Course Syllabus

ANG 4482 Anthropology of Mental Health
Department of Anthropology
College of Sciences, University of Central Florida

Instructor Information

- Instructor: Beatriz Reyes-Foster
- Office Location: Howard Phillips Hall Room 409I
- Office Hours: Thursdays 1-3 PM
- Phone: (407) 823-2206
- Digital Contact: beatriz.reyes-Foster@ucf.edu

Teaching Assistants

- GTA: Suzanne Draper
- Email: Suzanne.Draper@ucf.edu (mailto:Suzanne.Draper@ucf.edu) OR Webcourses messaging

Course Information

- Term: 2022
- Course Number & Section: ANT 4482 01
• Course Name: Anthropology of Mental Health
• Credit Hours: 3
• Class Meeting Days: Tuesday and Thursday
• Class Meeting Time: 10:30-11:45 am
• Class Location: Classroom Building 1, Room 307
• Course Modality: Face to Face

Enrollment Requirements

Course Prerequisites (if applicable): Junior standing and at least one course in anthropology or a related social science (sociology, psychology, or social work).
Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): None

Course Description

This course introduces anthropological approaches to mental health and examines mental health and healing in cross-cultural perspective.

Course Materials and Resources

Required Materials/Resources

• Lester, Rebecca. 2019. Famished: Eating Disorders and Failed Care in America.

Other readings will be available through Webcourses.

Optional Materials/Resources

None

Student Learning Outcomes

Students will accomplish the following learning outcomes:

1. Become familiar with the most important literature in psychological and psychiatric anthropology.
2. Explain what an anthropology of mental health is.
3. Understand the social construction of mental health, mental illness, and treatment.
4. Develop knowledge in the epistemology, philosophical underpinnings, and science of mental health and mental illness in cross-cultural perspective.

Course Activities

Reading Responses

Beginning in week 2 of the course, students will write a brief (450 to 500 word; no more than 500) response to the readings for each week and post it to a canvas discussion board. The response can take the form of question or comment about the assigned readings OR a response to another person’s post. If you choose to comment on another person’s response, be sure to clearly reference and engage the assigned texts. All reading responses are due Wednesdays before 8 PM. Please note that due to the timely nature of the reading responses there is no grace period for this assignment. Late reading responses will not be accepted.

Scaffolded Individual Paper

All Students have the following options for a final paper:

1. An illness narrative based on 1) an interview with a family member or friend who has experienced mental illness; OR 2) an interview with a family member or friend who has witnessed or been a caregiver for a friend or relative struggling with mental illness and undergoing treatment.
2. A review of a full-length ethnography which links the book to course readings and situates in the context of concepts learned in class.

Proposal & Annotated Outline

A scaffolded assignment is one in which students turn in earlier versions or stages of their work throughout the semester. In lieu of exams, a paper proposal and an annotated outline will be due approximately in Week 5 and Week 11 of the term. Detailed guidelines are available in Webcourses.

Group Research Paper and Poster

In addition to the final paper, students will collaboratively (in groups of 3-4) research a diagnostic category from the DSM-V and create a poster examining how this category has been researched anthropologically and how the illness presents cross-culturally. This poster should be created using powerpoint then converted to PDF for online submission for our virtual poster session.
All student work shall be submitted through Webcourses.

## Attendance/Participation

Attendance is mandatory. Absences may be excused due to illness, death, childcare problems, or other unforeseeable emergencies. Per the Undergraduate Catalog, excused absences include "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays)." Anything outside of the scope of these circumstances will not be considered an excused absence and will result in a reduction of your grade.

### About COVID and Attendance

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.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
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<tr>
<td>Reading Responses</td>
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https://webcourses.ucf.edu/courses/1396319/assignments/syllabus
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<tbody>
<tr>
<td>Paper Proposal</td>
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<td>Annotated Outline</td>
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</tr>
<tr>
<td>Final Paper</td>
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<tr>
<td>Group Poster Presentation</td>
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<td><strong>Total</strong></td>
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<tr>
<td>A-</td>
<td>90 – 92 points</td>
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<td>B+</td>
<td>87 – 89 points</td>
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<td>70 – 76 points</td>
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<td>D</td>
<td>60 – 69 points</td>
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<td>F</td>
<td>59 and below</td>
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Consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.
Course Schedule

You may view the course schedule for the semester by following this link.

University Services and Resources

COVID-Specific Statements and Policies

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.

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.

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 Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements
Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that I can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you. Please note I expect you to be respectful of one another, the GTA, and myself. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online/in-person classroom, you may be removed from the course and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you. Check here to find out how to set your PGP in Webcourses: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456

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: (https://academicintegrity.org/).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. (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).

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, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active Shooter> (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.

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.

Third-Party Accessibility and Privacy Statements

Turnitin.com

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

Important Dates to Remember

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<th>Date</th>
<th>Time</th>
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<tr>
<td>Drop/Swap Deadline</td>
<td>Friday, January 14</td>
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<tr>
<td>Withdrawal Deadline</td>
<td>Friday, March 25</td>
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<tr>
<td>Spring Break</td>
<td>Monday, March 6-Sunday, March 13</td>
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<tr>
<td>Grade Forgiveness Deadline</td>
<td>Monday, April 25</td>
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<tr>
<td>Research Presentation/Final Exam</td>
<td>Tuesday, May 3 10:00 AM-12:50 PM</td>
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Course Summary:

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<thead>
<tr>
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<td>Sun Mar 15, 2020</td>
<td><a href="https://webcourses.ucf.edu/calendar?event_id=2487938&amp;include_contexts=course_1396319">ANT4482- Test</a></td>
<td>8:30am to 9:30am</td>
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<td>Thu Mar 19, 2020</td>
<td><a href="https://webcourses.ucf.edu/calendar?event_id=2487939&amp;include_contexts=course_1396319">ANT4482- Online Office Hours</a></td>
<td>10am to 12pm</td>
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<tr>
<td>Date</td>
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<tr>
<td>Tue Mar 24, 2020</td>
<td>ANT4482- Regular Class Meeting</td>
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<tr>
<td>Thu Mar 26, 2020</td>
<td>ANT4482- Online Office Hours</td>
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<td>Tue Mar 31, 2020</td>
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<tr>
<td>Thu Apr 2, 2020</td>
<td>ANT4482- Regular Class Meeting</td>
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<td>Fri Jan 14, 2022</td>
<td>📚 Academic Activity Assignment (<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356099">https://webcourses.ucf.edu/courses/1396319/assignments/7356099</a>)</td>
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<tr>
<td>Wed Jan 19, 2022</td>
<td>📚 Week 2 Reading Response (<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356083">https://webcourses.ucf.edu/courses/1396319/assignments/7356083</a>)</td>
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<td>Fri Mar 18, 2022</td>
<td>📚 Annotated Outline (<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356097">https://webcourses.ucf.edu/courses/1396319/assignments/7356097</a>)</td>
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<td>📚 Week 11 Reading Response (<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356091">https://webcourses.ucf.edu/courses/1396319/assignments/7356091</a>)</td>
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<td><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356094">Week 14 Reading Response</a></td>
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<td>Mon Apr 18, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356099">Final Paper: Illness Narrative</a></td>
<td>due by 11:59pm</td>
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ANG6740C: Advanced Forensic Anthropology
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS- Spring 2022

Instructor: John J. Schultz, Ph.D.
Office: Phillips Hall 409T
Phone: 407-823-1180
E-Mail: john.schultz@ucf.edu
Office Hours: Monday 1:00-2:45pm; or by appointment

Class Meeting Days: Monday
Class Meeting Hours: 3:00-5:50pm
Class Location: MAP 149

University Course Catalog Description
Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

Course Objectives
After completing this course students will develop a proficiency in the following areas:
- Human identification methods of the skeleton
- Non-human osteological identification
- Taphonomic and pathological analysis of the skeleton
- Writing forensic osteology reports

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

Course Prerequisites
Graduate student in Anthropology MA program and proficiency in fragmentary osteology.
Recommended Textbooks

  
  * eBook is available through the library

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

Basis for Final Grade

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Ten Laboratory Case Reports</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Practical Examination I</td>
<td>89</td>
<td>17.8%</td>
</tr>
<tr>
<td>Practical Examination II</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Literature Review Paper &amp; Presentation</td>
<td>160</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Academic Activity Assignment – What I expect to achieve by completing this class.

Verification of student engagement is required to support UCF’s compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

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

All postings must be completed by January 14. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first practical if the posting is not completed by January 14, 11:59pm.
Practical Examinations (189 points)

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

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

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

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

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

Outlines due February 7 (10 points)
Paper outlines must include a number of components:
1) A paper title.
2) An abstract providing an overview of your paper.
3) A detailed bulleted outline of your paper including headings and subheadings with in-text citations that is 2-3 pages in length not including your Literature Cited section.
4) A minimum of 20 references (AJPA style) with the majority of references in forensic and osteology journals and books. Website references are not permitted.

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

Paper (100 points)
You will be required to write a fully referenced (AJPA style) literature review paper with a minimum of 30 references that is 20 pages in text length (double spaced, 1-inch margins, and Times New Roman font). The cover page, literature cited, figures and tables are not included when calculating the text length. Additional paper guidelines will be discussed in class. Further, I expect summary tables and flow charts that are created based on the information synthesized
from your literature search. Paper expectations will be discussed during class and a handout will also be provided with directions.

**Presentations (50 points)**
In addition, presentations will follow a professional meeting format such as the American Association of Physical Anthropologists and will be presented using PPT. All text, tables and images must be properly cited. Further, you will be allotted 15 minutes for your presentation that includes time for questions. You should expect to talk for around 13 minutes (you must talk for at least 12.5 minutes and a maximum of 14 minutes) to leave time for questions, and you must ask at least three total questions during the class presentations.

**Final Paper and Presentation Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>February 7</td>
<td>Paper outlines and bibliography (10 points)</td>
</tr>
<tr>
<td>March 21</td>
<td>Submit complete draft of paper for review (optional); do not submit partial paper</td>
</tr>
<tr>
<td>April 18</td>
<td>Class presentations (50 points)</td>
</tr>
<tr>
<td>April 25</td>
<td>Final day to turn in your completed paper (100 points)</td>
</tr>
</tbody>
</table>

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

\[
\begin{align*}
A & = 94 - 100 \\
A- & = 90 - 93 \\
B+ & = 87 - 89 \\
B & = 84 - 86 \\
B- & = 80 - 83 \\
C+ & = 77 - 79 \\
C & = 74 - 76 \\
C- & = 70 - 73 \\
D+ & = 67 - 69 \\
D & = 64 - 66 \\
D- & = 60 - 63 \\
F & = < 60
\end{align*}
\]

**Grade Dissemination**
We will go over graded materials during class time.

**Course Policies:** Grades

**Practical Examinations:** Prior to starting the practical, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam.
**Paper Requirements:** Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

**Grades of “Incomplete”:** Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Final Grades:** I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve your study and comprehension skills.

**Course Policies:** Technology and Media

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

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

**Course Policies:** Student Expectations

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

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

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you’ve written (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information, or to make an appointment, visit the UWC website at [http://www.uwc.ucf.edu](http://www.uwc.ucf.edu), stop by MOD 608, or call 407-823-2197.

**Course Policies: Technology and Media**

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

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

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

Important UCF Dates to Remember

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

Course Schedule

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

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

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

**Week 1 and 2: Introduction to Laboratory Techniques**
**Non-Human Remains, Osteometric Landmarks & Measurement Lab**

*Is It Bone?*

Syllabus & Course Outline


Is It Human?


Non-Human manuals will also be available

Week 4: Introduction to FORDISC 3.0


Week 7: Human Remains: Identifying the Forensic Context


Week 18: Sex Estimation

Syllabus & Course Outline


**Week 10: Age Estimation**

_Aging – Dental_


_Aging General_


Osborn Aging chart

Week 11: Ancestry and Stature

**Ancestral Morphological Approaches**


**Stature**


**Week 12: Taphonomy**


**Weeks 13: Antemortem Conditions**


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


UCF Policy Statements

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

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

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

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

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

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

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.
Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

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

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

**Human Osteology Lab Rules**

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

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

Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.

If you feel the compulsion to point at a bone with something pointy, NEVER use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.

The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected Dr. Schultz that you treat all material with respect and handle it with care. However, please alert Dr. Schultz or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.

Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.

GOOD LUCK!!!!!!
ANT 2511 The Human Species

Section 0M01

Spring 2022 (3 credits)

1. Course Information

Room: NSC 0101
Modality: M mode
Dates: January 10 - May 3, 2022
Class Times: Tuesday 9:00-10:15 am
Prerequisites: None
Final Exam Time: TBA

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227

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

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c)

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

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

In person Office Hours held in HPH 309M:

- Lexie Brock:
  - Mondays 3:00 pm - 4:00 pm [online via Webcourses Inbox- Zoom can be arranged as needed]
  - Thursdays 3:00 pm - 4:00 pm [in person]

- Jessie Clark:
  - Mondays 12:30 pm - 1:30 pm [online]
  - Wednesdays 12:30 pm - 1:30 pm [in person]

- Rachel Lotze:
  - Tuesdays 11:00 am - 12:00 pm [in person]
3. Course Description:

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

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

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

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

- Related Assessments:
  - Homework 1: The Nature of Science
  - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

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

- **Related Assessments:**
  - Homework 2: Primate Behavior and Sociality
  - Homework 4: Paleoanthropology in East Africa vs. South Africa.

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

- **Related Assessments:**
  - Homework 5: Modern Human Variation

**Learning Outcome IE3:** Understand how to collect, evaluate, or interpret data to draw conclusions.
• **Related Assessments:**
  ○ Homework 1: The Nature of Science
  ○ Homework 3: Dating the Distant Past: How do scientists know how old things are?

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

• **Related Assessments:**
  ○ Homework 5: Modern Human Variation

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

• **Related Assessments:**
  ○ Homework 5: Modern Human Variation

**5. Course Schedule:**

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

**6. Course Evaluation:**

Grades on all assessments will only be posted online in Webcourses.

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

• *Three Midterm Exams*—225 points total (75 points each)

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

• *Final Exam*—100 points
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Five Homework Assignments—125 points total (25 each)**

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- **Homework 1: The Nature of Science.** Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)

- **Homework 2: Primate Behavior and Sociality.** How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)

- **Homework 3: Dating the Distant Past: How do scientists know how old things are?** Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)

- **Homework 4: Paleoanthropology in East Africa vs. South Africa.** Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)

- **Homework 5: Modern Human Variation.** What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Five Announced Quizzes—50 points total (10 points each)**
There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be administered online the first week of class (January 10-14) to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Extra credit Pop Quizzes—20 points total (4 points each)**

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 % to 94.0%</td>
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<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
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<tr>
<td>C</td>
<td>&lt; 77.0 % to 74.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 64.0%</td>
</tr>
</tbody>
</table>
Name: Range:
D- < 64.0 % to 61.0%
F < 61.0 % to 0.0%

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

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS.

The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable.

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!
EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.
8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

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

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
  • In case of an emergency, dial 911 for assistance.
  • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
  • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
  • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
  • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
  • Students with special needs related to emergency situations should speak with their instructors outside of class.
  • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf
8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

8i. Recording policy

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

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.
• **UCF Home Page**  (http://www.ucf.edu) will help find UCF resources
• **UCF Computer Service Desk**  (http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
• **Learning Online**  (http://learn.ucf.edu) This site provides information on study skills for distance learners, the library and the writing center.
• Buying a new computer or upgrading your current equipment –  [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
• **Hardware/Software Requirements**  (http://learn.ucf.edu/webcourses/support.html)
• Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
• If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
Spring 2022 ANT 2511-0M01 (Tuesdays 9:00-10:15 am) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.
The course schedule is tentative, and I reserve the right to make reasonable modifications.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Classroom Lecture Topic</th>
<th>Module Containing Book Chapter, Online Module Lecture, and/or Movie</th>
<th>Homework Assignment and Its Due Date</th>
</tr>
</thead>
</table>
| Week 1 January 11     | Course Introduction  
*Introduction to Biological Anthropology* | MODULE 1:  
READ:  
- Explorations Chapter 1: Introduction to Biological Anthropology  
COMPLETE:  
- Quiz 1 Online Course Activity  
  *Due FRIDAY January 14 at 11:59pm for Course Activity.* | Nothing this week! |
| Week 2 January 18     | Meet Charles Darwin   | MODULE 2:  
VIEW THIS LECTURE:  
- Before Darwin, the Rise of Science, Sections 1-6 | Nothing this week! |
| Week 3 January 25     | Natural Selection     | Nothing this week! | Nothing this week! |
| Week 4 February 1     | Population Genetics  
*Quiz 2 at the end of class* | MODULE 3:  
READ:  
- Explorations Chapter 4: Forces of Evolution  
VIEW THIS LECTURE:  
- *The Nature of Science, Sections 1-3* | Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/31 at 7 am and is due Sunday 2/6 at 11:59 pm |
<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 8</th>
<th>Tuesday 2/8: Exam 1 in class</th>
<th>MODULE 4: READ: • Explorations Chapter 5: Meet the Living Primates</th>
<th>Nothing this week!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>WATCH THIS MOVIE: • “The Living Primates”</td>
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<tr>
<td>Week 6</td>
<td>February 15</td>
<td>Primate Anatomy</td>
<td>MODULE 5: VIEW THESE LECTURES: • Primate Anatomy, Sections 4-5 • Primate Evolution, Section 1-2</td>
<td>Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/14 at 7 am and is due Sunday 2/20 at 11:59 pm</td>
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<tr>
<td>Week 7</td>
<td>February 22</td>
<td>Primate Evolution, Sections 2-4</td>
<td>Quiz 3 at the end of class</td>
<td>Nothing this week!</td>
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<td>MODULE 6: READ: • Explorations Chapter 7: Understanding the Fossil Context</td>
<td>Nothing this week!</td>
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<tr>
<td>Week 8</td>
<td>March 1</td>
<td>Tuesday 3/1: Exam 2 in class</td>
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<td>Nothing this week!</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 8</td>
<td>SPRING BREAK!</td>
<td>MODULE 7: READ: Explorations Chapter 9: Early Hominins</td>
<td>Homework 3: Dating the Distant Past. Opens with Module 7 on Monday 3/15 at 7 am and is due Sunday 3/21 at 11:59 pm</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 15</td>
<td>Hominin Adaptations</td>
<td>VIEW THESE LECTURES: • Protohominins • Ardipithecus • Early East African Australopithecus</td>
<td></td>
</tr>
</tbody>
</table>
| Week 11  | March 22 | Lucy (A. afarensis) and East African robust hominins. | Quiz 4 at the end of class | MODULE 8: VIEW THESE LECTURES:  
- A. garhi  
- South African Australopithecines: A. africanus  
- South African Australopithecines: A. robustus and A. sediba | Homework 4: Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/22 at 7 am and is due Sunday 3/28 at 11:59 pm |
|----------|----------|-----------------------------------------------------|---------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------|
| Week 12  | March 29 | Tuesday 3/29: Exam 3 in class | | MODULE 9: READ:  
- Explorations Chapter 10: Early Members of the Genus *Homo.* VIEW THESE LECTURES:  
- Early Homo, Sections 1-3 | Nothing this week! |
| Week 13  | April 5  | *Homo erectus* | | MODULE 10: READ:  
- Explorations Chapter 11: Archaic Homo. | Nothing this week! |
| Week 14  | April 12 | *Homo heidelbergensis*  
*Neanderthals* | | MODULE 11: READ:  
- Explorations Chapter 12: Modern *Homo sapiens* 
WATCH THESE YOUTUBE VIDEOS:  
- “How would you spot a Neanderthal on a bus?”  
- “Making Neanderthal tools” | Nothing this week! |
| Week 15 | Module 12: | Homework 5: Modern Human Variation. Opens with Module 12 on Monday 4/18 at 7 am and is due Sunday 4/24 at 11:59 pm |
| April 19 | Neanderthals, Denisovans, and You, Sections 1-3 | |
| Quiz 5 at the end of class | | |

| Week 16 | Final Exam in class, Date and Time TBA |
| Finals Week | | |

**IMPORTANT DATES & INFORMATION:**
- Late registration, Add/Drop: January 10-14
- Withdrawal deadline for this course: March 25
ANT 2511 The Human Species

Section 0M02

Spring 2022 (3 credits)

1. **Course Information**

   Room:  NSC 0101
   Modality: M mode
   Dates: January 10 - May 3, 2022
   Class Times: Thursday 9:00-10:15 am
   Prerequisites: None
   Final Exam Time: Thursday 4/28 at 7:00 - 10:50 am.

