

ANT2000-22Summer AW60

[Jump to Today](#)

 [Edit](#)



ANT2000 General Anthropology Summer 2022

Course Information

Course name: General Anthropology

Course ID: ANT 2000 (AW60)

Credit hours: 3.0 hours

Semester/year: Summer A 2022

Location/time: W - World Wide Web

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

Professor Contact:

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Monday mornings 10-11:30, please email to Zoom. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- **Course GTA:** Aaron Ott aott@knights.ucf.edu (<mailto:aott@knights.ucf.edu>) and Webcourses mail client
GTA hours: Virtual Office hours - Thursday 1pm to 2:30pm.
- Please only email from me or your TA using your **Knights account** or from the Webcourses email client. We cannot respond to any academic related inquiry via a non-UCF email account.)

Course Description

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

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

What is this course about?

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological

major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-but please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

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

What Skills will I develop in this course?

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

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



Required Texts

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

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

[Perspectives: An Open Invitation to Cultural Anthropology](https://perspectives.americananthro.org/)

[\(https://perspectives.americananthro.org/\)](https://perspectives.americananthro.org/), by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017

[Exploring our World: Biological and Archaeological Essentials for General Anthropology](https://stars.library.ucf.edu/oer/5/)

[\(https://stars.library.ucf.edu/oer/5/\)](https://stars.library.ucf.edu/oer/5/), by Michael Callaghan and Lana Williams, 2020

Other tools/items needed: None

Course Requirements

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

Evaluation and Grading

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

Exams (3 @ 100 points each)

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

Essays and Response Papers (4 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

Quizzes (15 @ 10 points each)

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

Grading Scale

Name: **Range:**

A 100 % to 94.0%

A- < 94.0 % to 90.0%

B+ < 90.0 % to 87.0%

B < 87.0 % to 84.0%

B- < 84.0 % to 80.0%

C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

Attendance/Participation and Missed Assignments

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

1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at

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

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

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

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

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

Please note that late assignments will suffer a point reduction.

A Note on Grading

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

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

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

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

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

A Note on Due Dates -a reiteration

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

Statement Regarding COVID-19

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.)

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (<mailto:sas@ucf.edu>) to discuss specific accommodations for this or other courses.

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>) > (Ferrell

Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable.

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

Deployed Active Duty Military Students

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

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

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

Religious Observances

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

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

Copyright

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

Third-Party Software and FERPA

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

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work

environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

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

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

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

UCF Cares

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

University Writing Center

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










In-Class Recording Statement

III-Class Recording Statement

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

Syllabus Content Subject to Change

Course Summary:

Date	Details	Due
Fri May 20, 2022	 Quiz 1: Academic Engagement and Perspectives Chapter 1 (https://webcourses.ucf.edu/courses/1405901/assignments/7531775)	due by 11:59pm
	 Quiz 2 (https://webcourses.ucf.edu/courses/1405901/assignments/7531770)	due by 11:59pm
Fri May 27, 2022	 Quiz 3 (https://webcourses.ucf.edu/courses/1405901/assignments/7531791)	due by 11:59pm
	 Quiz 4 (https://webcourses.ucf.edu/courses/1405901/assignments/7531771)	due by 11:59pm
Sun May 29, 2022	 Quiz 5 (https://webcourses.ucf.edu/courses/1405901/assignments/7531784)	due by 11:59pm
	 Exam 1 (https://webcourses.ucf.edu/courses/1405901/assignments/7531788)	due by 11:59pm
Mon May 30, 2022	 Assignment 1 Apes (https://webcourses.ucf.edu/courses/1405901/assignments/7545635)	due by 11:59pm
	 Quiz 6 (https://webcourses.ucf.edu/courses/1405901/assignments/7531768)	due by 11:59pm
Fri Jun 3, 2022	 Quiz 7 (https://webcourses.ucf.edu/courses/1405901/assignments/7531764)	due by 11:59pm

 [Quiz 8](https://webcourses.ucf.edu/courses/1405901/assignments/7531776) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531776>)

Mon Jun 6, 2022

 [Assignment 2 Self Ethnography](https://webcourses.ucf.edu/courses/1405901/assignments/7545639) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7545639>)

Fri Jun 10, 2022

 [Quiz 10](https://webcourses.ucf.edu/courses/1405901/assignments/7531782) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531782>)

 [Quiz 9](https://webcourses.ucf.edu/courses/1405901/assignments/7531774) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531774>)

Sun Jun 12, 2022

 [Exam 2](https://webcourses.ucf.edu/courses/1405901/assignments/7531762) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531762>)

 [Quiz 11](https://webcourses.ucf.edu/courses/1405901/assignments/7531794) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531794>)

Fri Jun 17, 2022

 [Quiz 12](https://webcourses.ucf.edu/courses/1405901/assignments/7531796) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531796>)

 [Quiz 13](https://webcourses.ucf.edu/courses/1405901/assignments/7531783) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531783>)

