): Jonathan Barkmeier
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: TBD

Catalog Description

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

Required Course Materials/Resources

Explorations: An Open Invitation To Biological Anthropology. This is a totally free book! You can download individual chapters here (Links to an external site.), or a reduced-quality version here. Download here. We will read most of this text, but not all. Refer to semester schedule below to see which chapters we are covering.

Course Description

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

Course Modality (Spring 2022)

This is a face to face course, meaning the instructor will be present in campus any day a lecture is scheduled (not exam days or other days when class attendance is cancelled). However, the
instructor will simultaneously broadcast the lectures in real-time via Zoom. Students are permitted to attend lecture in person (face to face) or via Zoom. The Zoom recordings will be made available within a few hours of the lecture's schedule time for students who are unable to attend either due to conflicts (e.g., illness).

COVID-19 Statements (Spring 2022)

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

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

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

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

Student Learning Objectives

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

- How to think scientifically,
- the basics of evolutionary theory,
- how humans are related to primates and what this means,
- a broad overview of the history of human and primate evolution,
- why humans are biocultural organisms and what this means,
• and the complexities of modern biological human variation as it relates to cultural and scientific principles.

UCF Integrative General Education Goals

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

Grading

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

Your grades will come from:

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

Total possible points 105

Breakdown of Grading

Exams and assignments will be conducted in person, online, or a mix of both. Refer to each assignment/exam for more details. Assignments marked In-Class & Online will have components during lectures and a final aspect submitted via Webcourses. Some assignments may show the incorrect point total for a while, this is because I tweak my assignments the week before they go live. COVID Update - all graded work will be submitted via Webcourses. Assignments marked In-Class & Online will include instructions during the associated lecture, but the final assignments will all be due in Webcourses.
Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 15 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses during the normal class meeting time. In other words, we WILL NOT meet in person on exam days. Questions are drawn from lectures and readings. There is NO cumulative final exam. I DO NOT provide study guides for exams because they are open book/note. I DO NOT use proctorhub or similar software.

[Total Points: 45]

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

[Total Points: 15]

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

[Total Points: 40]

Total Possible Points: 105

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, students are encouraged to keep up with their own grades, and not rely solely on the Gradebook which can miscalculate grades until all grades are submitted. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, 45/50 = .90x100 = 90%.

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

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (1 [Links to an external site.], 2 [Links to an external site.]). Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will
result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF, the instructor, and GTAs actively monitor GroupMe.

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

Late Assignment Policy Policy

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

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

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

Contacting the Instructor

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

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

Semester Calendar

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

Week 1: Jan 10 - 14
Topic: Course Introduction & What is Biological Anthropology?
Readings: Chapter 1 Download Chapter 1 (Lecture Notes) Download Lecture Notes
Assignments: Syllabus Quiz

Week 2: Jan 27 - 21
Topic: Evolution
Readings: Chapter 2 Download Chapter 2 (Lecture Notes)
Assignments: Lab 1 – Evolution is a Fact and a Theory (Discussed in class on Thursday)

Week 3: Jan 24 - 28
Topic: Molecular Biology and Genetics
Readings: Chapter 3 Download Chapter 3 (Lecture Notes)
Assignments: None

Week 4: Jan 31 - Feb
Topic: Forces of Evolution
Readings: Chapter 4 Download Chapter 4 (Lecture Notes)
Assignments: Lab 2 – Hardy-Weinberg Equilibrium Lab (Discussed in class on Thursday)

Week 5: Feb 7 - 11
Topic: Meet the Living Primates (No Class Thursday for Exam 1)
Readings: Chapter 5 Download Chapter 5 (Lecture Notes)
Assignments: Lab 3 – Defining Primate Characteristics [In-Class & Online] & Exam 1 (Chapters 1-4)

Week 6: Feb 14 - 18
Topic: Primate Ecology and Behavior
Readings: Chapter 6 Download Chapter 6 (Lecture Notes)
Assignments: Begin Lab 4 – Arboreal Quadruped Lab [In-Class & Online]
Week 7: Feb 21 - 25
Topic: Understanding the Fossil Context
Readings: Chapter 7   Download Chapter 7   (Lecture Notes)
Assignments: Video 1 Response - Human Spark [Online]

Week 8: Feb 28 - Mar 4
Topic: Primate Evolution   (No Class Thursday for Exam 2)
Readings: Chapter 8   Download Chapter 8   (Lecture Notes)
Assignments: Exam 2 (Chapters 5-8)

Spring Break: Mar 7 - 11

Week 9: Mar 14 -18
Topic: Early Hominins
Readings: Chapter 9   Download Chapter 9   (Lecture Notes)
Assignments: None

Week 10: Mar 21 - 25
Topic: Early Members of the Genus Homo
Readings: Chapter 10   Download Chapter 10   (Lecture Notes)
Assignments: Lab 5 - Early Homo Virtual Lab [In-Class & Online]

Week 11: Mar 28 - Apr 1
Topic: Archaic Homo
Readings: Chapter 11   Download Chapter 11   (Lecture Notes)
Assignments: Lab 6 – Hominin Review [Online]

Week 12: Apr 4 - 8
Topic: Modern Homo sapiens   (No Class Thursday for Exam 3)
Readings: Chapter 12   Download Chapter 12   (Lecture Notes)
Assignments: Exam 3 (Chapters 9 - 12)

Week 13: Apr 11 - 15
Topic: Race and Human Variation & Significance of Adaptations
Readings: Chapter 13   Download Chapter 13 & Chapter 14   Download Chapter 14 (Lecture Notes)
Assignments: Video 2 Response - State of Eugenics [Online]

Week 14: Apr 18 - 22
Topic: Bioarchaeology and Forensic Anthropology
Readings: Chapter 15  Download Chapter 15 (Lecture Notes)
Assignments: None

Week 15: Apr 25
Topic: Human Biology and Health in the Present and Future

Readings: Chapter 16  Download Chapter 16 (Lecture Notes)
Assignments: Lab 7 – The Future of Us [In-Class & Online] & Exam 4 (Chapters 13 - 16)
Exam 4 is during final period, specifically Thursday April 28 10am - 2pm (1 additional hour than exams during the semester).

Important UCF Dates for Fall 2021

January 14, 2021 - Last Day to Drop and Request Full Refund
January 14, 2021 - Drop/Swap Deadline
January 14, 2021 - Add Deadline
March 25, 2021 - Withdrawal Deadline

Statement on Diversity and Inclusion

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

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

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

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

- Title IX – OIE – http://oie.ucf.edu/Links to an external site. & askanadvocate@ucf.edu
UCF Cares

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

Academic Integrity

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

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

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

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

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

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

**In-Class Recording Statement**

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

**Course Accessibility Statement**

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

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

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

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Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests – contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
ANT 3052: Disaster Anthropology

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office Location: Howard Phillips Hall, Room 311C
Virtual Office Hours: Tuesdays 10:00am-11:30am or by appointment.
I will be available to answer emails immediately during my office hours, and I can set up Teams meetings as needed.

Learn more about your instructor here!

Graduate Teaching Assistant (GTA): Jonathan Barkmeier
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Mail
Virtual Office Hours: TBD

Required Textbooks

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

Anthropological research into disaster reminds us that risk and vulnerability are not equally shared across society, and harm from disasters (natural or otherwise) disproportionately affects communities along lines of inequality. This course provides students with an introduction to the anthropological study of disaster. Anthropologists have become critical to international forensic investigations of disasters and training in disaster anthropology represents a unique opportunity for students to contribute to global security. This course will provide students with conceptual and methodological tools to address what scholars refer to as “the current research deficit” regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters, which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of catastrophe. The true scope of disasters stretches across years, and a single event affects communities for much longer. This course will prepare students to investigate four inter-related themes as outlined by Integrated Research on Disaster Risk (IDIR): investigate the causes and consequences of loss and identify conditions limiting loss; test hypotheses of damage causality (land use, lack of accountability, settlement patterns); identify key factors contributing to vulnerability and loss which have grown in recent decades; and utilize existing knowledge and approaches from risk assessment in the social sciences.

Course Objectives: Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the different between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology plays in disaster planning, preparedness, and recovery.
- Understand how ethnography and archaeology participate in disaster planning, preparedness, and recovery.

**GroupMe & Social Media Policy**

GroupMe and other forms of social media can be excellent ways to communicate with your fellow students. However, it is also used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

**My Approach to Online Teaching**

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

- Online lectures (and PDF versions) will be posted by Friday the previous week.
- Pay attention to due dates.
- There are no exams in this course.
- Weekly lectures are posted as ungraded discussions, to facilitate conversation but not force it.

**Grading**

Grades will be determined from the following:

- Online Activities: 15 possible points
- Research Projects: 30 possible points
- Semester Project: 55 possible points

Total Possible Points: 100

**Breakdown of Grading**

Online Activities: Students will complete short online activities to explore topics related to disaster anthropology. These are fun exercises that encourage individual exploration of relevant internet-based resources (or which there are MANY!).
[Possible Points: 15]

Research Assignments: Students will complete research projects that connect readings and their semester project. Each research project will be discussed in detail during online lectures.
Associated assignments in WebCourses will be updated with detailed instructions as we near each assignment's date (along with the posting of online lecture the week before).
[Possible Points: 30]

Semester Project: Students will undertake an independent research project as part of this course. This project asks students to act as though they were anthropologists assigned to research and understand a specific event. Students will have some leeway in determining the exact event they research. Assignments related to your research project will take place throughout the semester. This includes a statement of intent, annotated bibliography, 8-page research paper, and video presentation. Detailed instructions for each assignment will be provided throughout the semester.
[Possible Points: 55]

Course Grading Scale

A   94-100   A-   90-93.9
B+  87-89.9   B   84-86.9   B-   80-83.9
C+  77-79.9   C   74-76.9   C-   70-73.9
D+  67-69.9   D   64-66.9   D-   60-63.9
F   59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 3 points, or 3% of your overall grade.

Late Assignment Policy

Assignments are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If a student fails to contact the instructor before a due date, they must provide appropriate documentation to be allowed to make up work. Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them. Students have 1 week to make-up assignments. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Also, ALL students can make up work late without previous approval or documentation. Each assignment can be turned in for 1 week with a daily 5% reduction. All assignments close 1 week after they are due, allowing for minor errors in keeping up with work. The only exceptions are project due the last week of the semester.
Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, although I usually respond within a few hours or less. I may not respond on Friday evenings or weekends. If you send a message during this time and I do not respond by Wednesday of the following week, please re-send the message as it was likely buried by other messages. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what NOT to do.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or GTAs about grades, especially on exams. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

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

Semester Calendar

Week 1: Jan 10 - 14
Topic: Course Introduction
Readings: None
Assignments: Syllabus Quiz

Week 2: Jan 17 - 21
Topic: Introduction to the Anthropology of Disaster
Readings: Oliver-Smith, Anthony. 1999. "What Is A Disaster?": Anthropological Perspectives on a Persistent Questions. In The Angry Earth...
   Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of Anthropology (Links to an external site.). Anthropology News.
Assignment: Online Activity 1: UCF's Hurricane History

Week 3: Jan 24 - 28
Topic: Longitudinal Studies of Disaster
   Garcia-Acosta, Virginia. 2002. Historical Disaster Research. In Catastrophe & Culture...
Assignment: Research Project 1: Collecting Historical Evidence
Week 4: Jan 31 - Feb 4
Topic: Forensic Investigations of Disaster (FORIN)

Week 5: Feb 7 - 11
Topic: Why Disaster Response Fails
Readings: Hoffman, Susanna M. Defining Disaster upon Disaster... In Disaster Upon Disaster. Barrios, Roberto E. Unwieldy Disasters. In Disaster Upon Disaster.
Assignment: Semester Project 1: Statement of Intent

Week 6: Feb 14 - 18
Topic: Interviewing Disaster Survivors, Part I
Assignment: Online Activity 2: Remote Interviewing Resources

Week 7: Feb 21 - 25
Topic: Interviewing Disaster Survivors, Part II

Week 8: Feb 28 - Mar 4
Topic: Plights, Problems, and Quandaries
Readings: Fiske, Shirley J. and Elizabeth Marino. 2020. Slow-Onset Disaster... In Disaster Upon Disaster.
Oliver-Smith, Anthony. 2020. Resettlement for Disaster Risk Reduction... In Disaster Upon Disaster.
Assignment: Research Project 2: Oral History Interview (Recording)

Mar 8 - 12 - Spring Break

Week 9: Mar 14 - 18
Topic: So-Called Natural Disasters, Part I
Assignment: Research Project 2: Oral History Interview (Transcript)

Week 10: Mar 21 - 25
Topic: So-Called Natural Disasters, Part II

**Week 11: Mar 28 - Apr 1**  
Topic: Archaeological Approaches to Sudden Environmental Change, Part I  
Readings: Sheets, Payton and Jago Cooper. 2012. Introduction: Learning to Live with the Dangers of Sudden Environmental Change. In *Surviving Sudden Environmental Change (Links to an external site.)*  
Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail. In *Surviving Sudden Environmental Change (Links to an external site.)*  
Assignment: Online Activity 3: Storm Surge Threats to Florida's Cultural Heritage

**Week 12: Apr 4 - 8**  
Topic: Archaeological Approaches to Sudden Environmental Change, Part II  
Readings: Dugmore, Andrew and Orri Vesteinsson. 2012. Black Sun, High Flame, and Flood. In *Surviving Sudden Environmental Change (Links to an external site.)*  
Nelson, Margaret C. et al. 2012. Long-Term Vulnerability and Resilience. In *Surviving Sudden Environmental Change (Links to an external site.)*

**Week 13: Apr 11 - 15**  
Topic: Revamping Apparatus and Outcome  
Assignment: Semester Project 2: Annotated Bibliography

**Week 14: Apr 18 - 22**  
Topic: Work on Semester Projects  
Readings: None  
Assignments: Semester Project 3: Presentation

**Week 15: Apr 26**  
Topic: Semester Projects Due  
Readings: None  
Assignments: Semester Project 4: Final Paper

**Important UCF Dates for Spring 2021**

January 15, 2021 - Last Day to Drop and Request Full Refund  
January 15, 2021 - Drop/Swap Deadline  
January 15, 2021 - Add Deadline  
March 26, 2021 - Withdrawal Deadline
Statement on Diversity and Inclusion

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu 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 me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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

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

UCF Cares

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

**Academic Integrity**

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

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

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

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

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.
Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

*In-Class Recording Statement*

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

*Course Accessibility Statement*

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

*Campus Safety Statement*

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.eduLinks to an external site.> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
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ANT 4184: Mortuary Archaeology

Meeting Time: 1:30pm - 2:45pm Tuesdays
Meeting Location: CB1 307

Instructor: Edward González-Tennant, PhD, RPA
Office Location: Phillips Hall, 311C
Email: Use WebCourses Mail
Virtual Office Hours: Tuesdays 9:30am - 11:00am
I will be available to answer emails immediately during my office hours, and I can set up Teams meetings as needed.