2. **Instructor and GTA Information**

   Instructor: Dr. Pete Sinelli
   Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227

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

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c)

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

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

In person Office Hours held in HPH 309M:

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

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

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

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

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

- Related Assessments:
  ○ Homework 1: The Nature of Science
  ○ Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
• Related Assessments:
  ○ Homework 2: Primate Behavior and Sociality
  ○ Homework 4: Paleoanthropology in East Africa vs. South Africa.

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

• Related Assessments:
  ○ Homework 1: The Nature of Science
  ○ Homework 4: Paleoanthropology in East Africa vs. South Africa.

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

• Related Assessments:
  ○ Homework 2: Primate Behavior and Sociality
  ○ Homework 3: Dating the Distant Past: How do scientists know how old things are?

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

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

• Related Assessments:
  ○ Homework 2: Primate Behavior and Sociality
  ○ Homework 4: Paleoanthropology in East Africa vs. South Africa.

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

• Related Assessments:
  ○ Homework 5: Modern Human Variation

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.
Related Assessments:
- Homework 1: The Nature of Science
- Homework 3: Dating the Distant Past: How do scientists know how old things are?

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

Related Assessments:
- Homework 5: Modern Human Variation

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

Related Assessments:
- Homework 5: Modern Human Variation

5. Course Schedule:

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

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- Three Midterm Exams—225 points total (75 points each)

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

- Final Exam—100 points
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Five Homework Assignments—125 points total (25 each)**

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- **Homework 1: The Nature of Science.** Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)

- **Homework 2: Primate Behavior and Sociality.** How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)

- **Homework 3: Dating the Distant Past: How do scientists know how old things are?** Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)

- **Homework 4: Paleoanthropology in East Africa vs. South Africa.** Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)

- **Homework 5: Modern Human Variation.** What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Five Announced Quizzes—50 points total (10 points each)**
There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be administered online the first week of class (January 10-14) to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- **Extra credit Pop Quizzes—20 points total (4 points each)**

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 % to 94.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
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<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
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<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
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<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
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<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
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<tr>
<td>D</td>
<td>&lt; 67.0 % to 64.0%</td>
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</tbody>
</table>
Name: Range:
D- < 64.0 % to 61.0%
F < 61.0 % to 0.0%

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

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS.

The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable.

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

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!
EXPLORATIONS:  (https://explorations.americananthro.org/) An Open Invitation To Biological Anthropology  (https://explorations.americananthro.org/) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.
8. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:  

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

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

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

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

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf
8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

8i. Recording policy

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

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.

12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.
• **UCF Home Page**  ([http://www.ucf.edu](http://www.ucf.edu)) will help find UCF resources

• **UCF Computer Service Desk**  ([http://servicedesk.ucf.edu](http://servicedesk.ucf.edu)) – You can also call the Service Desk at 407-823-5117.

• **Learning Online**  ([http://learn.ucf.edu](http://learn.ucf.edu)) This site provides information on study skills for distance learners, the library and the writing center.

• Buying a new computer or upgrading your current equipment – **[http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)**

• **Hardware/Software Requirements**  ([http://learn.ucf.edu/webcourses/support.html](http://learn.ucf.edu/webcourses/support.html))

• Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

• If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
Spring 2022 ANT 2511-OM02 (Thursdays 9:00-10:15 am) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.
The course schedule is tentative, and I reserve the right to make reasonable modifications.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Classroom Lecture Topic</th>
<th>Module Containing Book Chapter, Online Module Lecture, and/or Movie</th>
<th>Homework Assignment and Its Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>MODULE 1: READ: • Explorations Chapter 1: Introduction to Biological Anthropology</td>
<td>Nothing this week!</td>
</tr>
<tr>
<td>January 13</td>
<td><em>Introduction to Biological Anthropology</em></td>
<td>COMPLETE: • Quiz 1 Online Course Activity Due FRIDAY January 14 at 11:59pm for Course Activity.</td>
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<tr>
<td>Week 2</td>
<td><em>Meet Charles Darwin</em></td>
<td>MODULE 2: VIEW THIS LECTURE: • Before Darwin, the Rise of Science, Sections 1-6</td>
<td>Nothing this week!</td>
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<td>January 20</td>
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<td>Week 3</td>
<td><em>Natural Selection</em></td>
<td>Nothing this week!</td>
<td>Nothing this week!</td>
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<td>January 27</td>
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<tr>
<td>Week 4</td>
<td><em>Population Genetics</em></td>
<td>MODULE 3: READ: • Explorations Chapter 4: Forces of Evolution</td>
<td>Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/31 at 7 am and is due Sunday 2/6 at 11:59 pm</td>
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<tr>
<td>February 3</td>
<td><em>Quiz 2 at the end of class</em></td>
<td>VIEW THIS LECTURE: • The Nature of Science, Sections 1-3</td>
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*Weeks and dates are approximate and subject to change.*
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Notes</th>
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<tr>
<td>Week 5</td>
<td>February 10</td>
<td>Thursday 2/10: Exam 1 in class</td>
<td><strong>MODULE 4:</strong>&lt;br&gt;READ:&lt;br&gt;• Explorations Chapter 5: Meet the Living Primates&lt;br&gt;WATCH THIS MOVIE:&lt;br&gt;• “The Living Primates”</td>
<td>Nothing this week!</td>
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<tr>
<td>Week 6</td>
<td>February 17</td>
<td>Primate Anatomy</td>
<td><strong>MODULE 5:</strong>&lt;br&gt;VIEW THESE LECTURES:&lt;br&gt;• <em>Primate Anatomy, Sections 4-5</em>&lt;br&gt;• <em>Primate Evolution, Section 1-2</em></td>
<td>Homework 2: Primate Behavior and Sociality&lt;br&gt;Opens with Module 5 on Monday 2/14 at 7 am and is due Sunday 2/20 at 11:59 pm</td>
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<td>Week 7</td>
<td>February 24</td>
<td>Primate Evolution, Sections 2-4</td>
<td>Nothing this week!</td>
<td>Nothing this week!</td>
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<tr>
<td>Week 8</td>
<td>March 3</td>
<td>Thursday 3/3: Exam 2 in class</td>
<td><strong>MODULE 6:</strong>&lt;br&gt;READ:&lt;br&gt;• Explorations Chapter 7: Understanding the Fossil Context</td>
<td>Nothing this week!</td>
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<tr>
<td>Week 9</td>
<td>March 10</td>
<td>SPRING BREAK!</td>
<td>Nothing this week!</td>
<td>Nothing this week!</td>
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<tr>
<td>Week 10</td>
<td>March 17</td>
<td>Hominin Adaptations</td>
<td><strong>MODULE 7:</strong>&lt;br&gt;READ:&lt;br&gt;Explorations Chapter 9: Early Hominins&lt;br&gt;VIEW THESE LECTURES:&lt;br&gt;• <em>Protohominins</em>&lt;br&gt;• <em>Ardipithecus</em>&lt;br&gt;• <em>Early East African Australopithecus</em></td>
<td>Homework 3: Dating the Distant Past.&lt;br&gt;Opens with Module 7 on Monday 3/15 at 7 am and is due Sunday 3/21 at 11:59 pm</td>
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<td>Week 11</td>
<td>March 24</td>
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<td><strong>Week 11</strong>&lt;br&gt;<strong>March 24</strong></td>
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<td><strong>Lucy (A. afarensis) and East African robust hominins.</strong></td>
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<td><strong>Quiz 4 at the end of class</strong></td>
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<td><strong>MODULE 8:</strong>&lt;br&gt;<strong>VIEW THESE LECTURES:</strong>&lt;br&gt;• A. garhi&lt;br&gt;• <em>South African Australopithecines: A. africanus&lt;br&gt;• South African Australopithecines: A. robustus and A. sediba</em>*</td>
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<td><strong>Homework 4:</strong>&lt;br&gt;Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/22 at 7 am and is due Sunday 3/28 at 11:59 pm</td>
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<td><strong>Week 12</strong>&lt;br&gt;<strong>March 31</strong></td>
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<td><strong>Thursday 3/31: Exam 3 in class</strong></td>
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<td><strong>MODULE 9:</strong>&lt;br&gt;<strong>VIEW THESE LECTURES:</strong>&lt;br&gt;<strong>READ:</strong>&lt;br&gt;• Explorations Chapter 10: Early Members of the Genus <em>Homo.</em>&lt;br&gt;<strong>VIEW THESE LECTURES:</strong>&lt;br&gt;• <em>Early Homo, Sections 1-3</em>*</td>
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<td><strong>Week 13</strong>&lt;br&gt;<strong>April 7</strong></td>
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<td><strong>Homo erectus</strong></td>
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<td><strong>MODULE 10:</strong>&lt;br&gt;<strong>READ:</strong>&lt;br&gt;• Explorations Chapter 11: Archaic <em>Homo.</em></td>
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<td><strong>Homo heidelbergensis</strong>&lt;br&gt;Neanderthals</td>
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<td><strong>MODULE 11:</strong>&lt;br&gt;<strong>READ:</strong>&lt;br&gt;• Explorations Chapter 12: Modern <em>Homo sapiens</em>*&lt;br&gt;<strong>WATCH THESE YOUTUBE VIDEOS:</strong>&lt;br&gt;• “How would you spot a Neanderthal on a bus?”&lt;br&gt;• “Making Neanderthal tools”</td>
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<td>Week 15</td>
<td>Neanderthals Quiz 5 at the end of class</td>
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<td>April 21</td>
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**MODULE 12:**

**VIEW THESE LECTURES:**
- *Neanderthals, Denisovans, and You, Sections 1-3*

**Homework 5: Modern Human Variation.**

Opens with Module 12 on Monday 4/18 at 7 am and is due Sunday 4/24 at 11:59 pm

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**Week 16 Finals Week**

**Final Exam in class, Thursday 4/28 at 7:00-10:50 AM**

**IMPORTANT DATES & INFORMATION:**
- Late registration, Add/Drop: January 10-14
- Withdrawal deadline for this course: March 25
ANT 3173 Archaeology of Sex

Section 0M01

Spring 2022 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 10-May 3, 2021

Class Location: BA1 0122

Class Times: Thursdays 12:00-1:15 pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227
2a. Contacting the professor:

In-person Office Hours (held in HPH 309c)

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

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

In person Office Hours held in HPH 309M:

- Jessie
  - Mondays 12:30 pm - 1:30 pm [online]
  - Wednesdays 12:30 pm - 1:30 pm [in person]
- Rachel
  - Tuesdays 11:00 am - 12:00 pm [in person]
  - Wednesdays 10:00 am - 11:00 am [online]
- Lexie
  - Mondays 3:00 pm - 4:00 pm [online via Webcourses Inbox- Zoom can be arranged as needed]
3. Course Description:
This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of Homo sapiens as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures.

4. Learning Outcomes:
- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.
- Display knowledge of and an appreciation for the diversity of human sexual expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

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

6. Course Evaluation:
Your grade in this course will be based out of 500 total points. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:
I. Three Exams—300 points (100 points each)

There will be 3 exams during the semester. Each exam will consist of True/False, Multiple Choice, and/or short answer questions. Exam 1 will be taken in person in our classroom. Exam 2 will be taken online. Exam 3 will be administered in person in our classroom during the scheduled final exam period on Thursday, April 28 from 10:00 am to 12:50 pm. You must bring a "raspberry" scantron and a #2 pencil to the in-class exam.

II. Grab Bag assignments—70 points (various points each)

You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

III. M Mode Module Assignments—130 points

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 13 modules for the course. The modules consist of readings and/or an online lecture that you will review, then you will take the associated assessment online. Module quizzes are worth a total of 130 points.

Modules and the associated quizzes will go live every Monday at 7:00 am, per the course schedule. You must complete the related Quiz by 11:59 pm the following Sunday. Because you have the entire work week to complete them, I will not reopen closed module quizzes after the due date unless you have a documented excuse as defined by the syllabus (see “6c. Makeup Policy” below).

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

A 470 or more
A- 450-469
B+ 435-449
B 420-434
Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. **Make-up Policy:** If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Work conflicts are not an excusable absence. You signed up for a class that meets on Thursdays from 12:00-1:15 so adjust your work schedule accordingly.

Computer problems are NOT a legitimate excuse, including "my internet went down" or "I couldn't open the file". Half of this class requires you to work remotely and it is your responsibility to ensure that you have the tools you need.

7. **Course Materials:**

John Clarke: Looking at Lovemaking: Constructions of Sexuality in Roman Art

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

8. **Course-Specific Policies.**
8a. Notes: This is a note-intensive course. I do not post notes or PowerPoint slides online or release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

8b. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam**. I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8c. Grab bags: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8d. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.
ANT 3173 Archaeology of Sex

Spring 2022 (3 credits)

9. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

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

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

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

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

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

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

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

7. Helping another violate academic behavior standards.

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

Any of the following are academic integrity violations:

Unauthorized Use of Websites and Internet Resources

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

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

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

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

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

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

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

Unauthorized distribution of Class notes:
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 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.

**Enforcement: 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.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf
8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

9. Protocols

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

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

6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.

8. Sign your e-mail messages.

9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).

3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.

12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- **UCF Home Page** ([http://www.ucf.edu](http://www.ucf.edu)) will help find UCF resources
- **Learning Online** ([http://learn.ucf.edu](http://learn.ucf.edu)) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – [http://www.cstore.ucf.edu/](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** ([http://learn.ucf.edu/webcourses/support.html](http://learn.ucf.edu/webcourses/support.html))
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Module # (Opens 7 am every Monday)</th>
<th>And that Module is due Sunday at 11:59 pm on this date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/13</td>
<td>Introduction to the course. What is sex, sexuality, and gender?</td>
<td>1</td>
<td>1/16</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/20</td>
<td>Evolution of Sex: Non-Human Primates</td>
<td>2</td>
<td>1/23</td>
</tr>
<tr>
<td>Week 3</td>
<td>1/27</td>
<td>Evolution of Sex: hominins to modern forager societies</td>
<td>3</td>
<td>1/30</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/3</td>
<td>Changes in sex and gender during the Neolithic</td>
<td>4</td>
<td>2/6</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/10</td>
<td>Bronze Age Mediterranean and Middle East</td>
<td>5</td>
<td>2/13</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/17</td>
<td>EXAM 1 IN CLASS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Week 7</td>
<td>2/24</td>
<td>The Classical world and Ancient Greece</td>
<td>6</td>
<td>2/27</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/3</td>
<td>Romans Part I</td>
<td>7</td>
<td>3/6</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/10</td>
<td>Spring Break</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Week 10</td>
<td>3/17</td>
<td>Romans Part II</td>
<td>8</td>
<td>3/13</td>
</tr>
<tr>
<td>Week 11</td>
<td>3/24</td>
<td>Romans Part III</td>
<td>9</td>
<td>3/27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXAM 2 OPENS AFTER CLASS AT 2:00 PM ON THURSDAY 3/24 AND IS DUE BEFORE THE NEXT CLASS AT 12:00 PM ON THURSDAY 3/31.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>3/31</td>
<td>The Islamic World</td>
<td>10</td>
<td>4/3</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/7</td>
<td>19th Century American Prostitution</td>
<td>11</td>
<td>4/10</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/14</td>
<td>Same-Sex Attraction and Evolution</td>
<td>12</td>
<td>4/17</td>
</tr>
<tr>
<td>Week 15</td>
<td>4/21</td>
<td>Unique Sexualities</td>
<td>13</td>
<td>4/24</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td>FINAL EXAM: Thursday, April 28 from 10:00 am to 12:50 pm</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Drop/Add: January 10-14
Withdrawal Date: March 26.
Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture
Spring 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)
Dates: January 10 - May 3, 2022
Final Exam Time: Due Tuesday May 3 at 11:59pm
Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227
Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:
In-person Office Hours (held in HPH 309c)
Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone number above.

2b. GTAs: Contact via email or through webcourses message.

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

In person Office Hours held in HPH 309M:

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

Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.
4. Learning Outcomes:

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems. They also vary WITHIN nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.
- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

5. Course Schedule:

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

6. Course Evaluation:

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

YOU MUST ONLY submit assignments and exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files as they will not be readable to us for grading. If you want to type them out ahead of time in Word or whatever that’s fine, but you must then cut and paste the text directly into the submissions box. If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

6a. Assessments and Point Values:

- **Two Exams**: 200 points (100 points each)

There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don't have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative.