Mon Jun 20, 2022

 [Assignment 3 Heteronormativity](https://webcourses.ucf.edu/courses/1405901/assignments/7545668) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7545668>)

 [Quiz 14](https://webcourses.ucf.edu/courses/1405901/assignments/7531767) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531767>)

Fri Jun 24, 2022

 [Quiz 15](https://webcourses.ucf.edu/courses/1405901/assignments/7531766) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531766>)

 [Exam 3](https://webcourses.ucf.edu/courses/1405901/assignments/7531792) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531792>)

Sat Jun 25, 2022

 [Assignment 4 - Global Shopper](https://webcourses.ucf.edu/courses/1405901/assignments/7532122) due by 11:59pm
(<https://webcourses.ucf.edu/courses/1405901/assignments/7532122>)

 [Culture and Sustainability](https://webcourses.ucf.edu/courses/1405901/assignments/7531787)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531787>)

 [Doing Fieldwork](https://webcourses.ucf.edu/courses/1405901/assignments/7531795)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531795>)

 [Economics](https://webcourses.ucf.edu/courses/1405901/assignments/7531773)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531773>)

 [Family and Marriage](https://webcourses.ucf.edu/courses/1405901/assignments/7531763)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531763>)

 [Gender and Sexuality](#)

 [Gender and Sexuality](https://webcourses.ucf.edu/courses/1405901/assignments/7531786)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531786>)

 [Globalization](https://webcourses.ucf.edu/courses/1405901/assignments/7531761)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531761>)

 [Health and Medicine](https://webcourses.ucf.edu/courses/1405901/assignments/7531777)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531777>)

 [Introduction to Anthropology](https://webcourses.ucf.edu/courses/1405901/assignments/7531785)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531785>)

 [Language](https://webcourses.ucf.edu/courses/1405901/assignments/7531789)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531789>)

 [Media Anthropology](https://webcourses.ucf.edu/courses/1405901/assignments/7531778)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531778>)

 [Performance](https://webcourses.ucf.edu/courses/1405901/assignments/7531797)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531797>)

 [Political Anthropology](https://webcourses.ucf.edu/courses/1405901/assignments/7531772)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531772>)

 [Public Anthropology](https://webcourses.ucf.edu/courses/1405901/assignments/7531780)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531780>)

 [Race and Ethnicity](https://webcourses.ucf.edu/courses/1405901/assignments/7531793)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531793>)

 [Religion](https://webcourses.ucf.edu/courses/1405901/assignments/7531769)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531769>)

 [Seeing Like an Anthropologist](https://webcourses.ucf.edu/courses/1405901/assignments/7531779)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531779>)

 [Subsistence](https://webcourses.ucf.edu/courses/1405901/assignments/7531765)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531765>)

 [The Culture Concept](https://webcourses.ucf.edu/courses/1405901/assignments/7531781)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531781>)

 [The Development of Anthropological Ideas](https://webcourses.ucf.edu/courses/1405901/assignments/7531790)
(<https://webcourses.ucf.edu/courses/1405901/assignments/7531790>)

Syllabus Summer 2022

Welcome to Ant 2000 Summer 2022

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

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

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

Syllabus

Instructor: Vance Geiger, PhD

Office Hours: Tuesday, Thursday - 12: 30 – 3 pm

Office: Howard Philipps Hall 311C

Office Phone: 407-823-3779

E Mail: vance.geiger@ucf.edu

Class – face to face CB2 105

Texts

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

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

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

The Pithouses of Keatley Creek by Hayden

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

Explanations for Texts:

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

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

Perspectives is an introduction to cultural anthropology

Grading: Two 100 point exams = 200 points
15 On-line Assignments. = 150 points

Total Possible: 350 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. . Further, in some cases you will not be able to do the assignments unless you have gone through the modules.

There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

Grading

Two exams. Each exam will be worth 100 points.

15 Assignments 10 points each.

On-Line Exams: The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have two hours to complete it. At the end of three hours it will

automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when you instructor gives them in face-to-face classes), but you get two hours.

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

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

There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them. **Late assignments will receive 1/2 credit.**

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

Important note: Do not use attachments to do the assignments and do not use pages (canvas cannot translate it).

Academic Integrity

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

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

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



[site.](#) [\(Links to an external site.\)](#)

[\(Links to an external site.\)](#)



[\(Links to an external site.\)](#)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule

Week 1: 6/27:

Section 1: Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, Callaghan and Williams chapter 1

Section 2: Development of Evolutionary Theory, Inheritance and Microevolution, Primate Evolution and Fossil Primates .

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

Section 3: Hominid Evolution.

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

Week 1 and Sections 2 and 3 assignments Due 7/5 11 55 pm - 7/5 is a Tuesday because Monday 7/4 is a holiday)

Week 2: 7/4:

Section 4: Homo Habilis and Homo Erectus.

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

Section 5: Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Section 6: Modern Human Diversity and the Issue of Race.