Graduate Teaching Assistant (GTA): Jonathan Barkmeier
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: TBD

Catalog Description

Archaeological interpretations of death; basic data collection, skeletal analysis, and comparative study of mortuary ritual – both ancient and modern. Prerequisite(s): ANT 2140 or ANT 2511. <- This is a very OLD description that is being updated to better reflect what mortuary archaeology actually is, which is a topic we'll discuss in depth during the first two weeks. Mortuary archaeology is less about skeletal analysis and more about the study of ritual, the cultural aspects of death and how humans commemorate this important life event. We'll discuss skeletal analysis a bit - when we discuss cannibalism, for instance - but there will not be assignments or exams questions that involve identifying specific bones or the like.

Required Course Materials/Resources


Additional readings will be posted on WebCourses as PDF files.

Course Description

This course explores how archaeologists come to understand death and dying through the analysis of material culture (e.g., artifacts, architecture). Death and mourning are fundamental, inescapable aspects of the human experience. Understanding the different ways human groups dispose of and commemorate the dead is essential to understanding culture. Each culture has unique ways of expressing grief, commemorating life, and rules governing the response to the biological processes of decay after death. These processes leave behind physical remains that archaeologists recover and use to learn about past behavior, social structure, and belief systems. Understanding how archaeologists use these data is the central goal of this course.
Student Learning Outcomes

Upon successful completion of this course, each student will have spent time:

- examining the archaeological dimensions of burial and other death-related rituals,
- comparing and contrasting varying methods for constructing mortuary landscapes,
- examining how data, theory, and methods affect interpretations of mortuary evidence,
- considering the role of mortuary evidence in understanding past cultures,
- understanding how analyses of the body are integrated into interpretations of burial rituals, and
- developing expertise in documenting and interpreting mortuary evidence (e.g., gravestones).

Course Modality (Spring 2022)

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

COVID-19 Statements (Spring 2022)

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

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

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

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as
soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

**Grading**

Grades will be determined from classroom discussion/participation, four online discussions, one film response, three exams, and a semester project. Further details will be provided during the semester.

Your grades will come from the following:

- **Class Participation**: 10 possible points
- **Film Response**: 10 possible points
- **Seriation Exercise**: 10 possible points
- **Semester Project**: 20 possible points
- **Four Exams**: 60 possible points

Total Possible Points: 110

**Breakdown of Grading**

Class Participation: Most weeks will include an online discussion. You are not required to participate every week, but will need to participate in at least 10 online discussions to get full credit. See the online discussions for more details.

[Total Points: 10]

Film Response: Students will watch a film (*Who Owns the Past?*) via WebCourses and write a 2-page response paper. Complete instructions and a rubric will be provided during the semester.

[Total Points: 5]

Seriation Exercise: Assignment examining how archaeologists place artifacts into a temporally-meaningful order, with coffin handles as the artifact class used. See assignment for more details (as well as lecture for the associated week).

[Total Points: 10]

Semester Project: This project requires you to document a local cemetery (determined in consultation with the instructor) and examine demographic differences in tombstone construction, design, epitaph style, and other aspects. You will be expected to apply concepts learned in class to your cemetery analysis. The semester project consists of the following assignments: a 2-page statement of intent (5 points), supporting documentation (5 points), and an 8-page paper (15 points). Guidelines for completing the cemetery project will be posted via
WebCourses and discussed at several points during the semester.

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 15 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours. Questions are drawn from lectures and readings. There is NO cumulative final exam. Exams will take place on Fridays.

Total Points: 110

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A 94-100   A- 90-93.9
B+ 87-89.9  B 84-86.9   B- 80-83.9
C+ = 77-79.9  C = 70-76.9
D+ = 67-69.9  D = 60-66.9
F 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Late Assignment Policy Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor’s note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 1 week to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student’s responsibility
to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 1 week to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 1 week to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

The only exception to this policy are the weekly online discussions for class participation. No late work will be accepted for the online discussions.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait at least 24 hours before contacting me about individual grades. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

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

Course Schedule

I will post PDFs of lecture notes and other relevant materials on Monday of each week.

Week 1: Jan 10 - 14
Topic: Course Introduction
Readings: None
Assignments: Online Discussion - Week 1 & Syllabus Quiz

Week 2: Jan 17 - 21
Topic: Historical Perspectives on Mortuary Archaeology
Readings: Pearson Chapter 1; Kroebert 1927; Childe 1945; Palgi and Abramovitch (1984), & Stutz and Tarlow (2013)
It appears like a lot of reading for Week 2, but it's not really. Most of readings are only a few pages long!
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 2**

Week 3: Jan 24 - 28
Topic: Ethnoarchaeology and Analogy
Readings: Pearson Chapter 2; Elliot (1990); & Sprague (2005)
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 3**

Week 4: Jan 31 – Feb 4
Topic: Reading the Body
Readings: Pearson Chapter 3; Arriaza et al (2005); & Sanders (2009)
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 4**

**Exam 1: Weeks 1-4**

Week 5: Feb 7 - 11
Topic: Status, Rank, and Power in Burial Traditions
Readings: Pearson Chapter 4; Keegan (2009); Scott (2012)
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 5**

Week 6: Feb 14 - 18
Topic: Gender & Kinship in Burial Traditions
Readings: Pearson Chapter 5 & Sullivan (2011)
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 6**

Week 7: Feb 21 - 25
Topic: Placing the Dead
Readings: Pearson Chapter 6; Deetz (1996); & Tarlow (2000)
Lecture Notes (PDF)
Assignments: **Stylistic Seriation Exercise** & **Online Discussion - Week 7**

Week 8: Feb 28 - Mar 4
Topic: Historical Archaeology
Readings: Liebens (2003); Davidson (2007); & Davidson (2010)
Lecture Notes (PDF)
Assignments: **Online Discussion - Week 8**

**Exam 2: Weeks 5-8**
Spring Break: Mar 7 - 11 (No Class)

Week 9: Mar 14 - 18
Topic: Archaeological Evidence for Historical Cannibalism
Readings: Rautman and Fenton (2005); Dixon et al (2010)
Lecture Notes (PDF)
Assignments: Online Discussion - Week 9

Week 10: Mar 21 - 25
Topic: Case Study – The Sloan Site
Readings: Morse (1997) Chapters 1, 2, 9, & 10
Lecture Notes (PDF)
Assignments: Online Discussion - Week 10 & Semester Project - Statement of Intent

Exam 3: Weeks 9 - 11

Week 11: Mar 28 - Apr 1
Topic: Identity and Memory in Prehistoric American Burials
Lecture Notes (PDF)
Assignments: Online Discussion - Week 11

Exam 4: Weeks 9 - 11

Week 12: Apr 4 - 8
Topic: Difficult Heritage & Dark Tourism
Readings: González-Tennant (2013); González-Tennant (2016)
Lecture Notes (PDF)
Assignments: Online Discussion - Week 12 & Semester Project Supporting Documentation

Week 13: Apr 11 - 15
Topic: Politics of the Dead
Readings: Pearson Chapters 8, 9; LaRoche and Blakey (1997)
Lecture Notes (PDF)
Assignments: Online Discussion - Week 13 & Film Response Who Owns the Past?

Week 14: Apr 18 - 22
Topic: Companion Species - Dog Burials in Prehistoric North America
Readings: Morey and Winant 1992; Morey (2006)
Lecture Notes (PDF)
Assignments: Online Discussion - Week 14 & Semester Project Final Project Paper

Week 15: April 25 (No Class – Classes End on Monday)

Exam 4: Weeks 12 - 15
**Important UCF Dates for Spring 2020**

January 9, 2020 - Last Day to Drop and Request Full Refund  
January 9, 2020 - Drop/Swap Deadline  
January 10, 2020 - Add Deadline  

**Statement on Diversity and Inclusion**

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [https://letsbeclear.ucf.edu](https://letsbeclear.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 me (the instructor) as soon as possible and/or contact Student Accessibility Services. Such behavior will NOT be tolerated in this course.

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

- **Title IX – OIE** – [http://oie.ucf.edu](http://oie.ucf.edu) & askanadvocate@ucf.edu
- **Disability Accommodation – Student Accessibility Services** – [http://sas.sdes.ucf.edu](http://sas.sdes.ucf.edu) & sas@ucf.edu
- **Diversity and Inclusion Training and Events** – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- **Student Bias Grievances – Just Knights response team** – [http://jkrt.sdes.ucf.edu](http://jkrt.sdes.ucf.edu)
- **UCF Compliance and Ethics Office** – [http://compliance.ucf.edu](http://compliance.ucf.edu) & complianceandethics@ucf.edu
- **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 (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

**In-Class Recording Statement**

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

**Course Accessibility Statement**

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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).

**Deployed Active Duty Military Students**

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

**Religious Observances**

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

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

Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests – contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
ANT2511 - Human Species
Sections: 0W60-61
Dr. Amanda Groff

Instructor Contact:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Amanda T. Groff</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Office</th>
<th>HPH 309</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Office Hours (Virtual and phone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various methods for contacting me during office hours:</td>
</tr>
<tr>
<td>1. Email/Inbox (during office hours, I will respond quickly!)</td>
</tr>
<tr>
<td>2. Schedule a phone call (so you don't have to see my face!)</td>
</tr>
<tr>
<td>3. Schedule a zoom call (if you do want to see my face!)</td>
</tr>
</tbody>
</table>
Office hours: Tuesdays and Wednesdays 10am-12pm

For phone or virtual calls, please make an appointment first!!

<table>
<thead>
<tr>
<th>Phone</th>
<th>Dept Phone: 823-3757</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E-mail/Response time</th>
<th><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(when emailing, please include the class title in your subject!)</td>
</tr>
</tbody>
</table>

I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.

I will respond within 12-36 hours, unless you are notified otherwise.

![Bug and Dobby](image)

Bug and Dobby

| GTA | Caroline Jasiak  
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Charlotte Robinson</td>
</tr>
</tbody>
</table>

| GTA E-Mail | Caroline.Jasiak@ucf.edu (mailto:Caroline.Jasiak@ucf.edu)  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:Charlotte.Robinson@ucf.edu">Charlotte.Robinson@ucf.edu</a> (<a href="mailto:Charlotte.Robinson@ucf.edu">mailto:Charlotte.Robinson@ucf.edu</a>)</td>
</tr>
</tbody>
</table>

| GTA Office Hours | TBA (Note: You are welcome to contact the GTA for phone or Zoom meeting; or if you email during their office hours they will respond immediately). |
Course Information:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ANT 2511 Human Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>Location</td>
<td>100% Online; asynchronous</td>
</tr>
</tbody>
</table>

Course Description and Scope

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

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

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

Course Protocols: [Protocols](https://webcourses.ucf.edu/courses/1394298/pages/protocols)
Yes, the class counts towards the fulfillment of the GEP Sciences Foundation! You need a full C or higher to have the class count towards that requirement. Your work will be evaluated for demonstrating an understanding of these outcomes below. But don't worry....your understanding of these outcomes DOES NOT affect your final grade in the class!! It's simply used for us to understand how effectively students are learning and helps us identify areas for improvement.