- **Module Assignments**: 300 points (20 at 15 points each)
Every week you will complete Module assignments and associated quizzes. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on Monday the week it is scheduled. You must complete the assignment by 11:59 pm on the following Sunday.

- **Course Policies and Documents Quiz (10 Extra Credit points)**

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 Course Policies and Documents Quiz in Webcourses by January 14, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

- **A** 470 or more
- **A-** 450-469
- **B+** 435-449
- **B** 420-434
- **B-** 400-419
- **C+** 385-399
- **C** 370-384
- **C-** 350-369
- **D+** 335-349
- **D** 320-334
Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, military orders, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Evaluation:

There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.

You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can buy the DVD on Amazon or stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL, IT IS AN ASSIGNED PART OF THE COURSE (LIKE A BOOK) AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.
8. University Core Policies

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

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

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

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

7. Helping another violate academic behavior standards.

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.
8c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.
8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.

8. Sign your e-mail messages.

9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).

3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.


5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.

6. Everyone should feel free to participate in class and online discussions.

7. Respect each other’s ideas, feelings and experience.

8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.

11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.
12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.

14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

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- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.
ANT 3302 Sex Gender and Culture
Spring 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: January 10 - May 3, 2022

Final Exam Time: Due Tuesday May 3 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

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

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c)
Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

Students may also contact me in any of the following ways, and any messages will be returned within 24 business hours.

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

In person Office Hours held in HPH 309M:

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

Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.
4. **Learning Outcomes:**

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems. They also vary **WITHIN** nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.
- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

5. **Course Schedule:**

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

6. **Course Evaluation:**

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

YOU MUST ONLY submit assignments and exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files as they will not be readable to us for grading. If you want to type them out ahead of time in Word or whatever that’s fine, but you must then cut and paste the text directly into the submissions box. If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

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

- **Two Exams:** 200 points (100 points each)
  
  There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don’t have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative.

- **Module Assignments 300 points** (20 at 15 points each)
Every week you will complete Module assignments and associated quizzes. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on Monday the week it is scheduled. You must complete the assignment by 11:59 pm on the following Sunday.

- **Course Policies and Documents Quiz (10 Extra Credit points)**

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 Course Policies and Documents Quiz in Webcourses by January 14, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, an airline ticket invoice, police report, military orders, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Evaluation:

There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.

You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can buy the DVD on Amazon or stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL, IT IS AN ASSIGNED PART OF THE COURSE (LIKE A BOOK) AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.
I. Welcome!
This graduate level course explores bioarchaeology theory and interpretation at an advanced level, including current approaches and issues.

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

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

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

V. Course Prerequisites
ANG6521 Advanced Methods in Human Osteology or equivalent.
BA in Anthropology or equivalent. Instructor permission.

VI. Course Credits
3 credit hours

VII. Course Requirements

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

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

VIII. Required Texts and Materials
Texts:
• Additional required journal articles and book chapters will be available online.

Highly recommended:

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

Optional –

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

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

**IX. Evaluation**
The required readings will serve as the main material for the course, and will be supplemented by recommended readings and discussion. The required reading should be completed before attending class. Each class will also be led by student discussants, who are responsible for a short presentation and assisting in leading the discussion. In addition to
readings, students will also be required to write a research proposal that addresses a specific aspect of bioarchaeology, and to present that proposal at the end of the semester. Your grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lead Discussion (2x50)</td>
<td>20%</td>
</tr>
<tr>
<td>Symposium Proposal and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Reflections/Position Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Book Review</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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

**X. Grade Dissemination**
Grades and feedback will be made available via Webcourses.

**XI. Learning Assessment**

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

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

**Conference Symposium Proposal:** Additionally, students will present to the class their proposed idea for a conference symposium at a major professional meeting. Topic selection will be evaluated by due date as complete/incomplete. This will include a detailed abstract on
the topic and major expectations and contributions, and a list of potential invitees (and their topics). This could be regionally specific or globally broad. WHO would you like to invite to talk about this topic? I recommend that the topic connects and highlights the broader biocultural importance of such research. This assignment will include submitting the 2-3 page proposal and 1-2 page list of invited speakers, “pitching” the idea (pretend your classmates are those you want to attend or participate), possible supporting references, and discussing feedback from your colleagues about the symposium.

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

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

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

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

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

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

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

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

To protect members of our community, UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. ([https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf)). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

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

**COVID-19 and Illness Notification**

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

**In Case of Faculty Illness**

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacting the professor</td>
<td>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the &quot;coursemail&quot; tool frequently. Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment using the Calendly app provided. If you choose to email me at <a href="mailto:j.marla.toyne@ucf.edu">j.marla.toyne@ucf.edu</a> (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards. If you choose to email me at <a href="mailto:j.marla.toyne@ucf.edu">j.marla.toyne@ucf.edu</a> (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards.</td>
</tr>
<tr>
<td>Webcourses@UCF</td>
<td>This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.</td>
</tr>
<tr>
<td>Accessing On-line Course</td>
<td>You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday by 5pm.</td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>Grading and evaluation</td>
<td>Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF. Midterm grades are unofficial.</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.</td>
</tr>
<tr>
<td>(Professionalism Policy)</td>
<td></td>
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</tbody>
</table>
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. Let’s not get distracted together!
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
- **Be polite, please.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Let’s chat!** Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

| **Zoom Policy (in the event that we need to pivot online)** | **Meeting Expectations:** Since we may be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct. In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:
- **Join early.** Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance.
- **Find a quiet place to attend class,** with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise.
- **Enable video.** Have your video on unless you truly are experiencing connection issues.
- **You’re on camera!** Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- **Avoid using zoom backgrounds.** Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue.
- **Lighting.** Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly. |
- **Camera level.** Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- **Microphone.** Mute your microphone when not talking.
- **Raising your hand.** If you have a question or comment, use Zoom’s “Raise Hand” function so that Dr. Toyne can call on you. This will prevent you from speaking over / speaking at the same time as other participants. Chat can be used to set up questions if we have time to discuss them. But live questions are best.

### Deadlines and Make-ups

There can be accommodations for **in-class/online exams** or **quizzes or the final exam.** No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor’s note).

The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date and will take a different format from the original. No penalty will be applied.

University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at [http://policies.ucf.edu/documents/4.401.2MakeUpAssignmentsorAuthUnivEventsorCurricularActivities.pdf](http://policies.ucf.edu/documents/4.401.2MakeUpAssignmentsorAuthUnivEventsorCurricularActivities.pdf).

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).

An alternative assignment or make up exam may be offered.

### Late Work Policy and Grades of ‘Incomplete’

Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

### Academic conduct

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](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. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Academic integrity

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

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. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.

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>.

<table>
<thead>
<tr>
<th>Turnitin.com</th>
<th>In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCF Cares</td>
<td>During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit <a href="http://UCFCares.com">UCFCares.com</a> if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail <a href="mailto:ucfcares@ucf.edu">ucfcares@ucf.edu</a> with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-3607. 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.</td>
</tr>
<tr>
<td>Accessibility Statement</td>
<td>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>) (Ferrell Commons 185; 407-823-2371; <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>) to talk about academic accommodations. 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.</td>
</tr>
<tr>
<td>I “Control Alt Deleted” my homework</td>
<td>There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.</td>
</tr>
</tbody>
</table>
| 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](tel: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 (<https://youtu.be/NIKYajEx4pk>)

### Deployed Active Duty Military Students Statement

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

### Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

### Discrimination

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

### University Writing Center

This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

### XIV. Copyright

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

### XV. Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
XVI. Disclaimer
Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures. If absent from class, it is the student’s responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

XVII. Important Dates to Remember
The SPRING academic calendar can be found online at: http://calendar.ucf.edu/2022/spring
Drop/Swap Deadline: January 14th, 2022
Withdrawal Deadline: March 18th, 2022
Spring Break: March 7-11th, 2022
I. Schedule

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic to be Discussed in Class</th>
<th>Reading Prepared before class</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td><strong>Analyzing Human Remains in Archaeology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction to Bioarchaeology; The Human Skeleton; History of Bioarchaeology; Bioarchaeology as Anthropology</td>
<td>BIO Ch. 1; Baker/Agarwal 2017; Buikstra 1977; Knüsel 2010; Armelagos 2002</td>
<td><strong>Discussion Leadership Topic Selection</strong></td>
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<td>Human Burials: Preservation and Collections</td>
<td>Lambert/Walker 2019; Stodder 2019; Kakaliouras 2012; SB Ch.3 Turner/Andrushko 2011; Lewis et al. 2013; Halcrow et al. 2021</td>
<td><strong>Critical Paper #1</strong></td>
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<td>Principles of Mortuary archaeology; Archaeoanthanotology; The Dead as Agents</td>
<td>ADB Ch. 1, 2, &amp; 3; Duday 2006; SB Ch.5 Weiss-Krjeci 2011; Goldstein 2006; Tung 2014</td>
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<td>UNIT 2</td>
<td><strong>Concepts of Health and Stress</strong></td>
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<td>Week 4</td>
<td>The Osteological Paradox</td>
<td>Wood et al. 1992; Dewitte/Stojanowski 2015; SB Ch.5 Jackes 2011; Margerison/Knusel 2002; Temple/Goodman 2014</td>
<td><strong>Critical Paper #2</strong></td>
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<td>Health and health status</td>
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<td>Week 5</td>
<td>Life History and DOHaD</td>
<td>BIO CH2; Agarwal 2016; Low et al. 2012; Roksandic/Armstrong 2011; Gowland 2105; DeWitte 2014</td>
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<td>Week 6</td>
<td>Age and Sex Experiences</td>
<td>BIO Ch.10; Sofaer 2006; SB Ch. 6 Hollimon 2011; SB Ch.12 Halcrow and Tayles 2011; Geller 2009</td>
<td><strong>Book Selection Due</strong></td>
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<td>UNIT 3</td>
<td><strong>Social Identity Reconstruction</strong></td>
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<td>Week 7</td>
<td>Social Status and Disease</td>
<td>ADB Ch.4; Salpofsky 2004; Buzon 2012; Gravlee 2009; Robb et al. 2001</td>
<td><strong>Critical Paper #3</strong></td>
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<td>Week 8</td>
<td>Individuals, Groups, and Social Collectivities</td>
<td>Knudson and Stojanowski 2008; Saul and Saul 1989; Robb et al. 2019; Becker/Juengst 2017; Haun/Carrasco 2010</td>
<td><strong>Symposium Selection Due</strong></td>
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<td>UNIT 4</td>
<td><strong>Historical and Cultural Transformations</strong></td>
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<td>Week 9</td>
<td>Spring Break</td>
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<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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<td>10</td>
<td>Adaptations and Agricultural Revolution</td>
<td>BIO Ch5/6; Schoeninger 2014; Roberts 2010; Steckel et al. 2002; Temple/Stojanowski 2018</td>
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<td>Critical Paper #4</td>
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<td>12</td>
<td>Violence (Trauma and Surgical Interventions)</td>
<td>BIO Ch.4; SB Ch.14 Glencross 2011; Walker 2001; Brickley/Smith 2006; Nystrom 2014</td>
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<td>Critical Paper #5</td>
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<td>Symposium Proposal Due</td>
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<td>13</td>
<td>Colonization and Migration</td>
<td>SB Ch.7 Zakrzewski 2011; Barrett/Blakey 2011; Pfeiffer/Fairgrieve 1994; Blakely/Mathews 1990; Kilgrove/Tykot 2018 +blog</td>
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<td></td>
<td>Critical Paper #5</td>
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<td>14</td>
<td>Contemporary Issues</td>
<td>Buikstra 2019 – various chapters; Halcrow et al. 2018</td>
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<td>15</td>
<td>Innovations</td>
<td>TBD by student selection</td>
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<td>16</td>
<td>Final Exam</td>
<td>Presentations</td>
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ANT4406: Pain and Suffering
The Anthropology of Violence and Social Conflict

Class Time: Tuesday/Thursday. 1:30 to 2:45pm
Instructor: Dr. J. Marla Toyne
Office: HPH 409R Phone: 407 823 1927
Office Hours: Thursday 10:00 to 12:00pm
Email: j.marla.toyne@ucf.edu
Or Email for appointment if necessary.

Course Overview:
What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call “primitive”, then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

Prerequisites: Ideally ANT2511 or ANT2410, or permission of Instructor.

Course Catalogue: Survey the phenomenon of violence in human societies by exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology.
Course Objectives:
The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment-execution, ritual violence, suicide, structural violence, and warfare.

- Develop an understanding of the phenomenon of violence
- Explore the manifestations of violence in human societies
- Evaluate various theories of violence
- Use cross-cultural comparison to identify the impact of violence on human societies (past and present)
- Prepare and discuss different individual cases studies of violence
- Synthesize research on violence in different cultural contexts
- Review and place a full ethnography within the broader context of social violence

Course Requirements:
This course will include lectures, films, online pages, and readings that explore diverse aspects of violent behaviors. The course will include a major writing assignment as well as in-class weekly discussions including helping lead a weekly discussion topic. Weekly quizzes will enhance student preparation, and ethnography book club discussions help engage in reading select ethnographies.

Topics covered on a weekly basis will include:
- Types of Violent Behaviors (definitions)
- Scales of Violent Behaviors (personal, interpersonal, group, national)
- Theories of Violence (Physical, Structural, Material, Civilized, Social)
- Evolution of Violence (evidence of early aggressive behaviors in our hominid ancestors)
- Non-Human Primate Violence (evolutionary significance of intraspecies aggression)
- Non-State Level Violence
- State Level Violence (political violence, war, genocide)
- Socially Sanctioned Violence (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- Victims of Violence (women, children, minorities, elderly, ethnicities)
- World History of Violence
- Violence in Popular Culture and Media (television, films, video games, literature, fine arts, graphic novels)
- Cases of Violent Behaviors (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

Student Success:
This is my goal. This is a Face-to-Face course. There are F2F meetings with lectures and interactive discussions, but we will have a few online learning activities and sources of information to guide you. So, this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.
If you have any questions about the course, communication is key.
Recommendations for Success:

1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.

2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.

3) Please use a subject title that clearly identifies your course and the topic of inquiry.

4) Email is NOT a substitute for my office hours. I can not engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.

5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Required Texts:


These are available in the bookstore, but they are also on Course Reserve in the Library for limited check out. Or online stores at various outlets.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically Webcourses as PDFs. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Recommended:

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100%</td>
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<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<td>B-</td>
<td>80-83%</td>
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<td>C</td>
<td>74-76%</td>
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<td>C-</td>
<td>70-73%</td>
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<td>D</td>
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<td>D-</td>
<td>60-64%</td>
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<td>F</td>
<td>59% or below</td>
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NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Evaluation:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Quizzes and Reflections (based on weekly readings)</td>
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<tr>
<td>Article Discussant</td>
<td>20%</td>
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<td>Book Review</td>
<td>20%</td>
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<tr>
<td>Final Exam Article Review</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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<td>Total</td>
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Grade Dissemination
Quizzes, assignments, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.
NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Accessing Online Course Content
You have an online assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Attendance and Participation
Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.
Participation is an important component of this class and you will be evaluated points for your presence and natural participation. I do call on students, but I am much more excited to pick among willing hands of volunteers who would like to ask questions and offer answers and opinions on readings and class topics. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
IF verbal public, in-class participation is the scariest thing on the planet, please come see me and let me know and we will consider alternative participation strategies.

LEARNING ASSESSMENT
Regular attendance and participation in class is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledgebase week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

Assignments
MiniQuizzes/Reflections – weekly readings: These are assigned, dated, and timed. MONDAY NIGHT before TUESDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings and thought through some key concepts.

Discussions – weekly topic LEADERSHIP: Each student will sign up to help lead the discussion for 1 new article that will add to our weekly readings. A sign-up sheet will be passed out during the first week of classes and online. If students miss signing up independently, they will be assigned an article. Approximately 1-2 students per week will be the ‘article discussants’. The expectation is that the student will be present in class and be prepared to introduce a novel article and add to the discussion of the topic. ALL other students are expected to participation with questions and comments. Everyone gets a turn to shine and lead the discussion.

Book Review Assignment: Further instructions will be detailed on Webcourses for each component of this written assignment.

FINAL Exam: Unfortunately, there will not be regular exams, but a final ‘exam’ article review and synthesis is expected. Two weeks before the end of class you will sign up for a provided article on a specific topic, you will find another article with a similar theme (NOT on the list, nor used in class already), and you will write a
3 pages, double-spaced, Times New Roman font, 1 inch margins, amazing review of both articles, then comparing them, and finally synthesizing them to the violent topic and the rest of the course materials. Further instructions online. Online submission during finals period.

These written assignments must be original work, written in your own words. Copying other student’s assignments or websites in whole or part will not be tolerated. In this course we may 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. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

In text citations must follow the AJBA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are NON-Negotiable and points will be lost for incorrect formatting or frequent spelling and formatting errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See Course Protocols for further formatting and Discussion Protocols.

Policies
Contacting the professor
In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. It is the student’s responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4406 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.
Also check Webcourses for common questions asked and their answers via the discussion boards.

Deadlines and Make-ups
Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange
a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>. 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>. An alternative assignment or make up exam may be offered.

**Late Penalties:** Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Late assignments will be subject to a Late penalty of 5% per calendar day, including: non-class days, holidays and weekends.

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (http://catalog.ucf.edu/policies/academic-regulations) for further details. Or, students should consult the Academic Counseling Office in their “home” Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

**Missed exams/assignments:** There are no make-ups for online quizzes, discussions, or assignments. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**TECHNOLOGY AND MEDIA**

**Webcourses@UCF:** This is a Face-to-Face course. Only some course materials and assignments have an online component that is accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in class, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

**I “Control Alt Deleted” my homework:** There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure
that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

**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, stop by MOD 608, or call 407.823.2197.

**General Information:**

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, working on homework, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are using laptops inappropriately, clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
- **Be polite.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions,** make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

**UCF Cares**

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

**ACADEMIC RESPONSIBILITY AND EXPECTATIONS**

**Academic conduct**

Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be
applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University.