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

Section 4,5 and 6 assignments due 7/11 11 55 pm

Week 3: 7/11

Section 7: Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

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

Section 8: Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Sections 7 and 8 assignments due 7/18 11 55 pm

Exam 1 7/16 8 am – 7/18 11 55 pm

Week 4 7/18

Section 9: Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Section 10: Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Sections 9 and 10 assignments due 7/25 11 55 pm

Week 5: 7/25

Section 11: Economics

Reading: online material, Perspectives chapter 6

Section 12 Religion and (online material)

Reading: Section 12 online material, Perspectives chapter 11

Section 13: Cultural change

Reading: section 13 online material

Sections 11,12 and 13 assignments due 8/1 11 55 pm

Week 6 8/1

Section 14: Applied Anthropology – Refugees

Reading: Online material, chapter 18 in Perspectives

Section 14 and 15 assignment due 8/6 11 55 pm

Exam 2 8/5 8 am – 8/6 11 55 pm

8/6 Last day of class - and last day to turn in assignments by 11 55 pm

Make Up Exam 8/7 8 am – 8/8 11 55 pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)



General Anthropology

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



Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (AW60)
Credit hours:	3.0 hours
Semester/year:	Summer 2022
Location/time:	Online
Course GTA:	Chelsea Daws
GTA hours:	Thursdays (12pm-1pm) and Wednesdays (12pm-1pm)- office hours are online, please email to chat or for zoom link
GTA e-mail:	Chelsea.Daws@ucf.edu (mailto:Chelsea.Daws@ucf.edu) or via WebCourses Inbox

Professor Contact

Instructor:	Dr. Brigitte Kovacevich
Main office:	Howard Phillips Hall 409P
Phone:	407-823-6554
Office Hours	Tuesdays and Thursdays 10-11 AM -office hours are online, please email to chat or fc link
E-mail:	brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) or WebCourses Ir

University Catalog Description

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

What is this course about?

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

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

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

What skills will I develop in this course?

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

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

- Demonstrate core skills of inquiry analysis and critical and creative thinking

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

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

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

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

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

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

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF**

Library system, or posted in the modules. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

[Exploring our World: Biological and Archaeological Principles of General Anthropology](https://florida.theorange grove.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/) (Michael Callaghan and Lana Williams, 2019) also available [online in html version](#) (<https://florida.theorange grove.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/>)

[Perspectives: An Open Invitation to Cultural Anthropology](http://perspectives.americananthro.org/) (<http://perspectives.americananthro.org/>) (Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

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

During the next 6 weeks, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films.** You should also plan on setting aside at least **one to two hours each week for completing assignments** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

How do I get started in the course?

Navigate to the **["WEEK 0: GETTING STARTED"](#)** module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the **[DISCUSSION: Welcome Discussion](#)** so that I can

learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?'

Summary

This course begins on **June 27, 2022** and ends on **August 5, 2022**. Over this period, you will be expected to:

- complete the [DISCUSSION: Welcome Discussion](#)
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 10 out of 11 online reading quizzes
- complete 2 online exams
- complete 4 assignments (discussions or brief assignments)

Gen-Ed Pre-Test and Post-Test

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. The **Pre Test** is **due June 28 at 11:59pm**. The **Post Test** is due **July 31 at 11:59pm**.

Modules

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

Readings

Readings are due on the day assigned. It is imperative that you do the readings **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **11 reading quizzes** of which **10 will count for your final grade** (lowest score dropped). Questions for quizzes assess your knowledge of the readings for that portion of the module. The timing and content of quizzes are designed to help you keep up with course content and prepare you for exams. There will generally be two quizzes per week, one due on Tuesday at 11:59 PM and one due on Friday at 11:59 PM to make sure that you keep up with the readings. Each quiz will have 5 questions worth 2 points each.

Short Assignments (30% of final grade)

You will be assigned 4 **online assignments**. The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the content pages, videos, and readings. These assignments will generally be due on Fridays at 11:59PM, it is recommended that you not wait until the last minute to begin as they may require you to read articles and structure your responses. All components of discussions must be posted before 11:59 PM on the due date, including comments on others' posts, so be sure to complete all components before midnight.

Academic Activity Assessment: "Welcome Discussion"

This is a [group discussion](#) available through the webcourse page and considered part of your "assignments" grade. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Online Exams (50% of final grade)

Two exams will be administered during the semester, one midterm and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online on Fridays. Exam 1 will be due half way through the course. **Technically here is no "final exam" as the second exam is not cumulative Exam 2 will assess your knowledge from the second half of the course and will be due online due by Friday August 5th at 11:59pm.** Exams are composed of multiple choice and matching questions.

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:

Assessment:	Points Possible	% Final Grade
Reading Quizzes (10 out of 11)	100	20%
Assignments (5)	50	30%
Exams (2)	200	50%
Total	350	100%

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

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

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

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

Final grades are final. I do round up above a 0.5% point but I do not offer extra credit for final grades beyond what I have already given in class.