Our two primary learning outcomes are:

Knowledge Application
LO1: Characterize a scientific theory as a product of objective evidence and scientific methods.
LO2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
LO3: Identify observational data as the foundation of a scientific argument.
LO4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

Interpretation and Evaluation
LO1: Demonstrate mastery of discipline specific vocabulary and concepts.
LO2: Recognize social, political, or economic problems and evaluate solutions to those problems.
LO3: Understand how to collect, evaluate, or interpret data to draw conclusions.
LO4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.
LO5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

Course Objectives
Upon completion of this course you will be able to determine or have the skills to:
• identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
• understand the place of humans within the Order Primates, and our relationship to modern living primates
• place the major events and trends in hominoid evolution in their chronological and geographical contexts
• describe several different phylogenetic hypotheses of human evolution
• understand human variation and what makes us different
• describe the fundamental elements that make us human

**Specific Course Topics and Outline:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to Biological Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>Section 1: The Science of Who We Are and Where We Came From</td>
</tr>
<tr>
<td>3</td>
<td>Section 2: Primatology: the Living Primates and their Evolution</td>
</tr>
<tr>
<td>4</td>
<td>Section 3: Paleoanthropology: the Roots of Humanity</td>
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<tr>
<td>5</td>
<td>Section 4: The Science of Where We Are Going</td>
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<tr>
<td>6</td>
<td>Intro to Bio Anthropology &amp; Subfields; Bioarchaeology &amp; Forensic Anthropology</td>
</tr>
<tr>
<td>7</td>
<td>Intro to Evolution; Biology and Genetics; Forces of Evolution</td>
</tr>
<tr>
<td>8</td>
<td>Meet the Living Primates; Primate Ecology and Behavior; Interpreting the Fossil Context; Primate Evolution</td>
</tr>
<tr>
<td>9</td>
<td>Meet the Early Hominins; Early Members of the Genus Homo; Archaic Homo</td>
</tr>
<tr>
<td>10</td>
<td>Modern Homo Sapiens; Human Variation; Human Adaptive Approach and Health</td>
</tr>
</tbody>
</table>

**Online Learning Statement**

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

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

Required Tools
1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
4. Up-to-date web browser. Use this website to check: https://cdl.ucf.edu/support/webcourses/browser/ (https://cdl.ucf.edu/support/webcourses/browser/)

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

Course Requirements:
This course begins on January 10th, 2022 and ends on May 1st, 2022 and is worth a total of 610 points. This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester. There will also be a deadline for the last modules (once again, to curb
students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… I will not, under any circumstances, open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

**Schedule**

<table>
<thead>
<tr>
<th>Module #</th>
<th>Chapter Reading</th>
<th>Quiz Points</th>
<th>Assignment Points</th>
<th>Closing Date for Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Module</td>
<td>--</td>
<td>10</td>
<td>--</td>
<td>January 14</td>
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<td>January 21</td>
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<td>February 4</td>
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<td>February 4</td>
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<tr>
<td>EXAM 1</td>
<td>Ch 1-4</td>
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<td>February 6</td>
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<td>February 18</td>
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<td>March 4</td>
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<tr>
<td>EXAM 2</td>
<td>Ch 5-8</td>
<td>100</td>
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<td>March 5*</td>
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<td>EXAM 3</td>
<td>Ch 9-11</td>
<td>100</td>
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**FINAL EXAM**

*not cumulative

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<td>Ch 12-14</td>
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<td>May 1</td>
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**TOTAL POINTS**

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<td>480</td>
<td>130</td>
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<td>=610 points</td>
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*While the deadline says March 5, you will have until March 6th by 11:59pm to complete this exam without penalty. Why the date change: March 6th is the official start of Spring Break.

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

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

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

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

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

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

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

**Grading Scheme**

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>69.5-76%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
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</tbody>
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https://webcourses.ucf.edu/courses/1394298/pages/syllabus
Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone’s final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

**Reviewing Quiz/Assignment Questions:**

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

**Important Dates and Information**

Add class deadline Friday, January 14; Drop class deadline: Friday, January 14
Withdrawal deadline for this course: Friday, March 25
Final course closing date: Friday, May 1 (Final Exam deadline)

**First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 14**. Failure to do so will result in a delay in the disbursement of your financial aid.

**24-Hour for 20% Exam Grace Period**
Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that the exam was due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all exams in this class (high stakes assignment).

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

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

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

**Make-ups/Excuses:**

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

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

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

**Make-Up Assignments for Authorized University Events or Co-curricular Activities:** Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor
with documentation in advance to arrange a make-up. For more information, see the UCF policy at [https://policies.ucf.edu/documents/4-401.pdf](https://policies.ucf.edu/documents/4-401.pdf)

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

### COVID-19 and Illness Notification

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

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

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

### In case of Faculty Illness

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

### Discussion Board Appropriateness:

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students.

[https://webcourses.ucf.edu/courses/1394298/pages/syllabus](https://webcourses.ucf.edu/courses/1394298/pages/syllabus)
If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

**Student Non-solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions (https://webcourses.ucf.edu/courses/1394298/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

**Email Appropriateness:**

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

**Online Technology**

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.
Academic Integrity

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

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

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

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).".

Turnitin

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

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

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

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

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

**Unauthorized Use of Technology for Graded Work**

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

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

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

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:
• Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
• Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
• The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
• Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

https://webcourses.ucf.edu/courses/1394298/pages/syllabus
third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

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

**Responses to Academic Dishonesty, Plagiarism, or Cheating**
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [UCF Golden Rule](https://goldenrule.sdes.ucf.edu/). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).

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

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

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

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/workplace-safety (https://ehs.ucf.edu/workplace-safety) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your
Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [https://police.ucf.edu/active-shooter](https://police.ucf.edu/active-shooter) You CAN Survive an Active Shooter ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk))

**Deployed Active Duty Military Students**

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

**Copyright**

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

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

**Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site.

Do not post or provide any private information about yourself or your classmates. Where appropriate
you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

My expectations of you for taking Human Species

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

What You Can Expect From Me

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

Final Comments

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

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

ANT 3164: Ancient Incas

Instructor Contact

Instructor
Dr. Amanda Groff
amanda.groff@ucf.edu

Office
HPH 309

Office Hours (Virtual)
Various methods for contacting me during office hours:
1. Email (during office hours, I will respond quickly!)
2. Schedule a phone call (so you don't have to see my face!)
3. Schedule a zoom call (if you do want to see my face!)

Office hours: Tuesdays and Wednesdays 10am-12pm
For phone or virtual calls, please make an appointment first!!

<table>
<thead>
<tr>
<th>Phone</th>
<th>Dept Phone: 823-3757</th>
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</thead>
</table>

[amanda.groff@ucf.edu](mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)

I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.

I will respond within 12-36 hours, unless you are notified otherwise.

---

**E-mail/Response Time**

<table>
<thead>
<tr>
<th>GTA</th>
<th>Jane Holmstrom</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTA E-Mail</td>
<td><a href="mailto:Jane.Holmstrom@ucf.edu">Jane.Holmstrom@ucf.edu</a></td>
</tr>
<tr>
<td>GTA Office Hours</td>
<td>TBA</td>
</tr>
</tbody>
</table>

***Office hours are held in HPH 309 or via online***

***Subject to change during Week 1***

---

**Course Information**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ANT 3164 Ancient Incas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>
### Syllabus: ANT3164-22Spring

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Sophomore standing or CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>Location</td>
<td>100% Online</td>
</tr>
</tbody>
</table>

### Course Description and Scope

This course will introduce you to the ancient Inca civilization and major pre-Inca Andean societies, as well as to selected aspects of the Spanish invasion of the Inca Empire. The Inca peoples created one of the most extraordinary civilizations of all time, which controlled nearly half of South America, but did so in some important ways that differed from other world civilizations. We will study the marvels of the Inca state, built among some of the most challenging and diverse environments in the world. In order to study the Inca Empire and its peoples, we will use diverse sources drawn from archaeology, written, and oral history.

**Course Catalog Description:** Examination of pre-Inca and ancient Inca cultures, European contact, and current Andean archaeology. Uses archaeological, ethnohistorical, and historical sources.

**Find Course Protocols here:** [Protocols](https://webcourses.ucf.edu/courses/1394302/pages/protocols)

### Course Goals

The specific objectives for this course are to:

- Understand what archaeology is, and what makes it unique as a discipline;
- Describe the achievements of pre-Contact (pre-Columbian) Andean peoples;
- Understand the variety of sources used to study the Andean past;
- Learn basic features of Andean geography and ecology;
- Understand basic features of Inca social and political organization, beliefs, and cultural practices;
- Enhance research skills and critical thinking;
- Locate and evaluate scholarly sources about the Incas and the Andes;
- Describe and analyze an ancient Andean artifact;
- Enhance understanding of the Spanish Invasion of the Andes

**Course Organization by Module**

- Module 1: Geography and Archaeology
- Module 2: Evolution of Andean Civilization
- Module 3: Society, Government, Military
- Module 4: Religion, Cosmology, Mythology
- Module 5: Funerary Beliefs and Customs
- Module 6: Calendar, Astronomy, Mathematics
- Module 7: Inca Architecture
- Module 8: Inca Art
- Module 9: Daily Life of the Ancient Inca
- Module 10: Economy, Trade, Industry
- Module 11: End of the Ancient Inca...Invasion and Aftermath
**Required Text**

Title: The Incas  
Author: Terence D'Altroy  
Edition: 2nd  
ISBN: 978-1444331158  
Publisher: Wiley Blackwell  

***Yes, you need the book!***


**Required Tools**

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

***Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead***
Course Requirements
This course begins on January 10th, 2022 and ends on April 29th, 2022. This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester. There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… I will not, under any circumstances, open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule and Total Points

<table>
<thead>
<tr>
<th>Module #</th>
<th># of Quiz Points</th>
<th>Assignment Points</th>
<th>Closing Date for Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Module</td>
<td>10</td>
<td>0</td>
<td>January 14</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>10</td>
<td>January 28</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>15</td>
<td>January 28</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>15</td>
<td>February 11</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>10</td>
<td>February 11</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
<td>February 13</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>15</td>
<td>February 25</td>
</tr>
</tbody>
</table>

https://webcourses.ucf.edu/courses/1394302/pages/syllabus
**Keep working on final artifact project!**

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

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

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

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

**Exam 3 aka THE FINAL:** The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!
Written Assignments

You will encounter written work in this class (work that I think is fun and engaging!). There are a few guidelines for this:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
3. Your work will pass through Turnitin
4. You must submit written work by the deadline assigned to it.
5. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear WITHIN webcourses. **You need to have speakers or headphones to listen!!**

These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!!** If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.

Final Project

Take a deep breath...it isn't that bad!! Plus, you will have a month to work on it. Basically, you will be filling out a catalog sheet on an artifact of your choice, drawing this artifact (yep, with graph paper
and all!), and then writing me a life history of this artifact. Trust me, it's not like traditional paper writing!!

**Grading Scheme**

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5-100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-93%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5-89%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-86%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5-79%</td>
</tr>
<tr>
<td>C</td>
<td>69.5-76%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5-69%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-66%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

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

**Reviewing Quiz/Assignment Questions**

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

**Important Dates and Information**

Add class deadline Friday, January 14; Drop class deadline: Friday, January 14
Withdrawal deadline for this course: Friday, March 25
Final course closing date: Friday, April 29 (Final Exam deadline)

**First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14. Failure to do so will result in a delay in the disbursement of your financial aid.

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

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

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

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

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

**Make-ups/Excuses**

https://webcourses.ucf.edu/courses/1394302/pages/syllabus
There are NO make-ups in this course. As each set of modules close approximately every two weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill not COVID-related (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered. *** A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up. Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more: https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

COVID-19 and Illness Notification

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

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-
Students should contact their instructor(s) as soon as possible if they miss class for due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be required). When possible, students should contact their instructor(s) before missing class.

**In case of Faculty Illness**

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

**Discussion Board Appropriateness**

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

**Student Non-Solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions](https://webcourses.ucf.edu/courses/1394302/discussion_topics) and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

**Email Appropriateness**

Please address emails in a formal matter. Emails are the only correspondence I have with you,
therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

**Online Technology**

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that affects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

**Academic Integrity**

Students should familiarize themselves with [UCF’s Rules of Conduct](http://osc.sdes.ucf.edu/process/roc). 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.academicintegrity.org/ical/assets/FVProject.pdf)

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).”.

**Turnitin**

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

**GroupMe and Other Group Messaging Platforms**

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

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

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

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

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

**Unauthorized Distribution of Class Notes**

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

**Quiz Audit Log**

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- 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 (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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 (https://youtu.be/NIKYajEx4pk)

**Deployed Active Duty Military Students**

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

**Copyright**

This course contains copyright protected materials such as audio or video clips, video lectures, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

**Third-Party Software and FERPA**

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

**My expectations of you for taking Ancient Incas**

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

**What You Can Expect From Me**

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

**Final Comments**

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

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

ANT 4153: North American Archaeology
Dr. Amanda Groff (mailto:agroff@mail.ucf.edu?subject=ANT2511)

Instructor Contact

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Amanda T. Groff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>HPH 309</td>
</tr>
<tr>
<td>Office Hours (Virtual and Phone)</td>
<td>Various methods for contacting me during office hours: 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my</td>
</tr>
</tbody>
</table>
1. Schedule a zoom call (if you do want to see my face!)  