**Academic integrity**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://z.ucf.edu/](http://z.ucf.edu/). The UCF Rules of Conduct apply to all UCF students - [http://osc.sdes.ucf.edu/process/roc](http://osc.sdes.ucf.edu/process/roc).

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. The UCF definition of Plagiarism is available here [https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php](https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.
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 WPA Statement on Best Practices” [http://wpacouncil.org/node/9](http://wpacouncil.org/node/9).

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf](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).

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
**Turnitin.com:** In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

**ACCESSIBILITY STATEMENT**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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 <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**Deployed Active Duty Military Students Statement**

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

**Religious Observances**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.
Discrimination
I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

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

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

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

Dates to remember: The SPRING Academic calendar can be found online at: http://calendar.ucf.edu/2022/spring
Late registration, Add/Drop: January 10-14th, 2022
Withdrawal deadline for this course: March 25th, 2022
**Class Weekly Reading SCHEDULE:**
*Concept of Violence and Readings (Assignment deadlines can be found online)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Anthropology of Violence</td>
<td>Eller: Chapter 1&lt;br&gt;Sh &amp; B Ch1&lt;br&gt;Riches (1986)</td>
</tr>
<tr>
<td>4</td>
<td>Human Capacity for Violence</td>
<td>Eller: Chapter 3&lt;br&gt;SH &amp; B: Chapter 7-12, 16, 18&lt;br&gt;Van de Berghe (1974)</td>
</tr>
<tr>
<td>6</td>
<td>Socially Sanctioned Violence (Legal punishment, ritual, combat sports, self-defence)</td>
<td>Eller: Chapter 6 and 7&lt;br&gt;SH &amp; B: Chapters 46-49&lt;br&gt;Smith (2000)</td>
</tr>
<tr>
<td>7</td>
<td>State Level Violence</td>
<td>Eller: Chapter 8 and 9&lt;br&gt;SH &amp; B: Chapter 51, 49 (terrorism)</td>
</tr>
<tr>
<td>8</td>
<td>Victims of Violence (gender violence, women)</td>
<td>Eller: Chapter 5&lt;br&gt;Gentry (2015)&lt;br&gt;Film: <em>When Women Kill</em></td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Intimate Violence (Children/Elders/Suicide)</td>
<td>Korbin (2003)&lt;br&gt;Sh &amp; B Ch 33&lt;br&gt;TBD reading</td>
</tr>
<tr>
<td>11</td>
<td>Structural and Symbolic Violence</td>
<td>Farmer (2004)&lt;br&gt;Sh &amp; B 32</td>
</tr>
<tr>
<td>12</td>
<td>Violence in Popular Culture and Media (TV, films, video games, literature, fine arts, etc)</td>
<td>Young (2010) Chapter 1, 3&lt;br&gt;</td>
</tr>
<tr>
<td>13</td>
<td>Lynching and Spectacle (Intro, Part 1)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Lynching and Spectacle (Part 2 and Part 3)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Peaceful Societies and Conflict Resolution</td>
<td>Fry (2007) Chapter 1-6</td>
</tr>
</tbody>
</table>
ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: John Walker
Term: Spring 2022

Office: Phillips Hall 409-O
Credit Hours: 3

Phone: (407) 823-3798
Class Meeting Days: Fridays

E-Mail: john.walker@ucf.edu
Class Meeting Hours: 1:00-4:00 PM

Website: webcourses.ucf.edu
Class Location: CB1 - O219

Office Hours: Dr. Walker: Thursday 1:00pm – 3:00pm or by appointment
TA and Contact Information: None

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor
Required Text and Articles

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

Basis for Final Grade

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday of Week 1, January 11th, at 3pm</td>
<td>1% and federal verification requirement</td>
</tr>
<tr>
<td>Participation in Classroom Discussions</td>
<td>In class and in Zoom sessions</td>
<td>9%</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>April 8th, 2019 (Week 14) at start of the class period (9:30pm)</td>
<td>70%</td>
</tr>
</tbody>
</table>
The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF’s compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100 %</td>
<td>C</td>
<td>73 - 76 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92 %</td>
<td>C-</td>
<td>70 - 72 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89 %</td>
<td>D+</td>
<td>67 - 69 %</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86 %</td>
<td>D</td>
<td>63 - 66 %</td>
</tr>
</tbody>
</table>
Course Policies

Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/Links to an external site. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida’s Student Handbook (www.goldenrule.sdes.ucf.eduLinks to an external site.). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

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

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

**Electronic Device Policy**

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

**Attendance**

Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.
Updates and Notifications

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

COVID-19 Pandemic updates:

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

Obtaining Notes for Missed Class Periods

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

Grades of “Incomplete”

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fri</td>
<td>Jan. 14</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>ASSIGNMENT: Syllabus Quiz due Fri. Jan. 11 at 3pm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fri</td>
<td>Jan. 21</td>
<td>Monitoring Things from Space</td>
<td></td>
<td>Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classroom Discussion and Project Preparation Session</td>
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</tr>
</tbody>
</table>

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

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

---

**Tracking Movement**

4 Fri Jan. 4

Classroom Discussion and Project Preparation Session
More Statistical Analysis and Arguments

5 Fri Feb. 11

Classroom Discussion and Project Preparation Session

Telling a Story with Maps - Cartography

6 Fri Feb. 18

Classroom Discussion and Project Preparation Session

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


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

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

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

7 Fri Feb. 25

Classroom Discussion and Project Preparation Session

PPGIS, Crowdsourcing, Web

8 Fri Mar. 4

Classroom Discussion and Project Preparation Session

Simulations

9 Fri Mar. 11

Classroom Discussion and Project Preparation Session

SPRING BREAK

10 Fri Mar. 18

NO CLASS

Raanan and Shoval (2014): “Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities”

Brovelli et al. (2015): “Public participation in GIS via mobile applications”

Sellers et al. (2007): “An agent-based model of group decision making in baboons”
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 25</td>
<td>Fri</td>
<td>Classroom Discussion and Project Preparation Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom class (see link at bottom left) @ 9 am</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Fri</td>
<td>Classroom Discussion and Proposal Preparation Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom class (see link at bottom left) @ 9 am</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Fri</td>
<td>Classroom Discussion and Proposal Preparation Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom class (see link at bottom left) @ 9 am</td>
</tr>
</tbody>
</table>

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

ASSIGNMENT DUE AT START OF CLASS

FINAL PROJECT REPORT

Monday Apr 8, 9:30am

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

Download Final Project Report (no more than 10 pages)

STUDENT PRESENTATIONS

We will present online through the Zoom tool

STUDENT PRESENTATIONS

We will present online through the Zoom tool

Details of Written Assignments
Article Bibliography

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


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


Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni


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

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

Hillier, Amy

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

Raanan, Malka Greenberg and Noam Shoval

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


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


Spielman, Seth


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


Sui, Daniel

This is a face-to-face class

Please stay home if you feel sick

UCF expects you to wear a mask to class

Anthropology 4933C-0001—Spring 2022

Tuesdays and Thursdays, 3:00-4:15 pm, PSY 110 (3 credits)

Prerequisites: ANT 2140, or Consent of Instructor

Dr. John H. Walker

john.walker@ucf.edu

409o Howard Phillips Hall
Office Hours: T, R 10:00 AM - 12:00 Noon, or by appointment (contact me by email and I will try to reply in 24 hours)

Course Readings are found HERE

Here's How to Log in to ArcGIS ONLINE.pdf Download How to Log in to ArcGIS ONLINE.pdf

Sign up for a free account to access training and other help: https://www.esri.com/en-us/home (Links to an external site.)

Covid information (these are taken from the UCF website, so you may have seen them in other courses)

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.

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.

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.

Course Description

In this class we will work together to read and debate literature in Landscape Archaeology, while using maps to apply those ideas to our own research. We will use software such as Google Earth and ArcGIS online to create annotated maps to better understand landscapes at different scales, and around the world. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

Attendance policy

If you will not be able to attend class, you should choose a different course. Attendance at all class sessions is expected because it is the only way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

Course Goals

To read and analyze literature in landscape archaeology

To use mapping tools (ArcGIS online; Google Earth) to organize information and study a particular landscape.

To share knowledge and thoughtful, critical feedback with the other members of the class.

Required Software

ArcGIS online--If you do not already have access, I will get a license for each of us. This tool will allow you access to GIS data from around the world, through the browser.

Before purchasing any books for the course, please come to the first day of class for a discussion of sources and the availability of electronic texts though the UCF library.

We will also be using readings distributed electronically. Other class materials may include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. We will be using Webcourses to communicate with each other and distribute documents.

Grading

The requirements for this course are weighted as follows:

- Class participation: 10%
- Weekly assignments: 50%
- Final map project: 40%

Class participation: The engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up 20% of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to help your classmates. If you are still figuring it out, you have an obligation to ask questions and work with your classmates. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the readings using a variety of formats, which we will organize in class. As a group, we will experiment with different formats for discussion, but all of them will depend on everyone being involved in every class session. Some of the plans or “scripts” for class format include debates, having individual discussion leaders, creation and discussion of study questions, small group work, or perhaps even “fieldwork” of some kind. In all cases, the point of the format will be to lead all of us to a productive conversation about that week’s readings.

Final Map Projects:
Each participant in the class will be create an annotated map of a landscape, using the concepts of landscape archaeology in conjunction with library research and ArcGIS online. I will approve each student’s topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the quality of your map will suffer accordingly.

Formal presentation: A complete draft of the annotated map is due in the final two weeks of the semester. Depending on the number of students in the class, we will organize a class session to give and receive feedback on the projects. This could take the format of presentations with reviewers (with fewer students) or a “showcase” with students taking turns presenting their work at classroom computers.

Final version: Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a final version is turned in during Final exam week. Students will also publish their maps and layers online.

Course Websites

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

UCF Library (library.ucf.edu)
Google Scholar (scholar.google.com)
Google Earth (earth.google.com)
Maryland Global Land Cover Facility (http://www.landcover.org/)
USGS data gateway (https://datagateway.nrcs.usda.gov/)
ESRI (www.esri.com (Links to an external site.))
Strange Maps (http://bigthink.com/blogs/strange-maps (Links to an external site.))

Writing Center

UCF has an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (www.uwc.ucf.edu). Take advantage of these
resources, because they will certainly improve your writing, and they are available to you at no charge.

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others’ written work. The people you learn the most from are your fellow students.

Classroom decorum

In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.

**Small electronics**—turn off all things that beep, whistle or sing before you come to class.

**Tape recorders**—it is okay to tape lecture, but please inform me first.

**Disruptions**—Talking during class, reading newspapers, and other disruptive behavior will not be tolerated.

**Exams**—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) before the exam. I will allow a make-up exam only with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is your responsibility to schedule at time for a make-up exam.

**Disability Accommodations:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the
opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

**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](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](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> (Links to an external site.)

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

Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/rocLinks 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.

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

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

Responses to Cheating, Academic Dishonesty, Plagiarism: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.
Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.
Course Syllabus

Jump to Today

ANT3550C (0M01) Primatology

Dr. Sandra Wheeler • Spring 2022 • 3.0 Credit Hours

Lecture: Thursdays in HS1 116 at 9:00-10:15am

Lab: Tuesdays in MSB 149 at 9:00-10:15am, 10:30-11:45am, or 12:00-1:15pm

Professor Contact

Professor: Dr. Sandra Wheeler (https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)

Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-2227

Office Hours: Tuesdays 2-3:30pm (for January in Chat only then in-person Feb-Apr) and by appointment for private in-person or virtual office hours

Contact: Sandra.Wheeler@ucf.edu (mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; 24-48 hours response time on weekdays

Graduate Teaching Assistant (GTA) Contact
Graduate Teaching Assistant (GTA) Contact

GTA: Brenna Raisor
Office Hours: TBA
Contact: Webcourses Inbox or Discussion Board

For a full list of readings by module click here. For the most up-to-date due dates, scroll down to the Course Schedule. Click here for the in-person and online Lab Schedule.

University Catalogue Description

Study of species from the Order Primates, including their morphology, ecology, behavior, and geographic distribution. Prerequisite(s): One of the following; ANT 2511, BSC 2010C, or C.I.

Course Description

This course examines the natural history and behavior of the nonhuman living primates from evolutionary, ecological, and social perspectives. Topics to be covered include taxonomic diversity, geographic distribution, diet and ecology, functional anatomy, conservation, and aspects of social behavior of living primates. Fossil representatives of the order will also be discussed, and both paleontological and molecular evidence will be used to reconstruct the evolutionary history of primates. Monkey and ape social groupings, male and female interactions, mating patterns and dominance will be discussed with reference to habitat, diet and predation. Additional topics to be explored are primate communication, problem solving and intelligence, hunting, and ‘cultural’ behavior.

We will explore these various topics through readings from your textbook and additional articles, as well as through lectures, module pages, films, and hands-on lab activities. You will be assessed through your performance on the labs, quizzes and exams, and your final infographic assignment. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the **Getting Started Required Activity by the first FRIDAY of every semester**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Learning Outcomes
By the end of this course you will:

- Gain a greater understanding of what makes a primate a primate and how primates are classified
- Understand how primatologists conduct fieldwork and research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different ecological settings
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation

Course Requirements

This mixed mode course will be held online and in person! The online part can be accessed through Webcourses@UCF or the myUCF (https://my.ucf.edu/index.html) portal. We will meet for lecture on THURSDAYS and lab on TUESDAYS; all other course content is posted online in the modules. The modules may consist of lecture materials, module pages, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments, quizzes and exams. The format will be lecture/discussion/hands-on lab with primate skeletal casts/online lab activities. You are responsible for all material presented in class and on Webcourses. This course format requires you to have reliable access to the Internet and in-person attendance.

To do well in this course you will need to:

- Attend all class sessions and take notes
- Review all module materials and assigned readings and take notes
- Come to all labs and complete the required assignments by their due dates
- Complete all primate infographic assignments by their due dates
- Complete three exams by their due dates
- Learn awesome things about primates! Did you know some mouse lemurs hibernate (well, close, they go into torpor)?

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see course schedule below). All quizzes, exams, and assignments will be submitted online.

Required Text (there isn't one!)

https://webcourses.ucf.edu/courses/1396321/assignments/syllabus
No book is required for this course. All readings are provided electronically in the INTRODUCTION pages of the course modules. You are responsible for all the readings.

Grading Scale (+/- letter grades)

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

Many programs require you to earn a “C” or better for this course to count towards your degree! Lucky for you, I don’t assign C-!

Student Evaluation

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs</td>
<td>35%</td>
<td>In-person/hands-on and online lab activities, data collection, and short writing responses. Lowest lab score dropped.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>Module quizzes based on course materials. Lowest quiz score dropped.</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
<td>True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials.</td>
</tr>
<tr>
<td>Primate Infographic</td>
<td>15%</td>
<td>Primate infographic on an approved topic relating to primate research, conservation, or other related topic.</td>
</tr>
</tbody>
</table>

Attendance and participation: Trust me, you'll get more out of the course if you come to lab and lecture during the scheduled meeting times as long as it is safe to do so. If you are sick, STAY HOME. I expect everyone to participate in class discussions and activities as much as possible but I will not take attendance. If you miss class get notes from one of your peers.

Lab Assignments: I encourage you to attend Tuesday labs when they are scheduled in MSB 149 but if you are sick STAY HOME. See the tentative LAB SCHEDULE for a list of dates for in-person and online labs (these dates are subject to change due to the ongoing global pandemic!!). Please note that MSB 149 only fits 32 people at a time. There is literally NO MORE space in this room so only attend the lab you signed up for. This room is chilly, bring a sweater or hoodie! You will be sitting very close to other students, making observations of the same...
Sweater or hoodie. You will be sitting very close to other students, making observations of the same materials, so please wear masks during in-person labs. Labs consist of hands-on and online activities, short writing responses, and completing data collection using provided lab packets. Each student will submit their own original work. I will not take in-person lab attendance, but if you miss an in-person lab make a friend and maybe they will share their data collection with you. If you are very sick and miss an in-person lab, you may make it up with an alternate assignment, likely a short research paper. Lowest lab score is dropped. We will not meet for labs on Exam weeks! Lab assignments are worth 35% of your final grade.

**Quizzes:** Each module has an associated quiz based on all the materials presented in that module. Quizzes are online and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest quiz score is dropped. Quizzes are worth 10% of your final grade.

**Exams:** There are three exams in this course. Exams are online and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. Once you begin an exam, you must finish it! You do not need to take the exam at a testing center. Take it at home, take it in the library, take it in a coffee shop, take it anywhere, just take it! The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. Important: Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative. 
NOTE: ProctorHub (https://proctorhub.cdl.ucf.edu/proctorhub/) is enabled for all three exams.

**Primate Infographic:** For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product (Scaffolding! Woo!). You will upload your final assignment and provide comments/feedback on at least two other student's assignments to earn full credit. More details on this assignment can be found by accessing the Primate Infographic Module. This Primate Infographic is worth 15% of your final grade.

**Other Important Syllabus Things**

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include ANT 3550 or Primates/Monkeys/Apes in the subject heading and don’t forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us.
Lastly, read the syllabus, it really is like your best friend for this course.

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quizzes due by 11:59pm</td>
<td>• Finish up lab assignment from previous week</td>
<td>• Attend Labs in MSB 149 (when scheduled)</td>
<td>• Watch any video or media in modules</td>
<td>• Attend class for lecture</td>
<td>• Work on lab assignments</td>
<td>• Exams open 8am</td>
</tr>
<tr>
<td>• Finish module readings</td>
<td>• Read module materials</td>
<td>• Labs due by 11:59pm</td>
<td>• Labs due by 11:59pm</td>
<td>• Start review of new module/pages</td>
<td>• Read module materials</td>
<td>• Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exams close by 11:59pm</td>
<td></td>
<td>• Exams close by 11:59pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What About Make-Up Work?

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

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme.

If you experience an exceptional family emergency or other circumstance that affects your
coursework and/or causes you to miss assignments or an exam, please let me know so I can help you. Also contact Student Care Services for additional support: https://scs.sdes.ucf.edu/services/

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This 'M' and 'C' Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology, Environmental Science, and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the 'C' designation) or you need an upper-division restricted elective. Whatever your reason, primates are awesome and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a mixed mode AND lab course, so we will have lecture, online modules AND hands-on and online labs to complete! All the things!

The UCF Mobile App

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'M' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

University Services and Resources

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
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.

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.

Statements 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.

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

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

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.
Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments and exams on time and in a professional manner!