What if I miss an assignment, quiz, 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 quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, and to the GTA who will be completing the grading, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment and exam due dates.

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the Department of Anthropology (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).

Is the course accessible for students with disabilities?

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

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

Specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams within the SAS facilities.

How is respect for diversity and inclusion maintained?

In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. As anthropologists, we also respect these differences. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct.

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

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

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

Research Opportunities for Underrepresented groups through <small>NIJCE DEII</small>	https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054 (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)
---	--

INFO REU	
SAA Travel Scholarship for Underrepresented Groups	https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships).
SAA Native American Scholarship	https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund).
Black Trowel Collective Microgrants	https://blacktrowelcollective.wordpress.com/ (https://blacktrowelcollective.wordpress.com/).
AIA Travel Grant	https://www.archaeological.org/grant/diversity-student-travel/ (https://www.archaeological.org/grant/diversity-student-travel/).
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/ (https://www.archaeological.org/grant/waldbaum-scholarship/).
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships (https://www.americanarchaeologyabroad.org/scholarships).
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/ (https://ifrglobal.org/students/scholarships/).
Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/ (https://www.smithsonianofi.com/minority-internship-program/).
SfAA Del Jones Memorial Travel Award	https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award).
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621 (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621).
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm).
Florida Education Fund McKnight Doctoral Fellowship	https://www.fefonline.org/mdf.html (https://www.fefonline.org/mdf.html).

Fellowship Association of Black Anthropologists John Gwaltney Scholarship	http://aba.americananthro.org/the-gwaltney-scholarship-fund (http://aba.americananthro.org/the-gwaltney-scholarship-fund/)
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award (http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

How is academic integrity maintained?

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

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

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

For more information about plagiarism and misuse of sources see "Defining and Avoiding Plagiarism" <https://webcourses.ucf.edu/courses/1406776/assignments/syllabus>

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>).

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.

Why should I use WebCourses Inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours for weekdays and 48 hours on weekends**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

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

FM: partaymnstr18@gmail.com

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

Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times**
<https://webcourses.ucf.edu/courses/1406776/assignments/syllabus>

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

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified**.

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

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

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.

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

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to

required course materials, **you will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates**. If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at 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 [You CAN Survive an Active Shooter](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)

What is the course lecture and assignment schedule?

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

Your 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 can be seen in the "to do" section of webcourses when you are in the dashboard. Because this is a condensed class, there are two days during the week when things are due to make sure you keep up with the course. **All assessments**

are usually due at 11:59pm, The first quiz of the week is due on Tuesdays, while the quiz over the second portion and the assignment or exam are due on Fridays.



- **Assigned readings** are listed in the INTRODUCTION page of each learning module and can be found within the module itself as well as through links on this page.



Module	Topic	Content Page	Reading:
0	Getting Started	Introduction to the Course	
1	Anthropology and Culture	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, (https://webcourses.ucf.edu/courses/135/download_frd=1)
		What is Culture?	Callaghan and Williams (chapter 1, (https://webcourses.ucf.edu/courses/135/download_frd=1)
		Is Cultural Relativity Possible?	Miner, 1956.pdf ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1) ; Kratz, 2002.pdf ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)
2	Biological Anthropology	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, (https://webcourses.ucf.edu/courses/135/download_frd=1)
		Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, (https://webcourses.ucf.edu/courses/135/download_frd=1)
		Who are our Hominid Ancestors?	Callaghan and Williams (chapter 4, (https://webcourses.ucf.edu/courses/135/download_frd=1)
		What's it like to Find Fossil Hominids?	Film: Dawn of Humanity (https://www.v=RzLJAa5X4Fo)
		Evolution, Biology, and Race	Gravlee 2009 ajpa.20983.pdf ↓ (https://webcourses.ucf.edu/courses/140/download_frd=1) https://www.sapiens.org/biology/cc (https://www.sapiens.org/biology/covic












3	Archaeology	How do we do Archaeology?	Callaghan and Williams (chapter 5) (https://webcourses.ucf.edu/courses/135/download_frd=1)
		Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6) , (https://webcourses.ucf.edu/courses/135/download_frd=1)
		What did the Ancient Maya believe?	Callaghan and Williams (chapter 6) , (https://webcourses.ucf.edu/courses/135/download_frd=1)
		How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992 ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)
	EXAM 1	EXAM 1	Exam 1 Study Guide ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1) Exam 1 Review Discussion
4	Linguistics	The Sapir-Whorf Hypothesis	Thomson (1975) ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)
		What is Language?	Perspectives (chapter 4) ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)
		Why do we Miscommunicate if we speak the same Language?	Tannen (1990 ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1), 1994 ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1))
5	Cultural Anthropology	How do Cultural Anthropologists Study Living Groups?	Perspectives (chapters 3) ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1) ; Sterk (2000) ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)
		How and When do we Learn our	Henry (1963) ↓ (https://webcourses.ucf.edu/courses/135/download_frd=1)