Office hours: Tuesdays and Wednesdays 10am-12pm  

For phone or virtual calls, please make an appointment first!!  

<table>
<thead>
<tr>
<th>Phone</th>
<th>Office Phone: 407 823-3757</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E-mail/Response Time</th>
<th><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>) (when emailing, please include the class title in your subject!)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I have a family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</td>
</tr>
</tbody>
</table>

| GTA Office Hours     | Jane Holmstrom  
|----------------------|------------------|
| GTA E-Mail           | Jane.Holmstrom@ucf.edu  

Course Information

| Course Name | ANT 4153- North American Archaeology |
Course Description and Scope
This course is an introduction to the archaeological study of North America's past. As such, we will include only geographic areas north of Mexico. The course begins with a review of the nature of North American archaeology and a summary of what is known about the settlement of this continent. Then we will outline the culture history of the culture areas of North America. Although our main focus will be on what archaeologists have learned about our past, we will also explore various issues related to being a professional archaeologist and the relationship between archaeology and diverse groups within American society.

Course Catalog Description: The cultural development of Native North Americans from prehistoric times to the period of the first European contact.

Click here for Course Protocols: Protocols (https://webcourses.ucf.edu/courses/1394301/pages/protocols)

Course Objectives
The specific objectives for this course are that students:

- develop an understanding of the general historical outline for North America’s past and of the many and diverse peoples and cultures that have existed here,
- understand the dynamic field of North American archaeology, especially how archaeologists gather information and interpret the past, and
- evaluate the ways in which contemporary archaeological practice must take into account and communicate with other stakeholders in North America’s past.
**Course Organization by Module**

**We take a regional and chronological approach!**

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**Module 1: Intro**
**Module 2: First Settlers**
**Module 12: Contact/Missions**
**Module 13: Historic Archaeology & Heritage**

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**Required Text**

(Hard copy, digital copy, and rentals are available):
Title: Ancient North America: The Archaeology of a Continent, 5th Edition By Brian Fagan
Publisher: Thames and Hudson


Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf’s accessible and able to be read) Get Adobe Reader (https://get.adobe.com/reader/)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
5. Access to Microsoft word; please know that UCF provides this for free for students!! Get it here: https://it.ucf.edu/ucf-apps/ (https://it.ucf.edu/ucf-apps/)
6. Up-to-date web browser. Use this website to check: https://cdl.ucf.edu/support/webcourses/browser/ (https://cdl.ucf.edu/support/webcourses/browser/)
   ***Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead

Course Requirements
This course begins on January 10th, 2022 and ends on April 29th, 2022. Your grade in this course will be based out of 500 total points. There will be quizzes at the end of each module and exams
worth a total of 375 points, and assignments worth a total of 125 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... *I will not, under any circumstances, open a module for students because they missed the closing date.* This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

### Schedule and Total Points

<table>
<thead>
<tr>
<th>Module #</th>
<th>Chapter Readings</th>
<th># of Quiz Points</th>
<th>Assignment Points</th>
<th>Closing Date for Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started Module</strong></td>
<td></td>
<td>10</td>
<td>--</td>
<td>January 14</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>January 28</td>
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<td>2</td>
<td>2 &amp; 3</td>
<td>5</td>
<td>10</td>
<td>January 28</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>February 11</td>
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<td>4</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>February 11</td>
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<tr>
<td><strong>Exam 1</strong></td>
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<td>February 13</td>
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<td>5</td>
<td>6</td>
<td>5</td>
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<td>February 25</td>
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<tr>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>February 25</td>
</tr>
<tr>
<td>Week</td>
<td>Module(s)</td>
<td>Points</td>
<td>Due Date</td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td>50</td>
<td>February 25</td>
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<td>2</td>
<td>2</td>
<td>50</td>
<td>March 18</td>
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<td>3</td>
<td>3</td>
<td>50</td>
<td>March 18</td>
<td></td>
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<tr>
<td>4</td>
<td>Exam 2</td>
<td>100</td>
<td>March 20</td>
<td></td>
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<td>5</td>
<td>4</td>
<td>50</td>
<td>April 1</td>
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<td>6</td>
<td>5</td>
<td>50</td>
<td>April 1</td>
<td></td>
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<td>7</td>
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<td>April 22</td>
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<tr>
<td>8</td>
<td>7</td>
<td>50</td>
<td>April 22</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Exam 3 (Final)</td>
<td>100</td>
<td>April 29</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 375 points

TOTAL: 375 points

*Module 10 introduces the final project directions; it is not due until Module 13 closes

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

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

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

A quick note on timed-assignments: If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.
Exam 3 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

Written Assignments

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

Final Project

We are going to try our hand at an "unessay"! No paper writing; but you will record an audio (no video) museum tour that is 5-7 minutes in length. You will have 20+ days to work on it. Trust me, it's not like traditional paper writing!!

Grading Scheme

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5-100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-93%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5-89%</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>B</td>
<td>82.5-86%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5-79%</td>
</tr>
<tr>
<td>C</td>
<td>69.5-76%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5-69%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-66%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

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

**Reviewing Quiz/Assignment Questions**

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

**Important Dates and Information**

Add class deadline Friday, January 14; Drop class deadline: Friday, January 14
Withdrawal deadline for this course: Friday, March 25
Final course closing date: Friday, April 29 (Final Exam deadline)

**First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the
Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 14. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hour for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses

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

*** A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

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

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more: https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

COVID-19 and Illness Notification

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

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

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

In case of Faculty Illness

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

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions (https://webcourses.ucf.edu/courses/1394301/discussion_topics) and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. Also, please don't send text message-like emails!

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution).

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an
issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

**Academic Integrity**

Students should familiarize themselves with [UCF’s Rules of Conduct](http://osc.sdes.ucf.edu/process/roc). 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.academicintegrity.org/icai/assets/FVProject.pdf).

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).”

**Turnitin**

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

**GroupMe and Other Group Messaging Platforms**

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

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

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

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

**Unauthorized Use of Technology for Graded Work**

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

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

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.
The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

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

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

**Unauthorized Use of Websites and Internet Resources**

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

**Unauthorized Distribution of Class Notes**

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

**Quiz Audit Log**

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).

**Academic Services and Resources**

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

**Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.
If you are a UCF Online student, please consult the UCF Online Student Guidelines (https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

**Course Accessibility Statement**

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

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

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

**Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building,
see [http://www.ehs.ucf.edu/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html). (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

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

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

**Deployed Active Duty Military Students**

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

**Copyright**

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

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

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

**My expectations of you for taking North American Archaeology**

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

**What You Can Expect From Me**

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

**Final Comments**

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

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

ANG 5468
Section 0M01

Spring 2022
Thursday: 3:00pm – 5:50pm & Online
BA1 122
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours (Zoom): Wednesday, 2:00pm – 3:30pm

Course Description

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

Public Course Description

Critically examines the body from the perspective of cultural anthropology
Prerequisites

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

Student Learning Objectives

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

Class Structure

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

Office Hours

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

Course Requirements

Attendance

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

Reading and Participation

Both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities every week.

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

**Reading Reflections**

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

**Final Paper**

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

**Grading Structure**

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

**Grading Scale**

Assignments and participation will be graded using the following scale: A, A−, B+, B, B−, C+, C, C−, D+, D, D−, F.

**Course Policies**

**Respectful Behavior**

Diversity is a defining feature of the University of Central, and we embrace it as a source of strength. Our differences – of race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, abilities, experience, and more – enhance our ability to achieve UCF’s core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued. Therefore, you are expected to conduct yourself in a
respectful manner in all class discussions and interactions with Dr. Harris and your classmates (in-person, virtual, and online).

You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e., at least once a day).

Late Policy

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

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours and submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

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

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

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

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

Student Accessibility

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide’s physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on the
Student Center Screen, click on “UCF Alert,” fill out the information (including email address, cell phone number, and cell phone provider), click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

**Deployed Active Duty Military Students**

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

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

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

**Religious Observance**

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

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

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

**Masks in Classrooms**

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

**COVID-19 and Illness Notification**

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

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.
You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

**In Case of Faculty Illness**

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

**In-Class Recording**

You may record a class lecture for your personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and attendance, and may not be published or shared without the written consent of Dr. Harris. Failure to adhere to these requirements may constitute a violation of the UCF’s Student Code of Conduct as described in *The Golden Rule*.

**Obtaining Notes for Missed Lectures**

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

**Academic Activity Record**

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

**Required Texts**

The following books are required for this course:

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

Course Schedule

**Week 1**

Thursday, January 13

- TOPIC: Syllabus and course overview

**Week 2**

Thursday, January 20

- TOPIC: The Social Body


**Week 3**

Thursday, January 27

- TOPIC: The Political Body – Part 1
• READINGS: Weiss, pg. 1-8, 27-64, 94-134

Week 4

Thursday, February 3

• TOPIC: The Political Body – Part 2

Weiss, pg. 65-93

Week 5

Thursday, February 10

• TOPIC: The Lived Body


Week 6

Thursday, February 17

• TOPIC: The Wounded Body

**Week 7**

**Thursday, February 24**

- **TOPIC:** The Gendered Body


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**Week 8**

**Thursday, March 3**

- **TOPIC:** The “Deviant” Body


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**Week 9**

**Thursday, March 10**

- **NO CLASS – SPRING BREAK**

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**Week 10**

**Thursday, March 17**

- **TOPIC:** The Metaphorical Body

Week 11

Thursday, March 24

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

Week 12

Thursday, March 31

- TOPIC: The Racialized Body


Week 13

Thursday, April 7

- TOPIC: The “Ideal” Body – Part 1


**Week 14**

**Thursday, April 14**

- **TOPIC:** The “Ideal” Body – Part 2


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**Week 15**

**Thursday, April 21**

- **TOPIC:** The Modified Body


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**Finals Week**

**Thursday, April 28**

- **Final Paper due by 4:00pm**
ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY

ANG 6498
Section 0001

Spring 2022
Tuesday: 3:00 pm – 5:50 pm
HPH 409M
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours (Zoom): Wednesday, 12:30pm – 2:00pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, in particular, qualitative methods play a particularly important role in the way we design projects, collect and analyze data, and circulate our work both inside and outside academia. This course is an exploration of various qualitative methods that anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as less common ones, including focus groups and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation
Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide you with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance your own research projects and agendas through the use of qualitative methods.

Class Structure

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

Office Hours

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

Course Requirements

Attendance

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

Reading and Participation

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

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

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

**CITI Training**

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

**Project**

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around a population of your choosing on any anthropological topic. The project can be modified to meet individual research needs, but you must discuss this with Dr. Harris before starting the project to ensure that you engage with course material and fulfill the project objectives. It will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words plus bibliography, single-spaced, 1” margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations).

**Project Presentation**

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

**Grading Structure**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections (11 out of 12)</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20% of total grade (10% for discussion leadership, 10% for non-leadership participation)</td>
</tr>
</tbody>
</table>
Grading Scale

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

Course Policies

Respectful Behavior

Diversity is a defining feature of the University of Central, and we embrace it as a source of strength. Our differences – of race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, abilities, experience, and more – enhance our ability to achieve UCF’s core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued. Therefore, you are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates (in-person, virtual, and online).

You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e., at least once a day).

Late Policy

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

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours and submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to reread your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

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

- Unauthorized assistance. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of examination or course-related material also constitutes cheating.
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• Commercial use of academic material. Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

• Falsifying or misrepresenting your own academic work.

• Multiple submissions. Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.

• Helping another student cheat or violate academic behavior standards

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

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

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

**Deployed Active Duty Military Students**

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

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

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

**Religious Observance**


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

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

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

In-Class Recording

You may record a class lecture for your personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and attendance, and may not be published or shared without the written consent of Dr. Harris. Failure to adhere to these requirements may constitute a violation of the UCF’s Student Code of Conduct as described in The Golden Rule.

Academic Activity Record

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

Required Texts

The following books are required for this course:


The required books are available for purchase at the UCF bookstore. **Free digital versions of the books are also available through the UCF library.** Several additional readings are also required and available electronically on Webcourses under the Modules tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

**Course Schedule**

**Week 1**

Tuesday, January 11

• TOPIC: Course Overview / Epistemology and Method


**Week 2**

Tuesday, January 18

• TOPIC: Fieldwork and Participant Observation


Cerwonka and Malkki, pg. 1-40.


### Week 3

**Tuesday, January 25**

- **TOPIC:** Interviewing


### Week 4

**Tuesday, February 1**

- **TOPIC:** Focus Groups – Part 1


- **VIDEO:** Best Practices in Focus Group Research

### Week 5

**Tuesday, February 8**

- **TOPIC:** Focus Groups – Part 2

- **READINGS:** Agar, Michael, and James MacDonald. 1995. “Focus Groups and Ethnography.” *Human Organization* 54(1): 78-86.