Academic integrity: Plagiarism and/or 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" or “Z” for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct for further action. See UCF Golden Rule and the UCF Rules of Conduct. I will assume 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, including copying and pasting from the Internet. If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of quick information, it is not necessarily an excellent source of valid information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

*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. This is particularly the case when it comes to final grades.*

GroupMe and other chat platforms: The mis-use of study groups such as GroupMe can be considered academic misconduct and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is
considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct.

**Learning environment:** As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

**Trolling:** Trolls, don't be one, don't do it. See statement below.

**Respect for diversity and inclusion:** This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, primates have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the lab or classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs in Webcourses: [https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

**Student Accessibility Services**

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](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](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](https://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

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

Religious Observances

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, Planet of the Apes becomes realized, the primates take their revenge on all of us). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates for assignments can be found in the table below. Look in the Modules for a complete listing of the course schedule and materials.
## 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/1396321/assignments/7356032">Required Activity: Getting Started Discussion</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7364302">Required Activity: Getting Started Quiz!</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Jan 23, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356029">Quiz 1 Primate</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Jan 25, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356035">Lab 1: The Rules, and Watch and Answer</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Jan 30, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356027">Quiz 2 Taxonomy</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Feb 4, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7380455">LAB 2: Classification and Taxonomy</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Feb 6, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356018">Quiz 3 Parts</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Fri Feb 11, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7389171">LAB 3: Comparative Osteology</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/7360331">Quiz 4 Evolution</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Feb 13, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1396321/assignments/736017">Quiz 5 Apes</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Due Date</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Tue Feb 15, 2022</td>
<td>Exam 1</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Feb 18, 2022</td>
<td>Lab 4: Primate Evolution</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Feb 27, 2022</td>
<td>Primate Infographic Topic Approval</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Mar 4, 2022</td>
<td>Lab 5: Comparative Dentition</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Mar 13, 2022</td>
<td>Quiz 6 Sociality &amp; Ecology</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Mar 18, 2022</td>
<td>Lab 6: Primate Diet and Dentition</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Mar 20, 2022</td>
<td>Quiz 8 OW Monkeys &amp; Tarsiers</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Mar 25, 2022</td>
<td>Lab 7: Primate Locomotion</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Mar 27, 2022</td>
<td>Quiz 9 Communication &amp; Cognition</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Mar 29, 2022</td>
<td>Exam 2</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Apr 3, 2022</td>
<td>Primate Infographic Draft</td>
<td>11:59pm</td>
</tr>
</tbody>
</table>

https://webcourses.ucf.edu/courses/1396321/assignments/syllabus
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Apr 10, 2022</td>
<td>Quiz 10 Platyrhines (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356019">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Apr 15, 2022</td>
<td>Lab 8: Primate Observation (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356042">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Apr 17, 2022</td>
<td>Primate Infographic UPLOAD FINAL and PEER REVIEW: UPLOAD PNG or JPG (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356033">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Apr 22, 2022</td>
<td>Lab 9: Zooniverse Citizen Science (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356043">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Peer Review Due of Infographic (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356044">Link</a>)</td>
<td></td>
</tr>
<tr>
<td>Sun Apr 24, 2022</td>
<td>Quiz 11 Strepsirrhines (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356022">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Quiz 12 Conservation (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356025">Link</a>)</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 25, 2022</td>
<td>Lab 10: Primatology Meme (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356034">Link</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sat Apr 30, 2022</td>
<td>Exam 3 (Final Exam) (<a href="https://webcourses.ucf.edu/courses/1396321/assignments/7356023">Link</a>)</td>
<td>11:59pm</td>
</tr>
</tbody>
</table>

You are currently logged into Student View.
Course Schedule Snapshot: Readings and Topics Spring 22

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse, Planet of the Apes becomes realized). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments and exams can be found in the table below. More details can be found in the course modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>What is a Primate?</td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
</tr>
<tr>
<td>Module 2</td>
<td>Primate Taxonomy</td>
</tr>
<tr>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td>Module 3</td>
<td>Primate Parts</td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>Camera Traps Catch Chimpanzee Moms Teaching Their Children.</td>
</tr>
</tbody>
</table>
NPR story by Barbara King:

- A New View Into The Primate Birthing Process. NPR story by Barbara King:
  https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process

Module 4  Primate Evolution

Required Reading


Module 5  The Apes

Required Readings


EXAM 1 ONLINE!

Module 6  Primate Sociality and Community Ecology

Required Readings
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 10</td>
<td>New World Monkeys</td>
<td>EXAM 2 ONLINE!</td>
</tr>
</tbody>
</table>
### Module 10: New World Monkeys

**Required Readings**


### Module 11: Strepsirhines

**Required Readings**


### Module 12: Primate Conservation

**Required Readings**


---

**EXAM 3 (FINAL EXAM) ONLINE**
**TUESDAY APR 27 to SATURDAY APR 30, 2022**
You are currently logged into Student View
Course Syllabus

Jump to Today

Beyond the Anthropology Major: 
Careers Applying Anthropology

The College of Sciences at the University of Central Florida

ANT 4861 (0W60) Beyond the Anthropology Major
Spring 2022 • 3 credit hours • Fully Online in Webcourses

Professor Contact

Professor: Dr. Sandra Wheeler  (https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)
Office: Howard Phillips Hall, 309 (UCF Main Campus); 407-823-3769
Office Hours: Thursdays in Chat for online office hours and by appointment for in-person or virtual office hours
Contact: Sandra.Wheeler@ucf.edu (mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant Contact

GTA: Brenna Raisor
Office: TBA in Chat
Contact: Webcourses Inbox or Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click here OR click here for the Course Schedule snapshot. For the most up-to-date information on due dates, check the Course Summary at the end.

https://webcourses.ucf.edu/courses/1393875/assignments/syllabus
due dates, check the course summary at the end.

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments.

University Catalog Description

Applying skills and experiences from the Anthropology BA curriculum to the job market or graduate school. PR: ANT 2140, ANT 2410, and ANT 2511.

Course Overview

Have you thought about what to do with your Anthropology degree after graduation? This course is designed to prepare you to identify and translate your anthropological skills, experiences, and undergraduate academic achievements to the non-academic and alternate-academic (non-ac or alt-ac) and post-graduation job market or to graduate school so you will be ready for the next step in reaching your career goals.

You will prepare professional development documents to assist in your transition from student to post-graduation anthropological practitioner as you navigate the job market. You will also draft personal statements for selected graduate programs and network with practicing anthropologists in their various fields of work.

Through group discussions, written assignments, and self-reflection statements, you will experiment with how anthropological theory, ethics, knowledge, and skills are applied to the creation and refinement of professional development documents. You will also explore jobs in a variety of fields including education, user experience, project management, human resources, business and marketing, non-governmental and non-profit organizations, social services, and the medical fields to identify how anthropological skills can be applied and employed.

Ultimately this course is designed to prepare you to apply anthropology knowledge and skills wherever you go in the future!

Anthropology Majors! If you are in the Methods & Practice track, this course can count as your High-Impact requirement OR a Restricted Elective. If you are in the General track, this course will count as a Restricted Elective. Methods & Practice track students: Contact me at Sandra.Wheeler@ucf.edu if you want this course to count as your High-Impact requirement!
Integrative-Learning Experience Designation Statement

This course is designated as an Integrative-Learning Experience (IE) High-Impact course. This high-impact designation will be noted on your transcripts. Integrative-Learning Experience (IE) courses offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. Students work closely with their professors and peers to develop, reflect on, and articulate their goals.

Learning Outcomes

The goal of this course is to prepare you for the next step in your career post-graduation. You will:

1. Discover different careers and identify how your anthropological skill set applies to them
2. Develop professional materials for applications to graduate schools and job interviews, including a CV and resume, personal statement, and cover letter
3. Apply anthropological theory, ethics, knowledge and skills to the development of your professional portfolio/profile
4. Engage with and reflect upon the work of alt-ac, non-ac, and ac-adjacent anthropological practitioners
5. Explore graduate programs, requirements and expectations, and develop personal statements
6. Create a LinkedIn profile synthesizing and summarizing your professional knowledge, skills, and future career goals

Required Text


OR click here to access the UCF Library page for the book, then scroll down to Click Here for Online Access: https://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=0cccde05-957d-4b65-9720-7e1c71df333e%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ucfl
Additional required readings are provided to you electronically in the Webcourses Intro pages.

**Grading Scale (+/- letter grades)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>D+</td>
<td>60-66%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
</tr>
</tbody>
</table>

**Student Evaluation**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropological Practitioner</td>
<td>30%</td>
<td>Small group discussion and reflection on alt-ac jobs with anthropological practitioners: interviews, readings and final discussion</td>
</tr>
<tr>
<td>Practitioner Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Exercises</td>
<td>30%</td>
<td>Exercises to help articulate your anthropological knowledge and skills for jobs or graduate school</td>
</tr>
<tr>
<td>Professional Documents</td>
<td>20%</td>
<td>Development of professional documents like, CVs, resumes, personal statements, cover letters</td>
</tr>
<tr>
<td>LinkedIn profile</td>
<td>20%</td>
<td>Develop your professional profile for a broad employment audience</td>
</tr>
</tbody>
</table>

**Getting Started Activities**

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ and INTRODUCTION DISCUSSION BY FRIDAY.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.
Anthropological Practitioner Discussions and Reflections 30%

These small group discussions include leading questions with required posts and responses to other students in the group. These discussion and reflection assignments are meant to help you connect with different jobs and skills outlined in the assigned readings and posted interviews. Alt-ac (alternative-academic), ac-adjacent (academic adjacent), and non-ac (non-academic) scholars are highlighted here.

- Alt-Ac Video Interview Discussion and Reflection (Watch interviews with an anthropological practitioner and others in alt-ac positions **complete at least 4**)
- Alt-Ac Readings Discussion and reflection on how practitioners apply their skills **complete at least 4**
- Final Anthropological Practitioner Discussion and Reflection **REQUIRED: final discussion at end of course**

Professional Development Exercises 30%

These exercises are intended to help you articulate and justify why your anthropological skills are relevant to various types of jobs. These documents are also meant to help build your professional toolkit for the job market or graduate school. **Everyone must attend a Job Fair or Career Fair (in person or online) and complete at least at least 6 other exercises.**

- What Is Your Anthropological Identity? Exercise and reflection
- What is your dream job? Exercise and reflection
- What Do My Transcripts Mean? How Do I Translate Them?
- What is My Elevator Pitch? Introduction Exercise and reflection (elevator pitch assignment, video, audio, or any media)
- What Are Some Job Titles? Exercise and reflection
- Do I Have a Code of Ethics? What Is It? Exercise and reflection
- How Do I Find Anthropological Jobs? Searches and reflection
- Can Social Media Help Me Find Alt-Ac Anthropologists? Searches and reflection
- What Are Career Fairs? Career Fair attendance and reflection **REQUIRED: attend at least one, virtual or in person, during the spring term**

Professional Documents 20%

These assignments are focused on developing professional documents that highlight the skills, knowledge, and experiences from your anthropology coursework to CV and resume formats. This
knowledge, and experiences from your anthropology coursework to CV and resume formats. This also provides you with professional documents to submit to potential graduate schools or employers and can be integrated into your LinkedIn profile. **Everyone must attend a Career Services Workshop (in person or online) and complete all of these assignments.**

- Career Services Workshops *(REQUIRED: attend at least one workshop, virtual or in person, during the spring term)*
- CV drafts and final CV
- Resume drafts and final resume
- Cover letter/s for posted jobs (at least 2)
- Personal statements and/or narratives (at least 2)

**LinkedIn profile 20%**

LinkedIn is a powerful tool that can help you leverage your academic knowledge, experiences, and skills to a diverse and broad professional audience. The Professional Development Exercises and Professional Documents will form the basis of your LinkedIn profile. **Everyone will complete all steps in this assignment group!**

- Synthesis of professional documents with images, narratives, skills, contacts
- Why are you even doing creating a LinkedIn profile? [https://www.topresume.com/career-advice/why-linkedin-is-important%20](https://www.topresume.com/career-advice/why-linkedin-is-important%20)

**Important Syllabus Statements**

**What About Make-Up Work?**

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.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances do not qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or
exams, let me know as soon as possible and contact Student Care Services for additional support: https://scs.sdes.ucf.edu/services/ (https://scs.sdes.ucf.edu/services/)

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

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 academic and non-academic services.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the UCF Knights Online (https://cdl.ucf.edu/support/student/knights-online/) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, module content and assignments are paced like a regular face-to-face course with fixed due dates throughout the semester. Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment.

What is the Weekly Schedule?

The following table provides the weekly cycle of work that you are expected to complete for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |

https://webcourses.ucf.edu/courses/1393875/assignments/syllabus
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink coffee!</td>
<td>Start review of module pages</td>
<td>Read posted chapters in module</td>
<td>Watch any video or media in modules</td>
<td>Keep reading and reviewing</td>
<td>Prepare to submit any assignments</td>
<td>Dance</td>
</tr>
<tr>
<td>Submit any outstanding assignments</td>
<td>Make a plan to work through the Modules!</td>
<td>Enjoy more coffee!</td>
<td>Hug your friends, water your plants!</td>
<td>Do something nice for yourself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UCF Mobile App!!**

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to any audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

**Course Requirements**

Over the course of this semester, you will be expected to:

- Complete all required module content
- Read and watch all posted content
- Complete the assignments by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class! I can even see how long you spent on each page!

To be successful in this course, you will need to check Webcourses often, and put effort into completing the assignments. These assignments are intended to help you articulate your future career goals and plans!

Modules will open regularly and all assignments are due on specific dates throughout the course (see...
Modules will open regularly and all assignments are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All assignments will be submitted online. No paper! Save the trees!

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as no late work will be accepted. If you’ve never used that Calendar button on the side of your screen, use it!! It’s super helpful! Second, if you email me or your GTA using your Knights account, include ANT 4861 or Careers in the subject heading and don’t forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

University Services and Resources

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.

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.

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.

Statements 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.

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

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](https://academicintegrity.org/).

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

**Academic Integrity:** Plagiarism and/or 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" or “Z” for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct [http://osc.sdes.ucf.edu/] for further action. See the UCF Golden Rule [http://www.goldenrule.sdes.ucf.edu]. I will assume 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. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade [http://goldenrule.sdes.ucf.edu/zgrade]** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

*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. This is particularly the case when it comes to final grades.*

Trolling: Trolls, don't be one, don't do it. See statement below.

**Respect for diversity and inclusion:** This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture, are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, you may be removed from the course and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you. Check here to find out how to set your PGPs: [https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

**Campus Safety (if you are on campus)**

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

- In case of an emergency, dial 911 for assistance.
- 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 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.”
- If you are not on campus, use your common sense and stay safe.

**Student Accessibility Services (SAS)**

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

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>.

Copyright

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

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

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse or ANOTHER epidemic). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

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>🎯 Getting Started Quiz <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305751">link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun Jan 16, 2022</td>
<td>🎯 Introduce Yourselves! <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305754">link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>🎯 Practitioner Interview 1: Discussion and Reflection - Global Tech Ethnography <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305168">link</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>🎯 LinkedIn STEP 1: Create and Submit Your Profile <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305173">link</a></td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
PDE 1: What is Your Anthropology Identity? due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305153)

Sun Jan 23, 2022

Practitioner Interview 1: Questions, Feedback, and Reflection Due due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305185)

Practitioner Reading 1: Discussion and Reflection due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305167)

Sun Jan 30, 2022

PDE 2: What is Your Dream Job? due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305152)

Practitioner Reading 1: Feedback and Reflection due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305191)

LinkedIn STEP 2: Add Summary Section, Education, and Work History due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305174)

PDE 3: What Do My Transcripts Mean? What Are My Skills? due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305179)

Sun Feb 6, 2022

Practitioner Interview 2: Discussion and Reflection - Museum and Curation due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305165)

Practitioner Reading 2: Discussion and Reflection due by 11:59pm
(https://webcourses.ucf.edu/courses/1393875/assignments/7305160)

PDE 4: Job Titles Exercise due by 11:59pm

https://webcourses.ucf.edu/courses/1393875/assignments/syllabus
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Feb 13, 2022</td>
<td>Practitioner Interview 2: Questions, Feedback, and Reflection Due</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305180">Link</a></td>
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<tr>
<td></td>
<td>Practitioner Reading 2: Feedback and Reflection Due</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305192">Link</a></td>
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<td>CV Draft</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305171">Link</a></td>
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<tr>
<td>Sun Feb 20, 2022</td>
<td>Practitioner Interview 3: Discussion and Reflection - Technologist and Futurist</td>
<td>11:59pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305164">Link</a></td>
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<tr>
<td></td>
<td>Practitioner Reading 3: Discussion and Reflection</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305159">Link</a></td>
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<td></td>
<td>PDE 5: Do I Have a Code of Ethics?</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305181">Link</a></td>
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<td>Practitioner Interview 3: Questions, Feedback, and Reflection Due</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305187">Link</a></td>
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<td>Practitioner Reading 3: Feedback and Reflection Due</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305193">Link</a></td>
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<td>Resume Draft</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305198">Link</a></td>
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<tr>
<td></td>
<td>LinkedIn STEP 3: Add Skills,</td>
<td></td>
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</tbody>
</table>

**LinkedIn STEP 3: Add Skills,**
### Sun Mar 6, 2022

- **Connections**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305175)
  - **due by 11:59pm**

### Sun Mar 13, 2022

- **PDE 6: How Do I Find Anthropological Jobs?**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305182)
  - **due by 11:59pm**

### Sun Mar 20, 2022

- **Practitioner Interview 4: Discussion and Reflection - Forensic Anthropology**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305163)
  - **due by 11:59pm**

### Sun Mar 27, 2022

- **PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists?**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305183)
  - **due by 11:59pm**

- **Practitioner Interview 5: Discussion and Reflection - Embassy Work and Development**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305162)
  - **due by 11:59pm**

- **Practitioner Reading 5: Discussion and Reflection**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305157)
  - **due by 11:59pm**

- **Practitioner Interview 5: Questions, Feedback, and Reflection Due**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305188)
  - **due by 11:59pm**

- **Practitioner Reading 4: Feedback and Reflection Due**
  - [Assignment](https://webcourses.ucf.edu/courses/1393875/assignments/7305194)
  - **due by 11:59pm**
Sun Apr 3, 2022