		Culture?	download_frd=1) ; Kindergarten Educ (https://nomadrs.com/professor-of-edu trend-in-kindergartens-around-the-us//
		How do Boys become Men and Girls become Women?	Perspectives (chapter 10) ↓ (https://webcourses.ucf.edu/courses/135 download_frd=1)
		The Sambia of Papua New Guinea	Herdt (1983) ↓ (https://webcourses.ucf.edu/courses/135 download_frd=1)
		Sambia Rites of Passage	Film: Guardians of the Flutes (https://video.alexanderstreet.com/wat
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	Perspectives (chapter 8) ↓ (https://webcourses.ucf.edu/courses/135 download_frd=1)
		How do we Create Meaning through Religion?	Perspectives (chapter 11) ↓ (https://webcourses.ucf.edu/courses/135 download_frd=1)
	EXAM 2	EXAM 2	Exam 2 Study Guide Exam 2 Review Discussion

Course Summary:

Date	Details	Due
Tue Jun 28, 2022	 QUIZ 1 (https://webcourses.ucf.edu/courses/1406776/assignments/7578720)	due by 11:59pm
Fri Jul 1, 2022	 ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1406776/assignments/7578735)	due by 11:59pm

Date	Details	Due
	 DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1406776/assignments/7578737)	due by 11:59pm
	 Week 1 Extra Credit: Social Norms (https://webcourses.ucf.edu/courses/1406776/assignments/7578734)	due by 11:59pm
Tue Jul 5, 2022	 QUIZ 2 (https://webcourses.ucf.edu/courses/1406776/assignments/7578722)	due by 11:59pm
	 ASSIGNMENT 2: Evolution, Human Biology, and Race (https://webcourses.ucf.edu/courses/1406776/assignments/7578739)	due by 11:59pm
	 QUIZ 3A (Hominin Matching Timeline) (https://webcourses.ucf.edu/courses/1406776/assignments/7578742)	due by 11:59pm
Fri Jul 8, 2022	 QUIZ 3B (Early Hominin Location Labeling) (https://webcourses.ucf.edu/courses/1406776/assignments/7578743)	due by 11:59pm
	 Week 2 Extra Credit: Hominin (https://webcourses.ucf.edu/courses/1406776/assignments/7578733)	due by 11:59pm
Tue Jul 12, 2022	 QUIZ 4 (https://webcourses.ucf.edu/courses/1406776/assignments/7578725)	due by 11:59pm
	 Week 3 Extra Credit: Archaeology (https://webcourses.ucf.edu/courses/1406776/assignments/7578732)	due by 11:59pm
Fri Jul 15, 2022	 EXAM 1 (https://webcourses.ucf.edu/courses/1406776/assignments/7578728)	due by 11:59pm
	 QUIZ 5 (https://webcourses.ucf.edu/courses/1406776/assignments/7578719)	due by 11:59pm
Tue Jul 19, 2022	 QUIZ 6 (https://webcourses.ucf.edu/courses/1406776/assignments/7578726)	due by 11:59pm

Date	Details	Due
Fri Jul 22, 2022	 ASSIGNMENT 3: Worlds Shaped by Words https://webcourses.ucf.edu/courses/1406776/assignments/7578738	due by 11:59pm
Fri Jul 22, 2022	 Week 4 Extra Credit: Linguistics https://webcourses.ucf.edu/courses/1406776/assignments/7578731	due by 11:59pm
Fri Jul 22, 2022	 QUIZ 7 https://webcourses.ucf.edu/courses/1406776/assignments/7578723	due by 11:59pm
Tue Jul 26, 2022	 QUIZ 8 https://webcourses.ucf.edu/courses/1406776/assignments/7578718	due by 11:59pm
Fri Jul 29, 2022	 ASSIGNMENT 4: "Playing" with Gender https://webcourses.ucf.edu/courses/1406776/assignments/7578736	due by 11:59pm
Fri Jul 29, 2022	 QUIZ 9 https://webcourses.ucf.edu/courses/1406776/assignments/7578721	due by 11:59pm
Fri Jul 29, 2022	 Week 5- Extra Credit-Cultural Anthropology https://webcourses.ucf.edu/courses/1406776/assignments/7587743	due by 11:59pm
Tue Aug 2, 2022	 Quiz 10 https://webcourses.ucf.edu/courses/1406776/assignments/7582244	due by 11:59pm
Tue Aug 2, 2022	 EXAM 2 https://webcourses.ucf.edu/courses/1406776/assignments/7578727	due by 11:59pm
Fri Aug 5, 2022	 Week 6 Extra Credit: Cultural Anthropology https://webcourses.ucf.edu/courses/1406776/assignments/7578729	due by 11:59pm
Fri Aug 5, 2022	 QUIZ 11 https://webcourses.ucf.edu/courses/1406776/assignments/7578724	due by 11:59pm

Summer 2022

Home

Announcements

Assignments

Modules

Discussions

Syllabus

Grades

People

Quizzes

Attendance

UCF Library Tools

Chat

Outcomes

Pages

Files

Collaborations

BigBlueButton

Rubrics

Faculty Tools

Course Syllabus

Jump to Today Edit

Summer A 2022

May 2022						
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Course assignments are not weighted.