- CITI TRAINING: https://graduate.ucf.edu/pathways-to-success/#CITI Training

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**Week 6**

**Tuesday, February 15**

- **TOPIC:** Digital Anthropology and Ethnography – Part 1

- **READINGS:**

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**Week 7**

**Tuesday, February 22**

- **TOPIC:** Digital Anthropology and Ethnography – Part 2

- **READINGS:**
Week 8

Tuesday, March 1

- TOPIC: Visual Anthropology


Week 9

Tuesday, March 8

- NO CLASS – SPRING BREAK

Week 10

Tuesday, March 15

- TOPIC: Data Collection and Analysis


**Week 11**

Tuesday, March 22

- NO CLASS – SFAA CONFERENCE
- VIDEO: [An Introduction to Qualitative Data Analysis](#)

**Week 12**

Tuesday, March 29

- TOPIC: Data Analysis and Management
  


**Week 13**

Tuesday, April 5

- TOPIC: Grounded Theory
  

- VIDEO: [An Introduction to Grounded Theory](#)
Week 14

Tuesday, April 12

- TOPIC: Ethics and Emotions
- READINGS: Cerwonka and Malkki, pg. 41-161.


Week 15

Tuesday, April 19

- TOPIC: Decolonizing and Feminist Methodologies


Finals Week

Sunday, April 24

- Student presentations

Project Report due by 11:59pm
ANTHROPOLOGY OF THE BODY

ANT 4486
Section 0M01

Spring 2022
Thursday: 3:00pm – 4:15pm & Online
BA1 122
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours (Zoom): Wednesday, 2:00pm – 3:30pm

Course Description

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

Public Course Description

Critically examines the body from a cultural anthropological perspective
Prerequisites

ANT 2000 or ANT 2410 or Consent of Instructor

Student Learning Objectives

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

Class Structure

This mixed mode course will be both face-to-face and online. Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries. The online component of the course will be via Webcourses (see below for details).

Office Hours

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

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

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

Midterm Exam (40 points)

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be no make-up exam except for serious illness, personal/family tragedy,
authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

**Final Exam (40 points)**

The final exam will consist of multiple choice, true/false, and/or short answer questions, and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be no make-up exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

**Quizzes (6 points each, 60 points total)**

There will be 11 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be no make-up for missed quizzes because your lowest score on one quiz will be dropped at the end of the semester.

**Online Component – Research Paper (60 points)**

The online component of this course is a research paper. This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a close reading of three cultural anthropology articles, one cultural anthropology book, or three chapters from an edited cultural anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to the body. For example, you can examine how cultural or political ideas are represented in or applied to the body or you can use a particular bodily practice as a way to analyze cultural values or ideals in a specific context. Dr. Harris will provide a list of topic ideas to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

**Grading Structure**

- Midterm Exam: 40 points
- Final Exam: 40 points
- Quizzes (10 out of 11): 60 points
- Research Paper: 60 points

**Total: 200 points**

Class participation will be used to help students whose final course grade is on the borderline.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>200</td>
<td>186</td>
<td>178</td>
<td>172</td>
<td>166</td>
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<td>152</td>
<td>146</td>
<td>138</td>
<td>132</td>
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</tr>
<tr>
<td>Points</td>
<td>187</td>
<td>179</td>
<td>173</td>
<td>167</td>
<td>159</td>
<td>153</td>
<td>147</td>
<td>139</td>
<td>133</td>
<td>127</td>
<td>119</td>
<td>112</td>
</tr>
</tbody>
</table>

Course Policies

Computer Policy

Not only has research shown that typing notes on a computer is less effective than taking notes with pen and paper for retaining information, computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, you should bring hard copies of them for use during class discussion. You can print for free at different locations on campus (https://studentgovernment.ucf.edu/services/academic/printing). If you are an Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

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Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.
**Grade Disputes**

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**Religious Observance**

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

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

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

**Masks in Classrooms**

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

**COVID-19 and Illness Notification**

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

You should not come to campus if you are ill, experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. Please consult the CDC for COVID-19 symptoms: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

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

**In Case of Faculty Illness**

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

**Obtaining Notes for Missed Lectures**

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

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

**Academic Activity Record**

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

**Required Texts**

The required book for this course is:


The required book is available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses website for this course under the Modules tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. For technical support with Webcourses, call 407-823-0407.

**Course Schedule**

**Week 1**

**Thursday, January 13**

- **TOPIC**: Syllabus and course overview

**Online**

- **ASSIGNMENT #1**: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).
**Week 2**

**Thursday, January 20**

- **TOPIC:** The Social Body


**Online**

- **ASSIGNMENT #2:** Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).

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**Week 3**

**Thursday, January 27**

- **TOPIC:** The Political Body – Part 1

- **READING:** Weiss, pg. 1-8, 27-64

**Online**

- **ASSIGNMENT #3:** Begin searching for articles/book/book chapters (instructions on Webcourses).

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**Week 4**

**Thursday, February 3**

- **TOPIC:** The Political Body – Part 2

- **READING:** Weiss, pg. 65-93

**Online**

- **ASSIGNMENT #4:** Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
**Week 5**

Thursday, February 10

- TOPIC: The Lived Body


**Online**

- ASSIGNMENT #5: Submit revised list of articles/books/book chapters and wait for approval OR start reading and annotating (instructions on Webcourses).

**Week 6**

Thursday, February 17

- TOPIC: The Wounded Body


**Online**

- ASSIGNMENT #6: Read and annotate (instructions on Webcourses).

**Week 7**

Thursday, February 24

- TOPIC: The Gendered Body


**Online**

- ASSIGNMENT #7: Submit annotated bibliography (instructions on Webcourses).
**Week 8**

**Thursday, March 3**

- **TOPIC:** The “Deviant” Body


**Online**

- **ASSIGNMENT #8:** Submit outline for research paper (~1 page) (instructions on Webcourses).

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**Week 9**

**Thursday, March 10**

- **NO CLASS – SPRING BREAK**

- **NO ASSIGNMENT #9**

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**Week 10**

**Thursday, March 17**

- **MIDTERM EXAM**

**Online**

- **ASSIGNMENT #10:** Begin writing research paper (instructions on Webcourses).

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**Week 11**

**Thursday, March 24**

- **NO CLASS – SFAA CONFERENCE**

- **AT-HOME FILM:** *Black Bodies*
Online

- ASSIGNMENT #11: Proceed with writing research paper (instructions on Webcourses).

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**Week 12**

**Thursday, March 31**

- TOPIC: The Racialized Body


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**Week 13**

**Thursday, April 7**

- TOPIC: The “Ideal” Body – Part 1


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**Online**

- ASSIGNMENT #12: Proceed with writing research paper (instructions on Webcourses).

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**Week 14**

**Thursday, April 14**

- TOPIC: The “Ideal” Body – Part 2

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Online

• ASSIGNMENT #14: Proceed with writing research paper (instructions on Webcourses).

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**Week 15**

Thursday, April 21

• TOPIC: The Modified Body


Online

• ASSIGNMENT #15: Proceed with writing and final editing (instructions on Webcourses).

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**Finals Week**

Thursday, April 28 – 1:00pm - 2:30pm

FINAL EXAM

Sunday, May 1

Research Paper due by 11:59pm
Course Syllabus

Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Online Office Hours: T and Th 10-11 AM (I can meet in person during these hours with advanced notice!) and by appointment at other times-in order to meet via zoom with your TA or me, please email us during the hours and we will send you a zoom link.
- Phone: 407-823-6554
- E-mail: brigitte.kovacevich@ucf.edu

T.A. Contact

- T.A.: Aaron Ott
- Phone: 407-823-2227
- E-mail: aaron.ott@ucf.edu
- Virtual office hours (email for zoom link): Friday 10AM-12PM

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3
- Semester/Year: Spring 2022
- Location: W

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied
on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world-Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica- human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we’ll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT 2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

Course Objectives

https://webcourses.ucf.edu/courses/1395976/assignments/syllabus
1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials


This is a concise and comprehensive text describing the most recent archaeological discoveries on the rise of the first civilizations in Mesopotamia, Egypt, India, China, Mexico, and the Andes.

This book can be purchased as EITHER print OR digital format. You don't need to have both, but I wanted to give you options. The digital version is fully searchable, so if you are looking for a term it can
be easily found. It also allows you to make flash cards as you read.

There are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of 465 total points. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 95 points, and 3 exams worth a total of 300 points. Modules close weekly every Monday, with the exception of the "Getting Started Module" which closes on the first Friday, then you Module 1 will be due on the 2nd Monday, so start and work ahead of you have time. I will not open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open when you have taken the previous quiz. All exams will close on Fridays at 11:59 PM. Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page. You can work ahead at your own pace if you would like, but please note we will not grade exams and assignments until after the due date and you may need to return to discussions to comment after colleagues have posted to get full credit.

Academic Activity Assignment: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday of the first week of class at 11:59 PM. Failure to do so will result in a delay in the disbursement of your financial aid.

Quizzes: Each module ends with a timed quiz and you will only see one question at a time. Once a quiz is opened, it is your ONLY chance to complete the quiz – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a “0” for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

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

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

**Exams:** The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will always close on Fridays, but as long as you finish the previous modules you can take the exam anytime before the due date. I have posted a Study Guide in the exam module and there is a discussion board there to post questions about the exam.

**Module Assignments:** These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

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**Course Schedule**

Timetable for assignments and quizzes

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<thead>
<tr>
<th>Module</th>
<th># of Mini Quiz or Exam Points</th>
<th>Assignment Points</th>
<th>Closing Date for Module</th>
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https://webcourses.ucf.edu/courses/1395976/assignments/syllabus
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<td>Total Points</td>
<td>370</td>
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Grading

grading scale

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).
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<tr>
<td>60-69</td>
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<td>0-59</td>
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</table>

Course Policies: Grades

**Make-up Policy**: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill or attending a sanctioned University activity. Documentation (doctor's note with dates, obituary, program verification form for University activities, etc.) of these incidences MUST be provided in order for a make-up to be allowed.

**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:
COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:  

*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 recommend working ahead to provide yourself a cushion in case you fall ill.

***If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken. Please be aware that I can see when you leave a test to view other pages and/or if your browser freezes!

**Extra Credit Policy:** Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

**Group Work Policy:** There will be no group work in this course.

**Grade Dissemination:** All grades will be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

**Course Policies: Technology and Media**

**Email:** Please email me with any questions, brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

**Webcourses:** All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.
Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case, the professor will produce a solution.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

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

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

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

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

**Academic Conduct Policy:** Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in 0 for that assignment (and may, depending on the severity of the case, lead to a Z or a failing grade for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**Turnitin.com:** In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit [http://www.turnitin.com](http://www.turnitin.com).

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at [http://www.uwc.ucf.edu](http://www.uwc.ucf.edu), stop by MOD 608, or call 407.823.2197.

**Diversity and Inclusion:** In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails you may be removed from the course and subject to action by the Office of Student Conduct.

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

- Title IX – OIE – [http://oie.ucf.edu/](http://oie.ucf.edu/) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/) & 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
- UCF Office of Diversity and Inclusion - [https://diversity.cecs.ucf.edu/#scholarship](https://diversity.cecs.ucf.edu/#scholarship)

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

**Resources promoting diversity in archaeology**

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<tr>
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<tbody>
<tr>
<td>Black Trowel Collective Microgrants</td>
<td><a href="https://blacktrowelcollective.wordpress.com/">https://blacktrowelcollective.wordpress.com/</a></td>
</tr>
<tr>
<td>AIA Travel Grant</td>
<td><a href="https://www.archaeological.org/grant/diversity-student-travel/">https://www.archaeological.org/grant/diversity-student-travel/</a></td>
</tr>
<tr>
<td>Field School Scholarships</td>
<td><a href="https://www.archaeological.org/grant/waldbaum-scholarship/">https://www.archaeological.org/grant/waldbaum-scholarship/</a></td>
</tr>
<tr>
<td>Archaeology Abroad Scholarship</td>
<td><a href="https://www.americanarchaeologyabroad.org/scholarships">https://www.americanarchaeologyabroad.org/scholarships</a></td>
</tr>
<tr>
<td>IFR Fieldschool Scholarship</td>
<td><a href="https://ifrglobal.org/students/scholarships/">https://ifrglobal.org/students/scholarships/</a></td>
</tr>
<tr>
<td>Award Internship</td>
<td><a href="https://www.smithsonianofi.com/Minority-Internship-Program">https://www.smithsonianofi.com/</a></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SfAA Del Jones Memorial Travel Award</td>
<td><a href="https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award">https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award</a></td>
</tr>
<tr>
<td>AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology</td>
<td><a href="https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621">https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621</a></td>
</tr>
<tr>
<td>Ford Foundation Fellowship Program</td>
<td><a href="https://sites.nationalacademies.org/PGA/FordFellowships/index.htm">https://sites.nationalacademies.org/PGA/FordFellowships/index.htm</a></td>
</tr>
<tr>
<td>Florida Education Fund McKnight Doctoral Fellowship</td>
<td><a href="https://www.fefonline.org/mdf.html">https://www.fefonline.org/mdf.html</a></td>
</tr>
</tbody>
</table>

**Religious Observances:** Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

**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.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html)
Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (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 (<You CAN Survive an Active Shooter> https://youtu.be/NIKYajEx4pk)

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

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

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

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

https://webcourses.ucf.edu/courses/1395976/assignments/syllabus
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.