- Practitioner Reading 5: Feedback and Reflection Due (due by 11:59pm)

Sun Apr 10, 2022

- PDE 8: What is My Elevator Pitch? (due by 11:59pm)

- Practitioner Interview 6: Discussion and Reflection FORTHCOMING

- Practitioner Reading 6: Discussion and Reflection (due by 11:59pm)

Sun Apr 17, 2022

- Cover Letter (due by 11:59pm)

- CV Final Version (due by 11:59pm)

- LinkedIn STEP 4: Add Network Updates and Show Work Sample (due by 11:59pm)

- Narrative (due by 11:59pm)

- Practitioner Interview 6: Questions, Feedback, and Reflection Due (due by 11:59pm)

- Practitioner Reading 6: Feedback and Reflection Due (due by 11:59pm)
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
<th>Due by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Apr 24, 2022</td>
<td>Career Services Workshop - AT LEAST ONE REQUIRED</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305169">link</a></td>
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<td>Final Practitioner Discussion and Reflection</td>
<td>11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305166">link</a></td>
<td></td>
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<tr>
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<td>LinkedIn STEP 5: Submit Final Profile</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305177">link</a></td>
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<td>Practitioner Reading 7: Discussion and Reflection</td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305155">link</a></td>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305199">link</a></td>
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<tr>
<td></td>
<td>What Are Career Fairs? Everyone Must Do This!</td>
<td>11:59pm</td>
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<tr>
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<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305200">link</a></td>
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<tr>
<td>Sun May 1, 2022</td>
<td>Practitioner Reading 7: Feedback and Reflection Due</td>
<td>11:59pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305197">link</a></td>
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</tbody>
</table>
Course Schedule Snapshot: Topics and Readings

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Additional Required Readings are found in the Intro pages of each Module. Required Readings from Text come from your assigned book for the course.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Course Introduction and What is Your Anthropology?</td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>• Briller and Goldmacher, Ch 1, Introduction</td>
<td></td>
</tr>
<tr>
<td>• Nolan, Ch 1, The discipline of anthropology</td>
<td></td>
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<tr>
<td>• Nolan, Ch 2, The world today and anthropology’s place in it</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td>Anthropological Practice I</td>
</tr>
<tr>
<td>Read:</td>
<td></td>
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<tr>
<td>• Briller and Goldmacher, Ch 2, Positioning yourself in the discipline</td>
<td></td>
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<tr>
<td>• Ginsberg, Anthropology Between Academia and Practice</td>
<td></td>
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<tr>
<td>• Tso, Job hunting in the 21st century</td>
<td></td>
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<tr>
<td><strong>Module 3</strong></td>
<td>Anthropological Practice II</td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>• Nolan, Ch 3, What is anthropological practice?</td>
<td></td>
</tr>
<tr>
<td>• <a href="https://www.practicinganthropology.org/practice/about-practice/">https://www.practicinganthropology.org/practice/about-practice/</a></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Topic</td>
</tr>
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</tr>
</tbody>
</table>
| 4      | Anthropological Practice III | Redding, Professional training and preparation  
Odell Butler, Making the transition from academy to practice  
Nolan, Ch 5, Anthropological practice today |
| 5      | Getting Prepared I | Basalla and Debelius, This might hurt a bit: Turning a CV into a résumé  
Squires, Careers in practice |
| 6      | Getting Prepared II | Bronitsky, Doing anthropology-full tilt, full time  
Hoffman, Becoming a practicing disaster anthropologist |
| 7      | Anthropological Practice IV | Koons, Nongovernmental organizations  
Partridge, Multilateral governmental organizations |
| 8      | Searching for Jobs | Nolan, Ch 11, Career planning for practitioners  
Nolan, Ch 12, Investigating employment opportunities  
Bohren, Whiteford, Ethics and practicing anthropology-pragmatic, practical, principled |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| 9      | Anthropological Practice V | - Fiske, Working for the federal government  
          |                                                                     | - Heurtin-Roberts, Hare, Practitioners working in health          |
          |                                                                     | - TBA                                                             |
| 11     | Anthropological Practice VI | - De Waal Malefyt, Anthropologists at work in design and product development  
          |                                                                     | - Koons, Practitioners in humanitarian assistance  
          |                                                                     | - Nolan, The future of practice                                  |
| 12     | LinkedIn, Bringing it all together | -                                                              |
Course Information

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

Professor Contact

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

Syllabus Quick Links

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

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.  
Prerequisites: Admission to Anthropology MA or CI.
What is this course about?

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

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

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

What skills will I develop in this course?

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

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

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

What textbooks will I need?

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

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

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

How should I plan my course work schedule?

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

For students striving for an A- grade or higher, I recommend that you spend the three hours of class time each week discussing assigned readings, taking notes, and participating in class activities. You should also plan on setting aside at least four-to-five hours each week to complete your assigned reading and work through required assignments. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate seminar. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling
time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in the course activities will contribute to your learning and success in this course. All due dates for graded work are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content or study time and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials or assignments, please visit my office hours on Wednesdays from 4:00-5:30PM EST in HPH 309F. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Chat, Zoom or office appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

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

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

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). You are notified of this policy from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.
How do I get started in the course?

After reading the Course Syllabus, click on the ‘Modules’ button in the menu on the left to access the course materials. You will need to review all of the information in the COURSE INTRO: Things You Should Know, which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, please obtain the required textbooks as soon as possible.

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

How will I be evaluated and graded?

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

| Forum contributions (10 points each week) | 140 points | 20% of final grade |
| Critical reaction papers (10 points each paper) | 100 points | 40% of final grade |

Participation:

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

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

- **Forum contributions**: You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take about 30 minutes to complete.

- **Critical reaction papers**: These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper includes a thoughtful and constructive critique that references required readings and outside sources not included in the course. On average, you should expect to spend approximately 2 hours writing and editing your paper prior to submission.

- **Weekly notes journal**: You will need to complete and submit a ‘Note-Taking for Journal Articles’ form for each assigned article. This process is intended to help you summarize and formulate your own discussion points and questions in preparation for forum contributions and in-class discussions. You should expect to spend at least 10 minutes taking notes per assigned article, or about 1 hour per week.

- **Active attendance**: You will need to fully participate in weekly in-class discussion using your notes on assigned readings. Active attendance means that you are prepared, present in the discussion, and proactive (and polite) when engaging in scholarly discourse. This is a self-graded response in fairly and responsibly evaluating your participation and should take about 5 minutes to complete.
• **Peer review process:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend **approximately 30-45 minutes** reading and writing review comments each week that a paper is submitted.

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

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

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

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

**How do I view my grades?**

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

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

**What if I miss a class discussion or assignment due date?**

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks).

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved.** It is your responsibility to check the course schedule for assignment and exam due dates.
• Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include illness, bereavement, family emergency, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.

• If you find yourself in a situation where you are going to miss an exam due date, you must notify your instructor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the class meeting time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed within five days of the missed seminar meeting date (if medically possible).

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

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

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

• Students who are active emergency first-responders, medical staff, or essential workers and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.

• Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

• Students intending to miss class to observe a holy or remembrance day of their religious faith must notify their instructor in advance if they intend to miss class. For more information, see the UCF policy.

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

**Armor Up at UCF!**

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

**Notice of Changes to Course Modality**

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

**Illness Notifications**

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

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

**Flexibility and Accountability**

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

**What academic and career resources are available to me?**

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

- **Writing help** from the University Writing Center ([http://uwc.cah.ucf.edu/](http://uwc.cah.ucf.edu/)), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.

- **Tutoring and study help** from the Student Academic Resource Center ([http://sarconline.sdes.ucf.edu/](http://sarconline.sdes.ucf.edu/))(SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

- **Access to software** through UCF apps ([https://apps.ucf.edu/](https://apps.ucf.edu/)), for programs you need for your courses, such as SPSS, Office 365, and others.

- **Concrete study actions** to better your performance through the Successful You Video Series ([https://vimeopro.com/cdilvideo/successful-you](https://vimeopro.com/cdilvideo/successful-you)), so you can avoid undesirable academic outcomes.

- **Planning your future** is easier with Career Services, ([http://career.ucf.edu/](http://career.ucf.edu/)) with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

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

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

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

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

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

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

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

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

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

**How is academic integrity maintained?**

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

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

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
• **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

• **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

• **Falsifying or misrepresenting** the student’s own academic work.

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

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

• **Helping another violate** academic behavior standards.

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

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

• **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

• **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

• **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The Webcourses@UCF quiz audit log will be monitored for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

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

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

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

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

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

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

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

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

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

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

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

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

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:
• Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations ([http://guides.ucf.edu/c.php?g=78577&p=517810](http://guides.ucf.edu/c.php?g=78577&p=517810)). For further information, please see the UCF Libraries FAQ for lab hours and locations ([http://guides.ucf.edu/content.php?pid=137016&sid=1173345](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)).

• Reliable broadband internet access

• A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/)

• Audio input, built-in, or external computer speakers

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

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

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

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

- **Technical assistance** is available through phone, email and live chat through [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/)

- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

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

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

- In case of emergency, **dial 911** for assistance.

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

- Students should know the [evacuation routes](http://www.ehs.ucf.edu/AEDlocations-UCF) 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](http://www.ehs.ucf.edu/AEDlocations-UCF), students may need to locate and access a first-aid kit or AED (Automated External Defibrillator).

- To **stay informed about emergency situations**, students can [sign up](https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.

- Students with special needs related to emergency situations should speak with their instructors outside of class.
To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video (https://youtu.be/NiKYajEx4pk).

**What is my seminar discussion and assignment schedule?**

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

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

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

**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 14, 2022</td>
<td>FORUM 1: Validating 'science'? ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sat Jan 22, 2022</td>
<td>FORUM 2: Darwin and Culture? ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 24, 2022</td>
<td>PAPER 1: Value of 'Biocultural' ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Jan 27, 2022</td>
<td>ATTEND: Class on JAN 19, 2022 ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sat Jan 29, 2022</td>
<td>FORUM 3: Ethical Codes? ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 31, 2022</td>
<td>PAPER 2: Meaning of the Gene ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 3, 2022</td>
<td>ATTEND: Class on FEB 02, 2022 ([link])</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Sat Feb 5, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454167" alt="FORUM 4: Genetic Diversity?" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 7, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454189" alt="PAPER 3: Changing the Pool" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 10, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454176" alt="ATTEND: Class on FEB 09, 2022" /></td>
<td>due by 11:59pm</td>
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<tr>
<td>Sat Feb 12, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454169" alt="FORUM 5: Species or Not?" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 14, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454190" alt="PAPER 4: Taxonomy vs. Diversity" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 17, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454177" alt="ATTEND: Class on FEB 16, 2022" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sat Feb 19, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454179" alt="FORUM 6: Primate Culture?" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 21, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454191" alt="PAPER 5: The Primate &quot;Threat&quot;" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 24, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454178" alt="ATTEND: Class on FEB 23, 2022" /></td>
<td>due by 11:59pm</td>
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<tr>
<td>Sun Feb 27, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454161" alt="FORUM 7: Are We Asking the Right Questions?" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Mar 3, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454181" alt="ATTEND: Class on MAR 02, 2022" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sat Mar 5, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454168" alt="FORUM 8: Being Modern" /></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td>Thu Mar 17, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454182" alt="ATTEND: Class on MAR 16, 2022" /></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Mar 21, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454193" alt="PAPER 7: Living a Long Life History" /></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Mar 24, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454183" alt="ATTEND: Class on MAR 23, 2022" /></td>
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<tr>
<td>Sat Mar 26, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454166" alt="FORUM 10: Is Taste 'Everything'?" /></td>
<td>due by 11:59pm</td>
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<td>Mon Mar 28, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454194" alt="PAPER 8: Nutritional Transitions" /></td>
<td>due by 11:59pm</td>
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<tr>
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<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454184" alt="ATTEND: Class on MAR 30, 2022" /></td>
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<td>Sat Apr 2, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454165" alt="FORUM 11: Evolution and the Current Petri Dish?" /></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 4, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454195" alt="PAPER 9: Past and Future Disease-scapes" /></td>
<td>due by 11:59pm</td>
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<td>Thu Apr 7, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454185" alt="ATTEND: Class on APR 06, 2022" /></td>
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<td>Sat Apr 9, 2022</td>
<td><img src="https://webcourses.ucf.edu/courses/1394847/assignments/7454164" alt="FORUM 12: Burn then Crash? Or Crash then Burn?" /></td>
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<td>Thu Apr 14, 2022</td>
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<td>due by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Details</td>
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<tr>
<td>Sat Apr 16, 2022</td>
<td>🕵️ <strong>FORUM 13: Accepting Biological Race?</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454162">link</a>)</td>
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<tr>
<td>Mon Apr 18, 2022</td>
<td>🕵️ <strong>PAPER 10: Rejecting Biological Race</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454186">link</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sat Apr 23, 2022</td>
<td>🕵️ <strong>FORUM 14: Where Do We Go Next?</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454158">link</a>)</td>
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<td>Thu Apr 28, 2022</td>
<td>🕵️ <strong>ATTEND: Class on APR 20, 2022</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454173">link</a>)</td>
<td>due by 11:59pm</td>
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<td>Thu Apr 28, 2022</td>
<td>🕵️ <strong>ATTEND: Class on APR 27, 2022</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454174">link</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue May 3, 2022</td>
<td>🕵️ <strong>PARTICIPATION: Peer Review Process</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454196">link</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>🕵️ <strong>PARTICIPATION: Weekly Journal Notes</strong> (<a href="https://webcourses.ucf.edu/courses/1394847/assignments/7454197">link</a>)</td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
Course Syllabus

General Anthropology
ANT 2000 (0w60) • Spring 2022

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

Course Information

Course Name: General Anthropology
Course ID: ANT 2000 (0w60) / Spring 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

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

GTA Contact

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

Syllabus Quick Links

• Course Description
  ◦ Skill development
  ◦ Required textbook
  ◦ Course requirements
• Course Schedule
• Evaluation and Grading
• COVID Notifications
• Working in WebCourses
  ◦ Planning your time
  ◦ Accessibility and inclusion
  ◦ Getting started
  ◦ Communicating with Inbox
• Technical Resources
• Academic and Life Resources
• Course Policies
  ◦ Missing or late work
  ◦ Absence accommodations
  ◦ Respect for diversity
  ◦ Academic integrity
  ◦ Study groups
  ◦ Campus emergencies
University Catalog Description

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

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

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

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

What skills will I develop in this course?

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

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

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.
What textbooks will I need?

This course uses free open educational resource (OER) textbook materials, meaning there are no textbooks to purchase for this course! All textbook materials are free and supplied directly in your course learning modules through WebCourses@UCF (mailto:WebCourses@UCF).

OER Textbooks (free educational resource materials)

NOTE: Complete texts and individual chapters are supplied in .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu (http://my.ucf.edu) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your instructor, graduate teaching assistant (GTA) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. Knight's Online (https://cdl.ucf.edu/support/student/knights-online/) has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

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

How should I plan my course work schedule?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you, but, the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

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

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need
any assistance with course materials, assignments or study tips for exams, please visit my online office hours on Thursdays from 9:30-11:00 AM EST via Chat (or scheduled Zoom appointment). If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2022 semester begins on JAN 10, 2022 and ends on MAY 03, 2022. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 5 of 7 Discussion Activity assignments (two lowest scores are dropped);
- submit 3 online written exams.

In each learning module, you will find an INTRODUCTION page outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading will be evaluated for academic integrity during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the COURSE INTRO: Things You Should Know.
which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: A Vision of Students discussion in the COURSE INTRO module by 11:59pm EST on JAN 14, 2022, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and your ability to access the MODULE 1 learning materials.

How will I be evaluated and graded?

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

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activity (1) &amp; Discussion Activities (5)</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (12)</td>
<td>120</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td>Total Possible</td>
<td>480</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- **Required Academic Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will compare and discuss concerns of college students in 2011 with your own concerns in 2021-2022. You are required to participate in and submit this discussion assignment to initiate your academic activity in the course, and this discussion grade cannot be dropped when calculating your final grade.

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and research presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from 15 possible quiz grades when calculating your final grade.

- **Discussion Activity Assignments:** These assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and discuss various techniques used is assessing and understanding past and contemporary human biological and cultural diversity. You are required to submit at least 5 of the 7 activity assignments located in the learning modules. WebCourses will automatically drop the two lowest scores from 7 possible discussion activity grades when calculating your final grade.

- **Exams:** You will need to demonstrate your understanding of terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. You are required to submit all 3 online exams located in the learning modules.

Many students take advantage of the dropped grades for their quizzes and discussion activities at the very start, but you never know when you might need to miss a due date later in the course. It is your responsibility to keep track of the number of quizzes and discussion activities you have submitted using the 'Grades' button in the menu on the left.

The following +/- grading scale will be used in this course:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C (Satisfactory)</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D (Marginal)</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B (Good)</td>
<td>84 - 86%</td>
<td>F (Failing)</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
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</tbody>
</table>

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

**How do I view my grades?**

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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of a class announcement, an Inbox message, review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as reasonably possible. Questions regarding individual scores must be addressed within five days of the grade being released.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the grading key. Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for answers not automatically recognized by the system as correct.

If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the points listed in the top right corner of the question will show the value awarded for a correct answer, like the example shown here:

![Correct Answers](image)

Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check grade release course announcements to know when this feature is available.
What if I miss a quiz, assignment, or exam due date?

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

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, only work submitted on time will be graded unless late submission is properly approved by your instructor. It is your responsibility to check the course schedule for assignment and exam due dates.

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

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

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

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

What are the COVID-related policies at UCF?

Armor Up at UCF!

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

Notice of Changes to Course Modality

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

Illness Notifications

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

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

Flexibility and Accountability

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

What academic and career resources are available to me?

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

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

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

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

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

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

### How is academic integrity maintained?

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be
Your enrollment in this course means that you will adhere to the UCF Creed, and you will maintain the highest standards of academic integrity. According to UCF’s Rules of Conduct, students are prohibited from engaging in:

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

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

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

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

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

**Quiz Audit Logs**
For each quiz and exam, you are expected to remain on the testing screen for the duration.

- You may NOT visit other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
- You ARE allowed to use your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version  (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to locate  (http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, students can sign up  (https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video  (https://youtu.be/NIKYajEx4pk).

What is my course lecture and assignment schedule?