Professor Contact

- Dr. Nessette Falu
- Office: Howard Phillips Hall, Rm 309
- Office Hours: Online only, Monday 1-3pm only via Zoom if a meeting is arrange via Canvas messaging
- Phone: 407.823.3991
- E-mail: nessette.falu@ucf.edu

Graduate Teaching Assistant

Abigail Shepherd (MA, Candidate): Send her a message via Webcourses Inbox Messages only

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

Course Information

- Course Name: Cultural Anthropology
- Course ID & Section: ANT 2410
- Course date: May 16-June 25
- Credit Hours: 3
- Semester/Year: Summer A 2022
- Location: Online

Course Description

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

Course Objectives

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

Required Texts

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

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

Course Requirements

Discussion Posts 225 points: There are five (5) discussion posts to discuss the ethnographic book by Hanna Garth and integrate some of the Lavenda and Schultz concepts. It is expected that all students will complete the discussion posts. Each individual post will be worth 50 points. Once the portal closes, it will not be reopened and late responses will not be accepted.

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

Short Weekly Exam 450 points: This course will have six(6) weekly short exams. Each online exam will have 15 questions with 40 multiple-choice, T/F questions, and fill in the blanks - 5 points for each question. Some quizzes will have fewer than 15 questions toward the end of the summer session.

Extra credit: Visual ethnographic activities 100 points: Choose one of two activities with a required short written assignment and required response to a student. You may complete both for extra credit as well. Be mindful of the deadline.

Final Paper: Critical Thinking About Anthropology 150 points: Students will be required to write a critical thinking short paper that engages some of the terms learned in the course by analyzing an essay written by an anthropologist in the *Anthropology News*. You will select a published essay from Anthropology News of your choice, read it carefully, discuss it, and apply some content learned in the course from Lavenda and Schultz. Be sure to read the instructions and rubric carefully in the assignment. 5 full pages, double-spaced.

Missed Assignments/Make-Ups/Extra Credit

This 6-week course will move very quickly. You must stay organized and practice effective time-management. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, an extra credit assignment is **only extended under documented circumstances such as doctors' note, etc, to be determined at my discretion**. No make-up assignments or make-up exams are extended without such documentation.

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

Evaluation and Grading

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

Evaluation Guidelines

5 Discussion Posts (50 points)	225 points
Short Weekly Exams	450 points
Activities	100 points (EXTRA CREDIT)
Final Exam	150 points
TOTAL	925 points

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

Academic Honesty

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

Accessibility Statement

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

Copyright

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

Third-Party Software and FERPA

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

Course Summary:

Date	Details	Due
Sun May 22, 2022	Discussion #1: Garth's Introduction	due by 11:59pm
	Short Exam #1	due by 11:59pm
Fri May 27, 2022	Extra Credit Activity #1: Visual Anthropology	due by 11:59pm
Sun May 29, 2022	Discussion Post 2: Garth's Chapter 1	due by 11:59pm
	Short Exam #2	due by 11:59pm
Sun Jun 5, 2022	Discussion #3: Garth's Chapter 2	due by 11:59pm
	Short Exam #3	due by 11:59pm
Sun Jun 12, 2022	Discussion Post #4: Garth's Chapters 3 and 4	due by 11:59pm
	Short Exam #4	due by 11:59pm
Fri Jun 17, 2022	Extra Credit Visual Anthropology Activity #2	due by 11:59pm
Sun Jun 19, 2022	Discussion Post #5: Garth's Chapter 5 and Conclusion	due by 11:59pm
	Short Exam #5	due by 11:59pm
Fri Jun 24, 2022	Financial Aid Requirement	due by 11:59pm
	Short exam #6	due by 11:59pm
Sun Jun 26, 2022	Final Paper: Critical Thinking About Anthropology	due by 11:59pm

Summer 2022

- Home
- Announcements
- Assignments
- Modules
- Discussions
- Syllabus
- Grades
- People
- Quizzes
- Attendance
- UCF Library Tools
- Chat
- Outcomes
- Pages
- Files
- Collaborations
- BigBlueButton
- Rubrics
- Item Banks

Course Syllabus

Jump to Today Edit

Summer B 2022

July 2022						
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Course assignments are not weighted.

Professor Contact

- Dr. Nessette Falu
- Office: Howard Phillips Hall, Rm 309
- Office Hours: Online only. Monday 1-3 pm only via Zoom if a meeting is arranged via Canvas messaging
- Phone: 407.823.3991
- E-mail: nessette.falu@ucf.edu (While the course is live, please send me a message via Canvas about course-related matters instead of emailing.)