Third-Party Software from Panopto and Zoom may be used in this class, follow these links for accessibility statements:

https://support.panopto.com/s/article/Learn-About-Accessibility-Features
(https://support.panopto.com/s/article/Learn-About-Accessibility-Features)

https://zoom.us/accessibility (https://zoom.us/accessibility)

## 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><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353444">Academic Activity Syllabus Quiz</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353454">Introduction Discussion</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 24, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353456">Archaeology of Your Room</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353445">Module 1 Quiz</a></td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353446">Module 2 Quiz</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 31, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353432">Tweets from Social Theorists</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
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<td>Mon Feb 7, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353453" alt="Heterarchy Discussion" />. due by 11:59pm</td>
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<td>Mon Feb 14, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353442" alt="Module 3 Quiz" />. due by 11:59pm</td>
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<tr>
<td>Fri Feb 18, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353437" alt="Exam 1" />. due by 11:59pm</td>
<td></td>
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<td>Mon Feb 21, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353459" alt="Flow Chart" />. due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Feb 28, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353455" alt="Ancient Egyptian Monopoly" />. due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 14, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353451" alt="Module 6 Quiz" />. due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 21, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353449" alt="Module 7 Quiz" />. due by 11:59pm</td>
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<td>Mon Mar 28, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353450" alt="Indus Script Assignment" />. due by 11:59pm</td>
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<tr>
<td>Fri Mar 25, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353450" alt="Exam 2" />. due by 11:59pm</td>
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<td>Mon Mar 28, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353439" alt="Module 8 Quiz" />. due by 11:59pm</td>
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<tr>
<td>Mon Apr 4, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1395976/assignments/7353435" alt="Module 10 Quiz" />. due by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Mon Apr 11, 2022</td>
<td>Space and Place Assignment <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353464">(https://webcourses.ucf.edu/courses/1395976/assignments/7353464)</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 18, 2022</td>
<td>Module 12 Quiz <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353440">(https://webcourses.ucf.edu/courses/1395976/assignments/7353440)</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Apr 25, 2022</td>
<td>Module 13 Quiz <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353436">(https://webcourses.ucf.edu/courses/1395976/assignments/7353436)</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Apr 29, 2022</td>
<td>Exam 3 <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353441">(https://webcourses.ucf.edu/courses/1395976/assignments/7353441)</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Extra Credit #1 <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353457">(https://webcourses.ucf.edu/courses/1395976/assignments/7353457)</a></td>
<td></td>
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<tr>
<td></td>
<td>Extra Credit #2 <a href="https://webcourses.ucf.edu/courses/1395976/assignments/7353458">(https://webcourses.ucf.edu/courses/1395976/assignments/7353458)</a></td>
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</tbody>
</table>
ANT3241-0W60 - Magic, Ritual, and Belief
SPRING 2022

Ty Matejowsky
(no face-to-face class meetings; strictly online)

Course Syllabus

Contacting the Professor
Office Hours: 1:00PM-3:00PM Tuesdays, or by appointment
Zoom Office Hours: 1:00PM-3:00PM Tuesdays
Office: Phillips Hall, Third Floor, room 309G
Phone: (407) 823-4611
Fax: (407) 823-3498
E-mail: Ty.Matejowsky@ucf.edu

Contacting the Teaching Assistant
Chelsea Daws
Office hours by appointment
Webcourses (preferred)
E-mail: Chelsea.Daws@ucf.edu
Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore or online)

The Anthropology of Religion, Magic, and Witchcraft (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 7 Ethnomedicine and Module 9 Revitalization Movements.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 40-60 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a zero for that exam.

Discussion Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (A)</td>
<td>Excellence in posting timely, complete postings of at least</td>
</tr>
<tr>
<td></td>
<td>- Follows assignments posting of at least</td>
</tr>
<tr>
<td></td>
<td>- Does not repeat (i.e. with classmates and</td>
</tr>
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<td></td>
<td>- Applies course information</td>
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<tr>
<td></td>
<td>- Critical thinking (i.e. not simply recite in</td>
</tr>
<tr>
<td>4 (B)</td>
<td>Above Average in criteria listed consistent with, criteria for an</td>
</tr>
<tr>
<td>3.5 (C)</td>
<td>Adequate in criteria listed for materials and analysis.</td>
</tr>
<tr>
<td>3 (D)</td>
<td>Serious insufficiency in criteria of discussion topic. Also include classmates.</td>
</tr>
<tr>
<td>0 (F)</td>
<td>Failing is earned when student</td>
</tr>
</tbody>
</table>

Course Assignments:
1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade) = 45% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = 55% total

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B+ = 88-89</td>
<td>C+ = 78-79</td>
<td>D+ = 68-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A &gt; 93</td>
<td>B = 83-87</td>
<td>C = 73-77</td>
<td>D = 63-67</td>
<td>F = 59 or below</td>
<td></td>
</tr>
<tr>
<td>A- = 90-92</td>
<td>B- = 80-82</td>
<td>C- = 70-72</td>
<td>D- = 60-62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information announced in this fashion. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10/22</td>
<td>Introduction to the course</td>
<td>Read course syllabus, course protocols, course home</td>
<td>Attendance assignment due Friday January 14 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>1/31/22</td>
<td>Module 3: Rituals and Symbols</td>
<td>Read <em>Religious Symbols</em> (pp. 58-81); <em>Ritual</em> (pp. 82-109) Complete on-line assignment for Module 3.</td>
<td>On-line assignment for Module 3 due Friday February 4 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>2/7/22</td>
<td>Exam One</td>
<td>Take on-line exam covering Modules 1-3</td>
<td>Exam One is due Friday February 11 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>Date</td>
<td>Module Title</td>
<td>Reading Material</td>
<td>Assignment Due Date</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>2/14/22</td>
<td>Module 4: Witchcraft &amp; Sorcery</td>
<td>Read <em>Witchcraft</em> (pp. 233-250)</td>
<td>On-line assignment for Module 4 is due Friday February 18 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>2/21/22</td>
<td>Module 5: Magic &amp; Divination</td>
<td>Read <em>Magic and Divination</em> (pp. 145-170)</td>
<td>On-line assignment for Module 5 is due Friday February 25 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete on-line assignment for Module 4.</td>
<td>On-line assignment for Module 5 is due Friday February 25 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>2/28/22</td>
<td>Module 6: Religious Use of Drugs</td>
<td>Read <em>Altered States of Consciousness</em> (pp. 110-126)</td>
<td>On-line assignment for Module 6 is due Friday March 4 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>3/7/22 &amp;</td>
<td>Exam Two</td>
<td>Take on-line exam 2 covering Modules 4-6</td>
<td>Exam Two is due Friday March 18 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>3/14/22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21/22</td>
<td>Module 7: Ethnomedicine</td>
<td>Read <em>Disease Etiologies in Non-Western Medical Systems</em> by George Foster</td>
<td>On-line assignment for Module 7 is due Friday March 25 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(downloaded document)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete on-line assignment for Module 7</td>
<td>On-line assignment for Module 7 is due Friday March 25 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>3/28/22</td>
<td>Module 8: Death: Ghosts, Souls &amp; Ancestors</td>
<td>Read <em>Souls, Ghosts, and Death</em> (pp. 172-204)</td>
<td>On-line assignment for Module 8 is due Friday April 1 at 11:59pm Eastern Time.</td>
</tr>
<tr>
<td>4/4/22</td>
<td>Module 9: Revitalization Movements</td>
<td>Read <em>Revitalization Movements</em> by Anthony F.C. Wallace (downloaded document); <em>The Ghost Dance Religion</em> by Alice Beck Kehoe (downloaded document); <em>Cargo Cults</em> By Peter M. Worsley (downloaded document);</td>
<td>On-line assignment for Module 9 is due Friday April 8 at 11:59pm Eastern Time.</td>
</tr>
</tbody>
</table>
Complete on-line assignment for Module 9

4/11/22 & 4/18/22 Exam Three

Take on-line exam 3 covering Modules 7-9

Exam Three is due Friday April 29 at 11:59pm Eastern Time.

Protocols

Protocols and Policies

ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

1. Read the entire Quiz Introduction page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.

2. Unless otherwise noted, students will have only ONE opportunity to take the exam.

3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is NOT considered a valid reason for a reset request.

4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor within 24 hours and requests the exam be reset.

5. Exams will only be reset ONCE for technical issues.

6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will NOT be accepted and may result in a failing grade.

7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will NOT be entertained.

Email Protocols
1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors.
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
   1. Sign your e-mail messages
   2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
   3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
   4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
   1. IMHO = in my humble/honest opinion
   2. FYI = for your information
   3. BTW = by the way
   4. Flame = antagonistic criticism
   5. :-) = happy face for humor
8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity
Students should familiarize themselves with UCF’s 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.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. 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, click here.

Course Accessibility

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 (SAS) <http://sas.sdes.ucf.edu/> (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.

Campus Safety

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.eduLinks to an external site, and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Makeup Assignments for Authorized University Events and 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 policyLinks to an external site.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Covid Policies for 2021-2022 School Year

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

Masks in Classrooms

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

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.

Course Accessibility

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

Resources:

https://www.ucf.edu/coronavirus/Links to an external site.
Welcome to:

History of Anthropological Thought

ANT 4034M - Spring 2022
Mon & Wed: 2:30 am – 3:20 pm,
& Online Component: to be completed between Thur. and Sun. (unless stated otherwise)
Location: BA-1, Room 122

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Professor: Joanna Mishtal, Ph.D.
Professor of Cultural & Medical Anthropology
Faculty Adviser for:
- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Wed. 4:45–6 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309
E-mail: jmishtal@ucf.edu (preferred contact method) Phone: (407) 823-2227

Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate
Office Hrs: Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309
E-mail: abigail.shepherd@knights.ucf.edu Phone: (407) 823-2227

Office Hours
Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas. Please let us know if you plan to see us to minimize having to wait in the virtual “waiting room” line.
If you have any technical issues, please contact Webcourses@UCF Support:
https://cdl.ucf.edu/support/webcourses

COVID-19 Status for Professor and GTA: we are fully vaccinated and boostered! to protect ourselves and you. Please vaccinate and mask up!
We will be wearing masks for classes and expect you to do the same.

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Course Description and Objectives:
Anthropology as a discipline has an extraordinarily diverse and rich intellectual history. Anthropologists have come a long way from their beginnings at the end of the 19th century when of primary interest was the study of “exotic” people and the discipline was implicated in the European colonial domination. In the second half of the 20th century, anthropology underwent intense transformations as a result of critiques and challenges emerging both inside and outside of the discipline, and as a result of new intellectual currents forming in social sciences and the world at large. Thus, present-day anthropology is vastly different from its 19th century beginnings in terms of theory, methods, and with respect to how anthropology is used. Moreover, contemporary anthropology draws on a number of other intellectual traditions, in particular gender studies and history, and participates in intellectual discussions across disciplinary boundaries. Rather than attempting to cover every “school of thought” since the 19th century, this course focuses on key theoretical currents that have been significant to the way anthropology is done today. Some of the earlier theories presented in the first half of the course are important to understand as the historical backdrop against which new thinking emerged. The latter half of the course will focus on major present-day debates in anthropology, including globalization, political economy, neoliberalization, class, gender, and race.
At the end of the course we will closely examine how these themes emerge in an award-winning contemporary ethnography that intertwines several theoretical paradigms.

Class Objectives:
1.) To become familiar with the historical trajectory of anthropological thinking
2.) To understand the relationship between theoretical paradigms and their historical contexts
3.) To relate academic thinking to “real world” issues
4.) To develop an appreciation of critiques of anthropological thinking over time and the ensuing changes

COVID-19 UCF RULES: 
MASK UP & VACCINATE!

University-Wide Mask Policy for Indoor Classes:
Students and faculty are expected to wear a mask or facial covering inside all common spaces including classrooms. Following CDC guidelines, all students and faculty are expected to get vaccinated to protect themselves and others. Please observe 6-foot social distancing guidelines.

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

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact us before missing class.

Course Materials:
1. Required Book: (used copies sold on Amazon for $10-$12):
   Donna Goldstein. Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown. UC Press: Berkeley, 2003 [Preface 2013]. (received the prestigious Margaret Mead Award)

2. Required Articles:
   Several articles are also required and are available to students electronically on Canvas (Webcourses) for our course. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Students are required to download all available texts for this course as soon as possible.

3. Required Films:
   Students are required to see all films and videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

Expectations:
I hope that you will want to attend this class and enjoy the material.
Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic safe space, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students’ attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their “knights.edu” email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Examinations and Grading Policy:

Descriptions of Exams and Online Work:
1. Exam I: 35 points
The exam will consist of up to 35 questions (multiple choice, true/false). The exam will cover concepts from all texts, videos, lectures that were covered. Please bring a brown scantron and #2 pencils to the exam.