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

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

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

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 14, 2022</td>
<td><strong>REQUIRED ACTIVITY: A Vision of Students</strong> (<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423450">https://webcourses.ucf.edu/courses/1394846/assignments/7423450</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 17, 2022</td>
<td><strong>QUIZ 1: Anthropology and Culture</strong> (<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423439">https://webcourses.ucf.edu/courses/1394846/assignments/7423439</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 24, 2022</td>
<td><strong>REQUIRED ACTIVITY: Discussion Response</strong> (<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423463">https://webcourses.ucf.edu/courses/1394846/assignments/7423463</a>)</td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 24, 2022</td>
<td><strong>QUIZ 2: Evolution and Populations</strong> (<a href="https://webcourses.ucf.edu/courses/1394846">https://webcourses.ucf.edu/courses/1394846</a>)</td>
<td>due by 11:59pm</td>
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<td>Date</td>
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<tr>
<td>Mon Jan 31, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423449">QUIZ 3: Human Biodiversity</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Feb 3, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423451">ACTIVITY 1: Humans as Primates</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423455">ACTIVITY 1: Discussion Response</a></td>
<td>due by 11:59pm</td>
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<td>Mon Feb 7, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423430">EXAM 1: Modules 1 through 4</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423437">QUIZ 4: Our Origins</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Feb 10, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423452">ACTIVITY 2: Other Handedness</a></td>
<td>due by 11:59pm</td>
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<tr>
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<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423456">ACTIVITY 2: Discussion Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 14, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423440">QUIZ 5: Controlling Bodies</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 17, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423453">ACTIVITY 3: Symbolic Meaning and Media</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423457">ACTIVITY 3: Discussion Response</a></td>
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<td>Mon Feb 21, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423429">QUIZ 6: Thinking and Communicating</a></td>
<td>due by 11:59pm</td>
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<td>Mon Feb 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423441">QUIZ 7: Ritual and Performance</a></td>
<td>due by 11:59pm</td>
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<td>Thu Mar 3, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846">ACTIVITY 4: Gendering Our Day</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423458">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<td><strong>QUIZ 8: Gender and Sexuality</strong></td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423435">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<tr>
<td>Mon Mar 21, 2022</td>
<td><strong>EXAM 2: Modules 5 through 9</strong></td>
<td>due by 11:59pm</td>
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<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423442">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<td><strong>QUIZ 9: Family and Kinship</strong></td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423433">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<td>Thu Mar 24, 2022</td>
<td><strong>ACTIVITY 5: Being SPENT</strong></td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423449">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423459">https://webcourses.ucf.edu/courses/1394846</a>)</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 28, 2022</td>
<td><strong>QUIZ 10: Subsistence Economics</strong></td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423434">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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</tr>
<tr>
<td>Thu Mar 31, 2022</td>
<td><strong>ACTIVITY 6: Forms of Control and Unity</strong></td>
<td>due by 11:59pm</td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423448">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<td><strong>ACTIVITY 6: Discussion Response</strong></td>
<td>due by 11:59pm</td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423460">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<tr>
<td>Mon Apr 4, 2022</td>
<td><strong>QUIZ 11: Power and Boundaries</strong></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423443">https://webcourses.ucf.edu/courses/1394846</a>)</td>
<td></td>
</tr>
<tr>
<td>Thu Apr 7, 2022</td>
<td><strong>ACTIVITY 7: Decolonizing Objects</strong></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423454">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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<tr>
<td></td>
<td><strong>ACTIVITY 7: Discussion Response</strong></td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423461">https://webcourses.ucf.edu/courses/1394846</a>)</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 11, 2022</td>
<td><strong>QUIZ 12: Material Past</strong></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423462">https://webcourses.ucf.edu/courses/1394846</a>)</td>
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</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
</tr>
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</tr>
<tr>
<td>Mon Apr 18, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423432">QUIZ 13: Complex Societies</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Apr 25, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423446">QUIZ 14: Ancient Maya World</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun May 1, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394846/assignments/7423438">EXAM 3: Modules 10 through 14</a></td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
Course Syllabus

Course Information
Course Name: Blood and Valor in the Viking World
Course ID: ANT 3107 (0W60) / Spring 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourses@UCF

Professor Contact
Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Tuesday 9:30-11:00 AM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

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

Examines anthropological and archaeological themes of Norse daily life, belief systems, mortuary treatment, material culture, and culture contact history. **Prerequisite:** Sophomore standing or C.I.

Please consult your academic advisor to determine how this course applies to your degree requirements.

**What is this course about?**

In popular culture, Vikings are little more than horn-helmeted, blood-thirsty raiders who plundered their way across Europe in the Middle Ages. For three hundred years, the Norse dominated the peoples of "civilized" Europe, whose negative view of them as violent barbarians has been passed down to us.

But Vikings did much more – they brought empires to their knees; they traded and settled deep into Poland and Russia; they fought as mercenaries and explored the uncharted waters of the North Atlantic, becoming the first Europeans to venture into North America. By AD 1100 the Norse had fundamentally altered the social, political, religious, economic and military life in much of the known world.

Blood and Valor in the Viking World includes everything you’ll need to separate fact from fiction by critically examining anthropological themes in preserved material culture, archaeological sites, and place-name evidence alongside historical texts. Together, we will be uncovering the real stories behind the popular view of the Viking World. Your task in this course is to take a fresh look at what we know about the Vikings and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of the Viking world.

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

You will be developing analytical skills necessary to critically examine scientific literature and mass media statements about archaeological evidence and people of the Viking World. After successfully completing this course, you should be able to:

- Identify key artifacts and art styles, archaeological sites and events in the Viking World.
- Reframe the single, monolithic entity of ‘Viking’ portrayed in modern media into the highly regionalized lifeways of Scandinavia
- Describe cultural interactions, economics, and settlement of early Norsemen and their assimilation after leaving
Scandinavia.
• Discuss the nature of ancient Viking afterlife and proper treatment of the dead.
• Explain how society, politics and religious ideology evolved through three centuries of Viking history.
• Critically engage with the contradictory and complementary nature of archaeological, historical, and textual sources concerning the Viking world.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

• Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
• Provide clearly expressed opinions and factual information through written and oral communication.
• Apply knowledge, skills, and responsibilities to novel settings and complex problems.
• Participate in discussion and problem solving activities in an effective manner.
• Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

The following textbooks are required for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. No specific format is required, but you must be able to regularly access the textbooks for study throughout the term. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.

The World of the Vikings
Author: Richard Hall
Edition: 1st Edition
Year: 2013
Publisher: Thames & Hudson
ISBN: 9780500290514
Available in paperback format

Egil's Saga: An Icelandic Classic
Author: Brynhildur Thorarinsdottir
Edition: 1st
Year: 2016
Publisher: Real Reads
ISBN: 9781906230876
Available in paperback format
What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. Knight's Online has excellent resources to assist you in being successful when working in a fully online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

How should I plan my course work schedule?

This course examines the art, architecture, daily objects, and daily aspects of people’s lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around three hours of class time each week with online lectures and other assigned media. You should also plan on setting aside at least three hours each week for assigned reading, reviewing notes and completing assignments. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to success in this course. All due dates for graded work (e.g., assignments, quizzes and exams) are located in the table at the end of this syllabus.
Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my online office hours on Tuesdays from 9:30-11:00 AM EST via Chat (or Zoom appointment). If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2022 semester begins on JAN 10, 2022 and ends on MAY 03, 2022. Over this period, you will be expected to:

• submit responses in a university-required academic activity to start the course;
• review online course content materials, including any assigned media content and readings;
• use the provided handouts, practice materials and study guides;
• participate in 3 of 5 Point-of-View online discussions (two lowest scores are dropped);
• submit 12 of 14 Quizzes (two lowest scores are dropped);
• submit 3 Rune Activity assignments:
• submit 3 online written exams.

In each learning module, you will find an INTRODUCTION page (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online
for grading will be evaluated for academic integrity during the grading process (see section below on academic integrity).

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

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

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, please obtain the required textbooks as soon as possible.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Introduction Quiz** in the COURSE INTRO module by **11:59pm EST on JAN 14, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

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

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Activity (1) &amp; Quizzes (12)</td>
<td>130</td>
<td>20%</td>
</tr>
<tr>
<td>Point-of-View Discussions (3)</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Rune Activity Assignments (3)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>610</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, identify art styles and archaeological evidence, locate prominent archaeological sites or regions related to the Viking World, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning information contained in this course syllabus and your COURSE INTRO module. **You will need to score at least 8/10 when completing the activity. This score cannot be dropped from your quizzes grade.**
• Quizzes: You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.

• Point-of-View Discussions: These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to Viking life and current debates presented in course materials. **You are required to participate in and submit at least 3 of the 5 Point-of-View discussion assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 5 possible discussion grades when calculating your final grade.

• Rune Activity Assignments: These activity assignments are designed around current methods of investigation and will help you develop basic introductory skills in working with runic text and Old Norse translations, understanding the role of language and text in the Viking World, and how these texts are used in anthropological research. **You are required to submit all 3 Rune Activity assignments** located in the learning modules.

• Exams: You will need to demonstrate that you understand terms, concepts, historical and current understandings and archaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and discussions you have submitted** using the 'Grades' button in the menu on the left.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C (Satisfactory)</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D (Marginal)</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B (Good)</td>
<td>84 - 86%</td>
<td>F (Failing)</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
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Incomplete grades for this course are only given in situations where unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the ‘I’ grade will automatically be recorded as an ‘F’ on your transcript.

**How do I view my grades?**

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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, individual and overall class performance comments, or correct answers supplied for comparison with your submission. If you have any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed within five calendar days of the grade being released.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the automated grading key. Your GTA will individually grade these questions when necessary to ensure that you receive points for any answers not automatically recognized by the system as correct.

If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the points listed in the top right corner of the question will show the value awarded for a correct answer, like the example shown here:

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

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

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

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, only work submitted on time will be graded unless late submission is properly approved by your instructor. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include personal or family illness, bereavement, family emergency, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make
up missed coursework. Family members and/or students also need to contact [Student Care Services](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.

- If you find yourself in a situation where you are **going to miss an exam due date**, you must notify your instructor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

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

**Armor Up at UCF!**

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

**Notice of Changes to Course Modality**

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

**Illness Notifications**

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

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

**Flexibility and Accountability**

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

**What academic and career resources are available to me?**

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

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

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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://ucfcares.com) 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 [ucfcared@ucf.edu](mailto:ucfcared@ucf.edu) with questions or for additional assistance. You
can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

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

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

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

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

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

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

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

**Quiz Audit Logs**

For each quiz and exam, you are expected to remain on the testing screen for the duration.

• You may NOT visit other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
• You ARE allowed to use your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

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

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

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

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

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

• Taking a screen shot of an online quiz or exam question and posting it to GroupMe or WhatsApp, and/or asking for assistance is considered academic misconduct.
• Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic
misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- **Using outside assistance from another student or by searching the Internet;** Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc., is considered academic misconduct.

- **Joining others to take an online quiz or test and sharing answers** in the process is considered academic misconduct.

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

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

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

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

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

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

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

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

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:
• Access to a reliable laptop or desktop computer at least three times a week. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations (http://guides.ucf.edu/content.php?g=78577&p=517810).

• Reliable broadband internet access

• A compatible web browser (https://cdl.ucf.edu/support/webcourses/browser/)

• Audio input, built-in, or external computer speakers

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

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

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

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

• Technical assistance is available through phone, email and live chat through WebCourses@UCF Support (https://cdl.ucf.edu/support/webcourses/)

• A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

• In case of emergency, dial 911 for assistance.

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version (http://emergency.ucf.edu/emergency_guide.html).
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

• If there is a medical emergency during class, students may need to locate (http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).

• To stay informed about emergency situations, students can sign up (https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.

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

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

What is my course lecture and assignment schedule?

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

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

• Due dates for graded work are listed in the table below and in the INTRODUCTION page of each learning module.

• Assigned readings are listed in the INTRODUCTION page of each learning module.

Course Summary:

<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/1394845/assignments/7394974">REQUIRED ACTIVITY: Introduction Quiz</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 17, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394975">QUIZ 1: Meet the Vikings</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Jan 20, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394982">POV1: A Mighty Society?</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394983">POV1: Group Response</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Jan 24, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394965">QUIZ 2: Society and Politics</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Thu Jan 27, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394981">POV2: Modern Viking Hero?</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Jan 31, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394984">POV2: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 7, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394963">QUIZ 3: Heros and Sagas</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 14, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394972">QUIZ 4: Ships and Trade</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 21, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394959">EXAM 1: Modules 1 through 5</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 24, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394980">POV3: Your Viking Destiny?</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394985">POV3: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394966">QUIZ 7: Pagan Worlds</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394962">RUNE ACTIVITY 1: Runes and Old Norse</a></td>
<td>due by 11:59pm</td>
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<td>Date</td>
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<td>Due</td>
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<tr>
<td>Mon Mar 14, 2022</td>
<td><strong>QUIZ 8: Feasts and Fires</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394961">https://webcourses.ucf.edu/courses/1394845/assignments/7394961</a>)</td>
<td>due by 11:59pm</td>
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<tr>
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<td><strong>RUNE ACTIVITY 2: Funerary Odes</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394968">https://webcourses.ucf.edu/courses/1394845/assignments/7394968</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Mar 17, 2022</td>
<td><strong>POV4: Is It Really Rollo?</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394979">https://webcourses.ucf.edu/courses/1394845/assignments/7394979</a>)</td>
<td>due by 11:59pm</td>
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<tr>
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<td><strong>POV4: Group Response</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394986">https://webcourses.ucf.edu/courses/1394845/assignments/7394986</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Mar 21, 2022</td>
<td><strong>QUIZ 9: Conflict and Conquest</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394976">https://webcourses.ucf.edu/courses/1394845/assignments/7394976</a>)</td>
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<tr>
<td>Tue Mar 22, 2022</td>
<td><strong>EXAM 2: Modules 6 through 9</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394971">https://webcourses.ucf.edu/courses/1394845/assignments/7394971</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Mar 28, 2022</td>
<td><strong>QUIZ 10: Invading the East</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394971">https://webcourses.ucf.edu/courses/1394845/assignments/7394971</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 4, 2022</td>
<td><strong>QUIZ 11: Settling Down Again</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394973">https://webcourses.ucf.edu/courses/1394845/assignments/7394973</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Apr 7, 2022</td>
<td><strong>POV5: Life of Egil</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394978">https://webcourses.ucf.edu/courses/1394845/assignments/7394978</a>)</td>
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<td><strong>POV5: Group Response</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394987">https://webcourses.ucf.edu/courses/1394845/assignments/7394987</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 11, 2022</td>
<td><strong>QUIZ 12: The North Atlantic</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394964">https://webcourses.ucf.edu/courses/1394845/assignments/7394964</a>)</td>
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<tr>
<td>Mon Apr 18, 2022</td>
<td>📌 <strong>RUNE ACTIVITY 3: New Lands, Old Ways</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394960">https://webcourses.ucf.edu/courses/1394845/assignments/7394960</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 25, 2022</td>
<td>📌 <strong>QUIZ 13: Great Transitions</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394969">https://webcourses.ucf.edu/courses/1394845/assignments/7394969</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Sat Apr 30, 2022</td>
<td>📌 <strong>QUIZ 14: New Found Land</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394977">https://webcourses.ucf.edu/courses/1394845/assignments/7394977</a>)</td>
<td>due by 11:59pm</td>
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<td>📌 <strong>EXAM 3: Modules 10 through 14</strong> (<a href="https://webcourses.ucf.edu/courses/1394845/assignments/7394970">https://webcourses.ucf.edu/courses/1394845/assignments/7394970</a>)</td>
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</tbody>
</table>
Course Syllabus

Human Biological Diversity

ANT 4516 (0W60) ● Spring 2022

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

Course Information

Course Name: Human Biological Diversity
Course ID: ANT 4516 (0W60) / Spring 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Tuesday 12:00-1:30 PM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTAs: Katherine Lane
Main office: UCF Main Campus - Phillips Hall 309 (by appointment only)
Online Office: Thursday 10:00-11:30AM EST via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

• Course Description
  ○ Skill development
  ○ Required textbook
  ○ Course requirements
• Course Schedule
• Evaluation and Grading
• COVID Notifications

• Working in WebCourses
  ○ Planning your time
  ○ Accessibility and inclusion
  ○ Getting started
  ○ Communicating with Inbox
• Technical Resources
• Academic and Life Resources

• Course Policies
  ○ Missing or late work
  ○ Absence accommodations
  ○ Respect for diversity
  ○ Academic integrity
  ○ Study groups
  ○ Campus emergencies
University Catalog Description

Contemporary topics in the study of human population diversity, focusing on scientific perspectives of human genetics, variation and adaptation across time and space. **Prerequisite:** ANT 2511 or BSC 2010C, or CI.

Please consult your academic advisor to determine how this course applies to your degree requirements.

**What is this course about?**

Ever wonder exactly how genetically similar you are to someone else? A simplistic answer is only about 1.6% of you is unique! It doesn't sound like much, but, when you critically examine how different we appear to be, that small percentage can become very important to scientific understanding of the extraordinary range of human diversity from evolutionary and biocultural perspectives. Evolutionary perspectives stress the functional and adaptive nature of human biological variations and the influence of environment on that biology, while biocultural perspectives focus on social, behavioral and biological integration in human adaptability in contemporary and past populations.

Human Biological Diversity includes everything you'll need to get acquainted with debates on human variation and adaptation and related scientific evidence of genetic variability and gene function. Together, we will be investigating topics that include human genomics, extent of human life span, the race concept and behavioral genetics, chronic and infectious disease risk, population demography, and our adaptations to current and future environments. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of our biological similarities and differences.

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

You will be developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about biological variation and adaptive significance in human population diversity. After successfully completing this course, you should be able to:

- Explain methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits
- Analyze data sets on physiological responses, genetic variability and shifting patterns of variability in populations.
- Discuss implications of genetic testing, racial identification, and patterns of infectious disease response.
- Develop and defend informed opinions on human biological diversity taking into account shifting social and ecological influences.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

**What textbooks will I need?**

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbooks for study throughout the term. Any additional required readings (outside of these texts) will
be provided through WebCourses@UCF.