Graduate Teaching Assistant

Abigail Shepherd (MA. Candidate): Send her a message via Webcourses Inbox Messages only

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

Course Information

- Course Name: Cultural Anthropology
- Course ID & Section: ANT 2410
- Course date: June 27 - August 6
- Credit Hours: 3
- Semester/Year: Summer B 2022
- Location: Online

Course Description

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

Course Objectives

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

Required Texts

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

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

Course Requirements

Discussion Posts 225 points: There are five (5) discussion posts to discuss the ethnographic book by Hanna Garth and integrate some of the Lavenda and Schultz concepts. It is expected that all students will complete the discussion posts. Each individual post will be worth 50 points. Once the portal closes, it will not be reopened and late responses will not be accepted.

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

Short Weekly Exam 450 points: This course will have six(6) weekly short exams. Each online exam will have 15 questions with 40 multiple-choice, T/F questions, and fill in the blanks - 5 points for each question. Some quizzes will have fewer than 15 questions toward the end of the summer session.

Extra credit: Visual ethnographic activities 55 points: Choose one of two activities with a required short written assignment and required response to a student. You may complete both for extra credit as well. Be mindful of the deadline.

Final Paper: Critical Thinking About Anthropology 150 points: Students will be required to write a critical thinking short paper that engages some of the terms learned in the course by analyzing an essay written by an anthropologist in the *Anthropology News*. You will select a published essay from Anthropology News of your choice, read it carefully, discuss it, and apply some content learned in the course from Lavenda and Schultz. Be sure to read the instructions and rubric carefully in the assignment. 5 full pages, double-spaced.

Missed Assignments/Make-Ups/Extra Credit

This 6-week course will move very quickly. You must stay organized and practice effective time-management. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, an extra credit assignment is **only extended under documented circumstances such as doctors' note, etc, to be determined at my discretion**. No make-up assignments or make-up exams are extended without such documentation.

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

Evaluation and Grading

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

Evaluation Guidelines

5 Discussion Posts (50 points)	225 points
Short Weekly Exams	450 points
Activities	55 points (EXTRA CREDIT)
Final Exam	150 points
TOTAL	930 points

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

Academic Honesty

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

Accessibility Statement

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

Copyright

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

Third-Party Software and FERPA

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

Course Summary:

Date	Details	Due
Sun Jul 3, 2022	Discussion #1: Garth's Introduction	due by 11:59pm
	Short Exam #1	due by 11:59pm
Wed Jul 6, 2022	Discussion #1: Garth's Introduction (1 student)	due by 11:59pm
Sun Jul 10, 2022	Discussion Post 2: Garth's Chapter 1	due by 11:59pm
	Short Exam #2	due by 11:59pm
Fri Jul 15, 2022	Extra Credit Activity #1: Visual Anthropology	due by 11:59pm
Sun Jul 17, 2022	Discussion #3: Garth's Chapter 2	due by 11:59pm
	Short Exam #3	due by 11:59pm
Sun Jul 24, 2022	Discussion Post #4: Garth's Chapters 3 and 4	due by 11:59pm
	Short Exam #4	due by 11:59pm
Fri Jul 29, 2022	Extra Credit Visual Anthropology Activity #2	due by 11:59pm
Sun Jul 31, 2022	Discussion Post #5: Garth's Chapter 5 and Conclusion	due by 11:59pm
	Short Exam #5	due by 11:59pm
Fri Aug 5, 2022	Financial Aid Requirement	due by 11:59pm
Sun Aug 7, 2022	Final Paper: Critical Thinking About Anthropology	due by 11:59pm
	Short exam #6	due by 11:59pm

Cultural Anthropology

Department of Anthropology
College of Sciences at the University of Central Florida



ANT 2410M – Sum. B June 27 – Aug 3, 2022

Mon & Wed: 12-1:50 pm

and

Online Component: to be completed between Thur. and Sun.

Location: Classroom Building 1, room 307

Professor: Joanna Mishtal, PhD

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

- [Medical Anthropology Minor](#)
- [Anthropology of Global Health Certificate](#)

Office Hours: Mon & Wed, 2:30 – 3:30 pm & by appointment in Howard Phillips Hall 309 (Anthro Dept)

E-mail: jmishtal@mail.ucf.edu (preferred contact method)

Phone: (407) 823-3797

Websites: <https://joannamishtal.com/> and <https://sciences.ucf.edu/anthropology/person/joanna-mishtal/>

My COVID-19 Status: I am fully vaccinated and boosted! to protect myself and you. Please vaccinate!

Did you know that our own UCF graduate, [Dr. Darin Edwards](#), helped develop the COVID-19 vaccine?!

The CDC recommends to wear a mask in:

- “Public indoor settings include classrooms, hallways, food halls, and any other settings on or off campus where members from different households (roommates/suite-mates can be considered a household) may interact.”
- “You might choose to wear a mask regardless of the level of community transmission, if you or someone in your household is at increased risk for severe disease or has a weakened immune system, or if someone in your household is not up to date on their COVID-19 vaccines or not eligible to receive COVID-19 vaccines.”
- “When people consistently and correctly wear a well-fitting fitted mask, they protect others as well as themselves.”