2. Exam II: 35 points
The second exam (on the last day of classes) will consist of up to 35 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3. Online Work: 30 points (10 points paper #1, and 20 points for paper #2)
The online work will consist of weekly readings and/or viewing of films relevant to the class, which will either expand on or add to the material covered in class, or alternatively illustrate some of the theoretical concepts presented in class and readings. Questions from these assignments are fair game for the exams.

Additionally, there will be 2 written Response Papers to be submitted for grading in week 5 and at the end of the semester. These papers will consist of a written response to a film: you might be asked to answer a specific question or two, or you might have to identify the theoretical approach/es evident in a particular film, and then compose a written response. Instructions for each week are located on Canvas.

Two written assignments:
a.) **Response Paper #1:** based on the film “Margaret Mead: Taking Note.” Due by midnight Feb. 13, 2022. Length: 400-430 words. Instructions and rubric will be provided.

b.) **Response Paper #2:** based on the film “City of God.” Due during the final exam period by midnight Apr. 27, 2022. Length: 470-500 words. Instructions and rubric will be provided.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA beforehand. Otherwise, assignments submitted late will be graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams. After the first student who completed the test left the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.
- **NO Make-Up Exams will be given.** If a student misses an exam, a zero will be given for that test.

### Grade Distribution

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<tr>
<th>Letter Grade</th>
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<td>A</td>
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<td>A-</td>
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<td>B</td>
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**Summary of points:**

1. Exam I: 35 points
2. Exam II: 35 points
3. Response Paper #1: 10 points
4. Response Paper #2: 20 points

Attendance, class participation, and computer/phone use will be used in borderline cases.

**Total: 100 points (100%)**
Weekly Schedule

WEEK 1:

1/10 - Mon: Introduction of the course and overview of the syllabus.

1/12 - Wed: Anthropological fieldwork and ethnography.
Read for Wed:

Online Component:
Instructions on Canvas
(Become familiar with our Canvas site.)

WEEK 2: Early “Armchair” Anthropology

1/17 - Mon: NO CLASS (Martin Luther King Jr. Holiday)

1/19 - Wed: Cultures Understood in Evolutionary Terms – Critique of “Armchair” Anthropology.
Read for Wed:

Online Component:
Instructions on Canvas (film “First Contact”)

WEEK 3: British Anthropology – Cultures Understood as Structure and Function

1/24 - Mon: E.E. Evans Pritchard – The Nuer of Africa - a case study
Read for Mon:

1/26 – Wed: Pritchard, cont.
Read for Wed: none

Online Component:
Instructions on Canvas

WEEK 4: Cultures Understood as Structure and Function, cont.

1/31 - Mon: B. Malinowski – The Trobriand Islands and Ethnographic Fieldwork
Read for Mon:

2/2 - Wed: The Kura Ring – a case study, cont.
Read for Wed: none.

Online Component:
Instructions on Canvas
(Film: “Off the Veranda”)

WEEK 5: American Anthropology – expansion of thinking beyond structure and function

2/7 - Mon: Franz Boas & Margaret Mead; Mead’s Research in Samoa
Read for Mon:

2/9 - Wed: Boas and Mead, cont.
Read for Wed: none

Online Component:
Instructions on Canvas.
DUE: Response Paper #1 based on the film “Margaret Mead: Taking Note” and submit it by midnight Feb. 13, 2022.

WEEK 6: American Anthropology, cont. – psychological anthropology

2/14 - Mon: Culture and Personality School
Read for Mon:

2/16 - Wed: Ruth Benedict, cont.
Read for Wed: none

Online Component:
Instructions on Canvas

WEEK 7: Cultures Understood as Adaptations to Material Needs.

2/21 - Mon: Marvin Harris – Cultural Materialism
Read for Mon:

2/23 - Wed: The Kawelka: Ongka's Big Moka
Read for Wed: none

Online Component:
Instructions on Canvas
(Read: C. Geertz, Interpretive and symbolic anthropology, The Balinese Cockfight)

WEEK 8: Exam week
2/28 - Mon: Exam I Review

3/2 - Wed: Exam I

Online Component: None

WEEK 9: The “Crisis of Representation” – a reflective and transformative period in social sciences

3/7 - Mon: Poststructural and Postcolonial Critiques
Read for Mon:

3/9 - Wed: Feminist Anthropology, Black Feminist Thought: Race, Class, and Gender
Read for Wed:

Optional, recommended:

Online Component:
Instructions on Canvas

WEEK 10: The “Power Turn” – the importance of examining power relations

(Marx, Engels, Gramsci as foundations of thought)
Read for Mon: none

3/16 - Wed: Cultures Understood as Power, Conflict, and Resistance.
Read for Wed:

Online Component:
Instructions on Canvas

WEEK 11: The “Power Turn,” cont.

Read for Mon:
Read for Wed:

Online Component:
Instructions on Canvas

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WEEK 12: New Section: Brazil - Analysis of an Ethnography in Terms of Theories and Methods

3/28 - Mon: Introducing Brazil and D. Goldstein
Read for Mon:
*Laughter out of Place* – Introduction (pp. 1-17)

3/30 - Wed: Brazil ethnography, cont.
Read for Wed:
*Laughter out of Place* – Ch. 1 (pp. 18-57)

Online Component:
Instructions on Canvas

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WEEK 13: Brazil - Analysis of an Ethnography, cont.

4/4 - Mon: Brazil ethnography, cont.
Read for Mon:
*Laughter out of Place* – Ch. 2 (pp. 58-101)

4/6 - Wed: Brazil ethnography, cont.
Read for Wed:
*Laughter out of Place* – Ch. 3, pp. 102-135

Online Component:
Instructions on Canvas

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WEEK 14: Brazil - Analysis of an Ethnography, cont.

4/11 - Mon: Brazil ethnography, cont.
Read for Mon:
*Laughter out of Place* – Ch. 4 (pp. 136-173)

4/13 - Wed: Brazil ethnography, cont.
Read for Wed:
*Laughter out of Place* – Ch. 5 (pp. 174-225)
Online Component:
Instructions on Canvas
(Read: Laughter out of Place – Ch. 6, p. 226-258; guiding question on Canvas)

WEEK 15: Brazil - Analysis of an Ethnography, cont.

4/18 - Mon:  Brazil ethnography, cont.
Read for Mon:
Laughter out of Place – Ch. 7 (Finish: pp. 259-274)

4/20 - Wed:  Review for Exam II

Online Component:
Instructions on Canvas

WEEK 16: EXAM II & FINAL ONLINE ASSIGNMENT

Mon, 4/25:  Exam II (in last class), in BA-1, room 122

Wed, 4/27:  Final Online Assignment: Response Paper #2 - “City of God” - Due by midnight via Canvas (can submit earlier)

UCF Core Syllabus Statements:
Academic Integrity: Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices” http://wpacouncil.org/node/9
Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should 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 have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience. If due to COVID-19 accommodations 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 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.

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

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 note the guide’s physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in 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 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, please view this video https://youtu.be/NIKYajEx4pk