**NOTE:** The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.

**Human Biological Diversity**

Author: Daniel Brown  
Edition: 2nd Edition  
Year: 2019  
Publisher: Routledge  
ISBN: 9781138037533  
Available in paperback and eBook formats

**How to Argue with a Racist**

Author: Adam Rutherford  
Edition: Updated edition  
Year: 2020  
Publisher: The Experiment Publishing  
ISBN: 9781615198306  
Available in hardback, paperback and eBook formats

**What is WebCourses@UCF?**

WebCourses@UCF is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) has excellent resources to assist you in being successful when working in a fully online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

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

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

For most students striving for a B grade or higher, I recommend that you spend around three hours of class time each week with online lectures and other assigned media. You should also plan on setting aside at least four hours each week for assigned reading, reviewing notes and completing assignments. Keep in mind, these are 'estimates' of time that you should
devote to this 4000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to success in this course. All due dates for graded work (e.g., assignments, quizzes and exams) are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my online office hours on Tuesdays from 12:00-1:30PM EST via Chat (or Zoom appointment). If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2022 semester begins on JAN 10, 2022 and ends on MAY 03, 2022. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts, practice materials and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 9 of 12 Activity assignments (three lowest scores are dropped);
- participate in 3 Point-of-View online discussions;
- submit 3 online written exams (with ProctorHub active)

In each learning module, you will find an INTRODUCTION page (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading will be evaluated for academic integrity during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the COURSE INTRO: Things You Should Know, which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, please obtain the required textbooks as soon as possible.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: Are You a Roller? in the COURSE INTRO module by 11:59pm EST on JAN 14, 2022, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required activity (1) &amp; POV discussions (3)</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (12)</td>
<td>120</td>
<td>15%</td>
</tr>
<tr>
<td>Activity assignments (9)</td>
<td>180</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>640</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on your ability to define and critically apply terms, identify structures, variations and adaptive responses related to the human genome, analyze population data sets, explain theoretical and applied concepts, describe examples of variation and adaptive responses from course materials, and demonstrate critical thinking and reflection in your graded work.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity and share your results with other students in the class. No prior knowledge is expected. You are required to participate in and submit this discussion assignment to access course materials.

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from 14 possible quiz grades when calculating your final grade.

- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. You are required to participate in and submit all 3 Point-of-View discussion assignments located in the learning modules.

- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various technique used in assessing and understanding human variability and adaptability. You are required to submit at least 9 of the 12 activity assignments located in the learning modules. WebCourses will automatically drop the three lowest scores from 12 possible activity assignment grades when calculating your final grade.

- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific
evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. You are required to submit all 3 online exams located in the learning modules.

Many students take advantage of the dropped grades for their quizzes and activities at the very start, but you never know when you might need to miss a due date later in the course. It is your responsibility to keep track of the number of quizzes and activity assignments you have submitted using the ‘Grades’ button in the menu on the left.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C (Satisfactory)</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D (Marginal)</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B (Good)</td>
<td>84 - 86%</td>
<td>F (Failing)</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**How do I view my grades?**

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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, individual and overall class performance comments, or correct answers supplied for comparison with your submission. If you have any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed within five calendar days of the grade being released.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the automated grading key. Your GTA will individually grade these questions when necessary to ensure that you receive points for any answers not automatically recognized by the system as correct.

If point corrections are applied by the GTA during grading, the question will still show a ‘red’ flag indicating it is incorrect, but the points listed in the top right corner of the question will show the value awarded for a correct answer, like the example shown here:
Correct answers for each quiz, assignment and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

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

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

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, only work submitted on time will be graded unless late submission is properly approved by your instructor. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include personal or family illness, bereavement, family emergency, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to notify their instructor as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services ([https://scs.sdes.ucf.edu/services/](https://scs.sdes.ucf.edu/services/)) with appropriate documentation to obtain a courtesy class absence notification ([https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are going to miss an exam due date, you must notify your instructor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online within five days of the missed exam due date (if medically possible).

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

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

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

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

**Armor Up at UCF!**

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

**Notice of Changes to Course Modality**

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

**Illness Notifications**

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

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

**Flexibility and Accountability**

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

**What academic and career resources are available to me?**

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

- **Writing help** from the University Writing Center, such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the Student Academic Resource Center (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through UCF apps, for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the Successful You Video Series.
Planning your future is easier with Career Services, with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

What resources are available to help me with life challenges?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. UCF has a multitude of resources available to all students. Please visit UCFcares.com 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.

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers Therapy Assistance Online (TAO), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS) at 407-823-2811, or please call 911.

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

**How is academic integrity maintained?**

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

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

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

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

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

- **Do not share your work with anyone else**, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups. If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work** from past UCF submissions, journals, academic texts, or Internet resources. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The Webcourses@UCF quiz audit log will be monitored for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.
As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please do not ask us to change (or expect us to change) your grade illegitimately by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to ‘round up’ final grades – you will be assigned the grade that you have earned.

**Quiz Audit Logs**

For each quiz and exam, you are expected to remain on the testing screen for the duration.

- You **may NOT** visit other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
- You **ARE** allowed to use your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

**ProctorHub and Exams**

[ProctorHub](https://proctorhub.cdl.ucf.edu/proctorhub) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk [here](http://library.ucf.edu/LibTech/) at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the exams start. You can set up and test your webcam [here](https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/) before your exam. For assistance with setup, contact WebCourses@UCF Support [here](https://cdl.ucf.edu/support/webcourses/) at 407-823-0407.

- There is also a ProctorHub practice quiz included in the Course Introduction module.
- You are expected to submit this practice quiz at any time prior to your first Exam, which opens at **08:00AM EST on FEB 04, 2022**. It is recommended that you take this quiz at least once during the week prior to your first exam to ensure your webcam and the system are working properly.

If your webcam stops working or you have other issues with your webcam during an exam:

- Take a screenshot of any issues that occur and continue to take your exam.
- Once you have completed your exam, notify your instructor about the issue.
- Contact Webcourses@UCF Support [here](https://cdl.ucf.edu/support/webcourses/contact/) for any problems with ProctorHub.

These situations will be handled as soon as reasonably possible by your instructor on a case-by-case basis.

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

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

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only.** All copyright materials are credited to the copyright holder.
GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the [online version](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to [locate](http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, students can [sign up](https://my.ucf.edu) through “Student Self Service/Personal Information” to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this UCF video (https://youtu.be/NIKYajEx4pk).

## What is my course lecture and assignment schedule?

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

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

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

### Course Summary:

<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/1394844/assignments/7382435">POV1: Who Should Get the Credit?</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382434">REQUIRED ACTIVITY: Are You a Roller?</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 17, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382437">POV1: Group Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382394">QUIZ 1: Evolutionary Ideas</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382440">REQUIRED ACTIVITY: Discussion Response</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Jan 18, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449822">POV1: Reflection Statement</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 24, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382417">QUIZ 2: Genes and Microevolution</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Jan 26, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382408">ACTIVITY 1: Mapping Genes to Traits</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Jan 31, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382409">QUIZ 3: Molecular Genetics</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
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<tr>
<td>Wed Feb 2, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382399">ACTIVITY 2: DNA Profiling</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382393">ACTIVITY 3: DNA Phylogeny</a></td>
<td></td>
</tr>
<tr>
<td>Mon Feb 7, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382391">EXAM 1: Modules 1 through 4</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382412">QUIZ 4: Macroevolution and Taxonomy</a></td>
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</tr>
<tr>
<td>Mon Feb 14, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382395">QUIZ 5: Race and Variation</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Feb 16, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382390">ACTIVITY 4: Skin Color Variability</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Feb 17, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382433">POV2: Is Your IQ Biased?</a></td>
<td>due by 11:59pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382438">POV2: Group Response</a></td>
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</tr>
<tr>
<td>Mon Feb 21, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382392">QUIZ 6: Traits and Behavior</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Feb 22, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449842">POV2: Reflection Statement</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Feb 23, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382402">ACTIVITY 5: Sickle Cell and Malaria</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Feb 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382413">QUIZ 7: Affinities and Migration</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Mon Mar 14, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382397">QUIZ 8: Population Demography</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Mar 16, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/738205">ACTIVITY 7: Population Dynamics</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Mar 21, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382415">EXAM 2: Modules 5 through 9</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Mar 23, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382396">ACTIVITY 8: Growth Indicators</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Mar 28, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382414">QUIZ 9: Growth and Development</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Mar 30, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382408">ACTIVITY 9: Alzheimer's Disease</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 4, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382400">QUIZ 10: Aging and Senescence</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Apr 6, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382411">ACTIVITY 10: Are You Hot or Cold?</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Apr 11, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382398">QUIZ 12: Adapt to Malnutrition</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Wed Apr 13, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382401">ACTIVITY 11: Starch Consumption</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Mon Apr 18, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382403">QUIZ 13: Adapt to Infectious Disease</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Wed Apr 20, 2022</td>
<td><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382404">ACTIVITY 12: Virus Hunters</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<tr>
<td>Sun Apr 24, 2022</td>
<td><strong>POV3: Group Response</strong> <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382439">https://webcourses.ucf.edu/courses/1394844/assignments/7382439</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Mon Apr 25, 2022</td>
<td><strong>QUIZ 14: Modern and Future Worlds</strong> <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382407">https://webcourses.ucf.edu/courses/1394844/assignments/7382407</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><strong>POV3: Reflection Statement</strong> <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449973">https://webcourses.ucf.edu/courses/1394844/assignments/7449973</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Tue Apr 26, 2022</td>
<td><strong>EXTRA CREDIT: Feeling Stressed?</strong> <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382436">https://webcourses.ucf.edu/courses/1394844/assignments/7382436</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Sun May 1, 2022</td>
<td><strong>EXAM 3: Modules 10 through 14</strong> <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382424">https://webcourses.ucf.edu/courses/1394844/assignments/7382424</a></td>
<td>due by 11:59pm</td>
</tr>
</tbody>
</table>
ANT 2000 / Spring 2022

Class Meetings:
  Time: Tuesdays and Thursdays 12:00 PM – 1:15 PM
  Location: HS1 Rm 112

Professor: Dr. Emily Zavodny
  Office: HPH Rm 309-D
  Office Hours: Tuesdays/Thursdays 1:20-2:50 PM (virtual) or by appointment
  Email: Emily.Zavodny@ucf.edu or via Webcourses

Graduate Teaching Assistant (GTA): Ms. Brianna Muir
  Office Hours: Wednesdays 9-11:00 AM (virtual) or by appointment
  Email: via Webcourses

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

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

Required Texts (They’re Free!)
Readings this semester will come from articles and book chapters posted to our Webcourses. This means you do not need to purchase a textbook for this course!
Learning Objectives

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

COURSE STRUCTURE & ASSIGNMENTS

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

2. Assignments

   A. SYLLABUS QUIZ: 5 POINTS (1 X 5 POINTS)
I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the Syllabus Quiz by 5 PM (EST) Friday, January 14th. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

   B. ONLINE READING QUIZZES: 100 POINTS (10 X 10 POINTS EACH)
Required readings will be posted online at the beginning of each week. There will be eleven (11) online readings quizzes throughout the course; each will be due by 11:59 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, and fill-in-the-blank questions. Your lowest quiz score will be dropped at the end of the semester!

   Important: Quizzes are timed and must be completed in one sitting. You will have 15 minutes to complete the quiz once you begin.

   C. EXAMS: 300 POINTS (4 X 75 POINTS EACH)
There will be four (4) non-cumulative online exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. Exams will be posted online at 12:00 pm on the Thursday of Weeks 4, 8, and 12. You will have until 11:59 PM that Friday to take the
exam. Our fourth and final exam will be posted online during finals week and times will be announced later in the semester.

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

D. FILM ACTIVITIES: 60 POINTS (3 X 20 POINTS)
We will watch (3) films in-class this semester and you will be required to complete a small assignment for each. A more detailed description and grading rubric for these assignments will be provided before viewing.

3. Office Hours
Our GTA and I will each hold virtual office hours this semester. Office hours will be held in a recurring Zoom meeting that can be accessed through our Webcourse. When you join the meeting you will enter the waiting room. I will meet with each of you individually, so please be patient as there may be several students in the waiting room at a time. I will meet students (ie. admit you to my meeting) in the order that you join the Zoom. If these times do not work for you or are having technical difficulties, please email me or our GTA so we can schedule a different time or venue.

GRADING POLICIES

1. Final Grades
Your final grade is based on the following: syllabus quiz (1), online reading quizzes (10), exams (4), and film activities (3). The total value for all assignments is 465 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

\[
\text{Percentage Grade} = \frac{\text{Total Points Earned from Syllabus Quiz + Reading Quizzes + Exams + Film Activities}}{465}
\]

Letter grades are assigned according to the table below.

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

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

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

COVID-19

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

If you believe you have been exposed to COVID-19 or have tested positive you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. Your health and safety should be your top priority. Please contact me when you are able so that we can discuss accommodations. If you’ve read this far, email me a picture of your favorite animal by January 18th for two extra credit points.

OTHER COURSE POLICIES

1. Course Communication

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

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

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.
2. Course Etiquette
Anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class will address many controversial topics, including sexual behavior, gender norms, and religious beliefs and practices. Many of the examples covered will seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

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

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

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

UCF POLICIES

1. Academic Integrity
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osrr.sdes.ucf.edu/). Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course.
Depending on the severity of the offense, an Academic Misconduct report will also be filed with the Office of Student Conduct and could lead to suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. It’s not worth it!

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

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

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ANT 4183 / Spring 2022

Class Meetings:
Time: Tuesdays and Thursdays 3:00 PM – 4:15 PM
Location: CB2 Rm 206

Professor: Dr. Emily Zavodny
Office: HPH Rm 309-D
Office Hours: Tuesdays/Thursdays 1:20-2:50 PM (virtual) or by appointment
Email: Emily.Zavodny@ucf.edu or via Webcourses

Graduate Teaching Assistant (GTA): Ms. Brianna Muir
Office Hours: Wednesdays 9-11:00 AM (virtual) or by appointment
Email: via Webcourses

University Catalogue Description
Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

Overview
This is an interdisciplinary course that pulls from a number of disciplines – forensic science, criminal justice, archaeology – to introduce students to topics and issues relevant to working with materials recovered from forensic or field archaeology contexts. Throughout the course we will evaluate the many ways that archaeological sciences in particular have contributed to our knowledge about forensic, historic, and ancient material remains. We will explore these various topics through readings posted online as well as through lectures and films. You will be assessed through quizzes, exams, and case studies. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Required Texts (They’re Free!)
Readings this semester will come from articles and book chapters posted to our Webcourses. 
This means you do not need to purchase a textbook for this course!
Learning Outcomes

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Understand the basic field methods for locating and identifying sites for excavation and recovery.
- Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

COURSE STRUCTURE & ASSIGNMENTS

1. Course Structure
Weekly modules with required readings and assignments will open at 12:01 AM each Saturday. All assignments (quizzes, exams, film activities) will be due by 11:59 PM the following Friday. We will meet as a class Tuesdays and Thursdays from 3:00-4:15 pm except for exam days: February 3, March 3, and March 31. On these exams will be posted online at the start of our class time (3:00 pm Thursday) and available until 11:59 PM the next day (Friday). Our fourth and final exam will be posted online during finals week and times will be announced later in the semester.

2. Assignments

   A. SYLLABUS QUIZ: 5 POINTS (1 X 5 POINTS)
   I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the Syllabus Quiz by 5 PM (EST) Friday, January 14th. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

   B. ONLINE READING QUIZZES: 100 POINTS (10 X 10 POINTS EACH)
   Required readings will be posted online at the beginning of each week. There will be eleven (11) online readings quizzes throughout the course; each will be due by 11:59 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, and fill-in-the-blank questions. Your lowest quiz score will be dropped at the end of the semester!
   Important: Quizzes are timed and must be completed in one sitting. You will have 15 minutes to complete the quiz once you begin.

   C. CASE STUDY RESPONSES: 100 POINTS (10 X 10 POINTS EACH)
   Twelve short case studies will be posted throughout the semester and you are responsible for completing ten (10) of these. It does not matter which ten you complete, but each one must be
submitted by its respective due date. Your responses will also be run through TurnItIn.com, so please turn in your own work in your own words.

D. EXAMS: 300 POINTS (4 X 75 POINTS EACH)
There will be four (4) non-cumulative exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. Exams will be posted online at 3:00 pm on the Thursday of Weeks 4, 8, and 12. You will have until 11:59 PM that Friday to take the exam. Our fourth and final exam will be posted online during finals week and times will be announced later in the semester. Once you open an exam you CANNOT leave and return to it later. Make sure that you are taking the exam on a computer with a stable internet connection!
Important! Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin.

3. Office Hours
Our GTA and I will each hold virtual office hours this semester. Office hours will be held in a recurring Zoom meeting that can be accessed through our Webcourse. When you join the meeting you will enter the waiting room. I will meet with each of you individually, so please be patient as there may be several students in the waiting room at a time. I will meet students (ie. admit you to my meeting) in the order that you join the Zoom. If these times do not work for you or are having technical difficulties, please email me or our GTA so we can schedule a different time or venue.

GRADING POLICIES

1. Final Grades
Your final grade is based on the following: syllabus quiz (1), online reading quizzes (10), exams (4), and case study responses (10). The total value for all assignments is 505 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

\[
\text{Percentage Grade} = \left( \frac{\text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Case Studies}}{505} \right) \times 100
\]

Letter grades are assigned according to the table below.

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

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

Please be aware that this course is a requirement for Criminal Justice certificates. Many programs require you to earn a “C” or better for this course to count towards your degree!

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

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COVID-19

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

If you believe you have been exposed to COVID-19 or have tested positive you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. Your health and safety should be your top priority. Please contact me when you are able so that we can discuss accommodations. If you've read this far, email me a picture of your favorite animal by January 18th for two extra credit points.

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OTHER COURSE POLICIES

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

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

When communicating either via email or in person, you should be aware that titles are important - even outside of academia and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their name or something similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

2. Course Etiquette
Studying the dead is a great privilege and you are expected to maintain high levels of professionalism throughout this course. We will be looking at images of real dead bodies, handling real human bones, and discussing the last moments of real people. Please be respectful when viewing these images and materials and during class discussions. Absolutely no photography or video is allowed in class. Any disrespectful behaviors will result in a deduction of your overall course grade and/or removal from class and possibly the course.

Additionally, anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class may address topics or examples that seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

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

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

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

UCF POLICIES

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

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

2. Copyright
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