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make 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. See the UCF policy at http://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 http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

~~~~~~~~ Have a great summer! ~~~~~~~
Welcome to:

Culture, Disease & Healing

ANT 4408M – Spring 2022
Mondays & Wednesdays: 3:30 – 4:20 pm,
& Online Component: to be completed between Thur. and Sun.
Location: BA-1 Building, Room 122

Professor:  Joanna Mishtal, Ph.D.
Professor of Cultural & Medical Anthropology
Faculty Adviser for:
- Medical Anthropology Minor
- Anthropology of Global Health Certificate
Office Hrs:  Mondays 4:45 – 6:15 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309
E-mail:  jmishtal@ucf.edu (preferred contact method) Phone: (407) 823-2227

Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate
Office Hrs:  Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309
E-mail:  abigail.shepherd@knights.ucf.edu Phone: (407) 823-2227

Office Hours
Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas. Please let us know if you plan to see us to minimize having to wait in the virtual “waiting room” line.
If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses

COVID-19 Status for Professor and GTA: we are fully vaccinated and boostered! to protect ourselves and you. Please vaccinate and mask up!
We will be wearing masks for classes and expect you to do the same.

Course Description and Objectives:
This medical anthropology course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using contemporary ethnographies, the course explores varied notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, traditional approaches to health as well as new medical technologies, health disparities, and caregiving. We will use examples, from the US,
Russia, Ireland, China, Egypt, Lebanon, Israel, and other locations.

This course counts as credit toward:

- Global Health Certificate
- Medical Anthropology Minor
- Diversity GEP Credit

Learning Outcomes - Upon completion of the course, the students will:

- become familiar with the ways in which health and illness are understood and experienced in varied cultural contexts
- understand key theoretical paradigms and concepts in medical anthropology
- gain an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

COVID-19 UCF RULES: MASK UP & VACCINATE!

University-Wide Mask Policy for Indoor Classes:
Students and faculty are EXPECTED to WEAR a MASK or facial covering in all common spaces including classrooms (https://policies.ucf.edu/documents/Policy1-mergencyCOVIDReturnPolicy.pdf).
Following CDC guidelines, all students and faculty are expected to get vaccinated to protect themselves and others. Please observe 6-foot social distancing guidelines.
Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

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

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact us before missing class.

Course Materials (required):
1. Books:
Access: (a) used copies on Amazon from $4; (b) UCF bookstore; (c) free: UCF library on reserve

   Access: (a) used copies on Amazon from $15; (b) UCF bookstore; (c) free: UCF library

   Access: (a) used copies on Amazon from $15; (b) UCF bookstore; (c) free: UCF library

2. Articles (provided):
Several articles are also required and are available to students electronically on the Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester.

3. Required Films/Videos (provided):
Students are required to see all films and videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

Expectations:
I hope that you will want to attend this class and enjoy the material.
Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic *safe space,* which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully.* *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences.* The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students’ attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.
Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their “knights.edu” email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid.

Campus Safety: Should an emergency arise in our class, we’ll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency, dial 911. Emergency procedure guides are posted on classrooms’ walls near the door (http://emergency.ucf.edu/emergency_guide.html).

Grading Policy:

Descriptions of Exams, Online Work, and Papers:

1. Exam I: 25 points
The exam consists of up to 25 questions (multiple choice, true/false). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Exam II: 25 points
The second exam (on the last day of classes) will consist of up to 25 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3.) Assignments online (scaffolds) to build the Narrative Medicine Paper: 20 points
Students in this class will have the opportunity to conduct a Narrative Medicine project and write a paper about it (see below). Four Online Assignments at 5 points each are designed as a step-by-step process known as “scaffolding” to develop and write a great Narrative Medicine paper.

The 4 assignments are: (1) reaction synopsis of one-page in length, not to exceed 400 words, to Arthur Kleinman’s text on “Illness Narratives,” (2) two preliminary references with annotations for the illness narrative, (3) preliminary list of 5 interview questions to elicit the illness narrative; and (4) a rough Narrative Medicine paper outline.

- Full instructions will be provided on Canvas.
- Due dates for components of the paper are on Canvas and in the schedule below (in weeks 3, 6, 8, and 10).

4.) Narrative Medicine Paper: 30 points
In the narrative medicine paper students analyze an “illness narrative”: the experience of illness from the patient’s point of view. This can be based on: 1) an interview you conduct with a family member, a friend, or someone else you know who has experienced some health condition and/or treatment (treatment can be biomedical or complementary alternative medicine); or 2) your own illness narrative of a health experience you have had.

The papers should be 1800 - 2000 words (approx. 7-8 pages double-spaced) in length, plus 1 page for references relevant to your specific illness narrative. Online Assignments are designed as a step-by-step process to develop and write a great Narrative Medicine paper. We’ll hold 3 Paper Workshops to guide you through the steps for this project and paper.

➢ Lateness with Online Assignments: assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me
or the GTA beforehand. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

➢ **Punctuality for testing:** is expected for all exams. After the first student who completed the test leaves the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

**Summary of points:**
1.) Exam I: 25 points
2.) Exam II: 25 points
3.) 4 Assignments (scaffolds) for Narrative Medicine Paper: 20 points
4.) Narrative Medicine Paper: 30 points
5.) Attendance, class participation, computer/phone abuse will be used in borderline cases.

**Total: 100 points (100%)**

The Grade Scale:
- 94 – 100 = A
- 90 – 93 = A-
- 87 – 89 = B+
- 84 – 86 = B
- 80 – 83 = B-
- 77 – 79 = C+
- 74 – 76 = C
- 70 – 73 = C-
- 67 – 69 = D+
- 64 – 66 = D
- 60 – 63 = D-
- 0 – 59 = F

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**Weekly Schedule**

**WEEK 1:** *Week’s Topics:* Syllabus and Overview of Class.

**Mon, 1/10:** First class – introduction of the course & overview of the syllabus.

**Wed, 1/12:** Overview of medical anthropology from a cultural perspective. Who is Lia and what happened to her?

**Read for Wed:**
- Book: *The Spirit Catches You and You Fall Down.*
- Read pages 3-37.

**Online Component:**
- Assignment # 1: Instructions on Canvas
  (Become familiar with our Canvas site. Make sure you can access posted articles.)

**WEEK 2:** *Week’s Topics:* “Collisions” with the health care system in North America: The Case of the Hmong in California.

**Mon, 1/17:** No Class – MLK Holiday

**Wed, 1/19:** Lia’s treatment

**Read for Wed:**
- Book: *The Spirit Catches You and You Fall Down.* Read pages 38-77.
WEEK 3: *Week’s Topics:* “Collisions” with the health care system in North American: The Case of the Hmong in California & Preparation for Papers

**Mon, 1/24:** Narrative Medicine Paper Workshop # 1  
Read for Mon: None

**Wed, 1/26:** Could Lia have been saved?  
Read for Wed:  
Book: *The Spirit Catches You and You Fall Down.* Read pages 225-288.  
(*Note: yes, we’re skipping some chapters, but feel free to read them for your own enjoyment*)

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**Online Component:**  
Instructions on Canvas  
(Submit scaffold assignment #1: due by midnight Jan. 30, 2022)

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WEEK 4: *Week’s Topic:* China and Health: Traditional Chinese Medicine, Acupuncture, and Physical Culture

**Mon, 1/31:** Physical culture, TCM, Acupuncture  
Read for Mon:  

**Wed, 2/2:** An integrated approach to health in the healthcare system  
Read for Wed: none

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**Online Component:**  
Instructions on Canvas (read and annotate)

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WEEK 5: *Week’s Topic:* Ireland & mental health.

**Mon, 2/7:** *New Section:* Ireland - mental health & sexuality.  
Read for Mon:  
Book: *Saints, Scholars, and Schizophrenics.*  
Read pages xiii-75.

**Wed, 2/9:** Mental health and sexuality.  
Read for Wed:

**Online Component:**
Instructions on Canvas

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**WEEK 6: Week’s Topics: Ireland: mental health, unwanted celibacy, and guilt.**

**Mon, 2/14:** Brothers, sisters and lovers  
**Read for Mon:**  

**Wed, 2/16:** The idea of “sex roles” and destinies  
**Read for Wed:**  

**Online Component:**  
Instructions on Canvas  
(Submit scaffold assignment #2: due by midnight Feb. 20, 2022)

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**WEEK 7: Week’s Topic: High Tech Medicine, Religion, and Culture.**

**Mon, 2/21:** Case studies: Egypt and Lebanon  
**Read for Mon:**  

**Wed, 2/23:** Case study: Israel  
**Read for Wed:**  

**Online Component:**  
Instructions on Canvas
WEEK 8:

Mon, 2/28: Review for Exam I

Wed, 3/2: EXAM I

Online Component:
Instructions on Canvas
(Submit scaffold assignment #3: due by midnight March 6, 2022)

WEEK 9: 3/7 – 3/11 – SPRING BREAK

Online Component:
NO assignment – spring break (rest, catch-up, read ahead)


Mon, 3/14: Narrative Medicine Paper Workshop # 2
Read for Mon: none
Please bring your questions about your paper to this class.

Wed, 3/16: New Section: Eastern Europe & Russia – What was communism and what came next?
Read for Wed: none

Online Component:
Instructions on Canvas
(Submit scaffold assignment #4: due by midnight March 20, 2022)

WEEK 11: Week’s Topic: The Case of Russia - Body Politics and Healthcare

Mon, 3/21: Russia – What is “moral correction”?
Read for Mon:
Book: Women’s Health in Post-Soviet Russia.
Read pages 1-65.

Wed, 3/23: Russia – Sex Education
Read for Wed:
Sex education and the idea of “discipline” - Women’s Health in Post-Soviet Russia.
Read pages 66-119.

Online Component:
Instructions on Canvas

WEEK 12: Week’s Topic: The Case of Russia, cont.

Mon, 3/28: Who is “responsible” for your health problems?
Read for Mon:
Book: *Women’s Health in Post-Soviet Russia.*
Pages 123-178.

**Wed, 3/30:** Russia: Bribes or “Privatizing strategies” – chocolates, vodka, and other strategies

**Read for Wed:**
Book: *Women’s Health in Post-Soviet Russia.*
Pages 179-222.

**Online Component:**
Instructions on Canvas

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**WEEK 13: Week’s Topic: Heteronormativity and Medicine**

**Mon, 4/4:** Defining heteronormativity, heterosexism, homophobia, transphobia, and homonormativity in the context of health and illness

**Read for Mon:**

**Wed, 4/6:** **GUEST PRESENTATION**
Dr. Lindsay Taliaferro, PhD, MPH, MS, College of Medicine, Department of Population Health Sciences, UCF

Research Case Study: “Understanding gender minority young adults’ experiences with healthcare.”

**Read for Wed:** none

**Online Component:**
Instructions on Canvas

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**WEEK 14: Week’s Topic: Anthropology of Drug Use and Drug Politics**

**Mon, 4/11:** Substance Use & Abuse. What is looking “Up-stream”?

**Read for Mon:**

**Wed, 4/13:** **GUEST PRESENTATION**
Abigail Shepherd, MA Candidate, Anthropology

Research Case Study: “Applying Medical Anthropology in Substance Use Research”

**Read for Wed:** none

**Online Component:**
Instructions on Canvas

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**WEEK 15: Week’s Topic: Final preparation of papers and review for exam II**
Mon, 4/18: Narrative Medicine Paper Workshop # 3
Read for Mon: none.

Wed, 4/20: Review for Exam II

Online Component:
Instructions on Canvas

WEEK 16: Exam II & Narrative Medicine Papers

Mon, 4/25: Exam II (in last class) in BA-1, room 122

Thur 4/28 (UCF final exam date): Narrative Medicine Papers due by midnight via Canvas (can submit early)

UCF Core Syllabus Statements:

Academic Integrity: Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org
For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices” http://wpacouncil.org/node/9

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

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design
limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

If due to COVID-19 accommodations 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 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.

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

**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 note the guide’s physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in 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 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, please view this video https://youtu.be/NIKYajEx4pk

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

**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:

~~~~~~~~~ Have a great summer! ~~~~~~~~
Welcome to:

Ethnographic Research & Field Methods

ANT 4408M – Spring 2022

Mondays & Wednesdays: 1:30 – 2:20 pm,
& Online Component: to be completed
between Thur. and Sun.
Location: BA-1 Building, Room 122

Professor: Joanna Mishtal, Ph.D.
Professor of Cultural & Medical Anthropology
Faculty Adviser for:
- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Mon. 4:45-6:15 pm via Zoom, and if needed by appointment in Howard Phillips Hall 309
E-mail: jmishtal@ucf.edu (preferred contact method) Phone: (407) 823-2227

Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate
Office Hrs: Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309
E-mail: abigail.shepherd@knights.ucf.edu Phone: (407) 823-2227

Office Hours
Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas. Please let us know if you plan to see us to minimize having to wait in the virtual “waiting room” line. If you have any technical issues, please contact Webcourses@UCF Support:
https://cdl.ucf.edu/support/webcourses

COVID-19 Status for Professor and GTA: we are fully vaccinated and boostered! to protect ourselves and you. Please vaccinate and mask up!
We will be wearing masks for classes and expect you to do the same.

Course Description
This class will explore the procedures and principles of ethnographic research methods and writing. The course will engage students with primary methods in anthropology, including participant observation and
interviews, to understand how anthropologists conduct research. Course material will include a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

**Learning Outcomes:**

1. Students will understand how to conduct ethnographic research and analyze data by engaging with course materials and completing research assignments.
2. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

**COVID-19 UCF RULES:**

MASK UP & VACCINATE!

University-Wide Mask Policy for Indoor Classes:
Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.

Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

**COVID-19 and Illness Notification**
If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.
You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact us before missing class.

**Required Course Materials**

**Book:**
Crang, Mike, and Ian Cook. 2007. *Doing Ethnographies*. Sage Publishing. [used copies on Amazon for less than $20]

**Articles (provided):**
Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website.

**Films (provided):**
Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.
Expectations:
I hope that you will want to attend this class and enjoy the material.
Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic safe space, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students’ attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their “knights.edu” email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Grading System
The final grade will be weighted using the following calculation:

Summary of points:
- 2 Reflection Papers: 20 points
- Semester Research Project: 70 points
- Final Presentations: 10 points
- Attendance, class participation, computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

Reflection Papers: 20 points

The Grade Scale:
- 94 – 100 = A
- 90 – 93 = A-
- 87 – 89 = B+
- 84 – 86 = B
- 80 – 83 = B-
- 77 – 79 = C+
- 74 – 76 = C
- 70 – 73 = C-
- 67 – 69 = D+
- 64 – 66 = D
- 60 – 63 = D-
- 0 – 59 = F
Students will be responsible for completing assigned reflection papers that relate to the course content and semester project. These assignments will be submitted through Canvas.

**Semester Research Project: 70 points**
Students will complete a semester research project that utilizes ethnographic and qualitative methods and analysis. This project will be divided into different required parts, or “scaffolds.” These parts build on each other and must be done in a sequence. You will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

- Abstract: **5 points**
- CITI Training: **5 points**
- Literature Review: **5 points**
- Participant-observation: **10 points**
- Interviews: **15 points**
- Analysis: **10 points**
- Final Research Paper: **20 points**

**Final Presentation: 10 points**
Students will give a 5-7 minute final presentation of their topic at the end of the semester using PowerPoint slides. Further instructions will be provided on Canvas.

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

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

**Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA beforehand. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading – please complete for class</th>
<th>Online Work &amp; Assignments (for Thur – Sun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>Syllabus</td>
<td>Syllabus review in class together</td>
<td></td>
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<tr>
<td>Jan 17</td>
<td>Martin Luther King Jr Day</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>Theoretical Frameworks</td>
<td>Ortner, Sherry. 2016. “Dark anthropology and its others” HAU: Journal of Ethnographic Theory</td>
<td>Submit Reflection paper 1 on Ortner</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Research Design</td>
<td>Crang and Cook. In <em>Doing Ethnographies</em>. Pages 1-15</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Notes</td>
<td>Submission/Task</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Preparing for Fieldwork</td>
<td>Crang and Cook 17-33</td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>Preparing for fieldwork</td>
<td>None</td>
<td>Submit Semester project #3- literature review</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Participant Observation</td>
<td>Crang and Cook 35-59</td>
<td>Conduct participant observation</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Interviews</td>
<td>Crang and Cook 60-89</td>
<td>Conduct participant observation</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Interviews</td>
<td><strong>GUEST PRESENTATION</strong>: Abigail Shepherd, MA Candidate: &quot;Applying Ethnographic Methods in Substance Use Research.&quot;</td>
<td>Submit Semester project #4- participant observation</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Focus groups</td>
<td>Crang and Cook 90-103</td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>March 2</td>
<td>Data collection remotely</td>
<td>Deakin, Hannah, and Kelly Wakefield. 2014. “Skype Interviewing: Reflections of Two Ph.D. Researchers.”</td>
<td>Conduct interviews</td>
</tr>
<tr>
<td>March 7</td>
<td>Spring Break</td>
<td></td>
<td>Conduct interviews (optional)</td>
</tr>
<tr>
<td>March 9</td>
<td>Spring Break</td>
<td></td>
<td>Conduct interviews (optional)</td>
</tr>
<tr>
<td>March 14</td>
<td>Participatory action research</td>
<td>Crang and Cook 104-128</td>
<td>Plan/conduct interviews</td>
</tr>
<tr>
<td>March 15</td>
<td>Preparing data for analysis</td>
<td>None</td>
<td>Submit Semester project #5- interviews</td>
</tr>
<tr>
<td>March 21</td>
<td>Analysis</td>
<td>Crang and Cook 131-149</td>
<td>Conduct analysis</td>
</tr>
<tr>
<td>March 23</td>
<td>Analysis</td>
<td>None</td>
<td>Conduct analysis</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Writing</td>
<td>Crang and Cook 150-206</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Writing</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Project &amp; Paper workshop</td>
<td>No readings.</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>Research Dissemination</td>
<td>No readings. Project presentations in class.</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Research Dissemination</td>
<td>No readings. Project presentations in class.</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Research Dissemination</td>
<td>No readings. Project presentations in class.</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Research Dissemination</td>
<td>No readings. Project presentations in class.</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Final Paper Due</td>
<td>(during final exams)</td>
<td></td>
</tr>
</tbody>
</table>

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**UCF Core Syllabus Statements:**

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process/roc](http://osc.sdes.ucf.edu/process/roc). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity [http://academicintegrity.org](http://academicintegrity.org). For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices” [http://wpacouncil.org/node/9](http://wpacouncil.org/node/9).

**Responses to Academic Dishonesty, Plagiarism, or Cheating:** Students should familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).
Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

If due to COVID-19 accommodations 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 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.

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

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 note the guide’s physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in 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 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, please view this video https://youtu.be/NIKYajEx4pk

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

~~~~~~ Have a great summer! ~~~~~~~