(See: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>)

It’s true that the combination of vaccination and effective treatments have made the virus more manageable.

Teaching in a mask is difficult, but I might continue to wear a mask whenever I feel I should.

If you suspect you’re infected with COVID-19, please get tested immediately and refrain from coming to class.

Course Description and Objectives:

This course explores the diversity of cultures in a variety of non-Western and Western contexts. We will examine the ways in which ideas and theoretical approaches about cultures have evolved over time and how anthropology has researched, analyzed, and understood cultural diversity and change. Using several case studies, we will investigate a variety of topics, including colonialism, Westernization and culture change, globalization, kinship,

poverty, violence, race, gender and sexuality. Students will also be introduced to anthropological fieldwork methods. We will explore these topics through ethnographic articles, book chapters, and films.

Class Objectives:

- 1.) To gain an understanding of different manifestations of cultural diversity
 - 2.) To become familiar with key concepts, theoretical approaches, and research methods
 - 3.) To develop an appreciation of forces which have globalizing effects on cultures, while focusing on specific local contexts
 - 4.) To gain introductory experience in anthropological data collection in the context of fieldwork
-

Required Texts, Films and Websites:

Books: none

Articles: Several articles are required and are available to students electronically on our Canvas website.

Canvas - course website: to get support go to <https://www.ucf.edu/services/s/webcourses-ucf-support/>

Films:

Students are required to see all films/video used in class (these will be on exams) and stay alert for the duration of the showing. During films students can't use computers because of the glare.

Expectations of Students:

I hope that you will want to attend this class and enjoy the material.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Typical class structure: quiz (if scheduled) → lecture → 10 min break → film/video → discussion

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students and professor. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences.*

The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, and the class, students are responsible for checking their "knights.edu" email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid.

Examinations and Grading Policy:

My approach is to give you smaller and more frequent assignments to make it easier for students to improve their grades over time more by giving them more chances at being evaluated. Here are the exams and assignments:

1. Four out of Five Quizzes (20 points; 5 points each)

Five quizzes will be given for 5 points each; the lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of 1-3 questions (either narrative, multiple choice or fill-in-the blank) meant to assess whether or not the student read the assigned material and understood the content. They will take approximately 10 minutes at the start of the class. There will be no make-ups for the quizzes because one score will be dropped. This is designed to account for situations when the student is sick or has some other problem outside of their control that impedes the ability to take or study for the quiz.

2 & 3. Online Component: Ethnography Project (20 points for assignments) and Report (30 points) Due Thursday 8/4/22 by midnight via Canvas, as a word document attachment.

This project involves doing a small-scale ethnography by conducting a semi-structured interview with a friend, classmate or relative on a topic approved by the professor, and writing a 600-650 word Report about the findings and the experience. The instructions and rubric for the project will be discussed in class. All instructions will be on Canvas.

Graded project assignments – 10 points each:

Assignments #2 (proposal)

Assignments #5 (proof of collected data)

4. Final Examination (30 points)

The final exam will be cumulative and consist of up to 30 questions (multiple choice, true/false, fill-in-the-blank). Please bring a brown scantron and #2 pencils to the exam.

5. Attendance & Participation

Used in all borderline cases to pull students up to the higher grade.

Assessments:

1. Best 4 of 5 in-class quizzes: 20 points
 2. Ethnography Project (completion of 2 graded assignments): 20 points
 3. Ethnography Report: 30 points
 4. Final Examination: 30 points
 5. Attendance record and class participation will be used in borderline cases.
-
- Total: 100 points (100%)**

Grading scale:

- 93% and above = A
- 90% - 92% = A-
- 87% - 89% = B+
- 83% - 86% = B
- 80% - 82% = B-
- 77% - 79% = C+
- 73% - 76% = C
- 70% - 72% = C-
- 67% - 69% = D+
- 63% - 66% = D
- 60% - 62% = D-
- 59% and below = F

Course Schedule

WEEK 1: June 27 and 29 **Introduction to the class.**
Anthropology as a discipline & fieldwork.

Monday: First class – introduction of the course and overview of the syllabus.

Wednesday: Ethnography, past and present. Anthropological fieldwork.
Discussion of the Ethnography Project.

Read for Wed:

“Anthropology: Comparison and Context” - chapter 1 in a book *Small Places, Large Issues* by Thomas Hylland Eriksen. [on Canvas]

Online Component:

→ Assignment # 1:

Become familiar with Canvas and complete the Academic Activity requirement.

WEEK 2: July 4 and 6

Monday: 4th of July Holiday - NO CLASS

Wednesday: early anthropologists: Margaret Mead and research in Samoa

Read for Wed:

Mead, Margaret. “Introduction” in *Coming of Age in Samoa*. [on Canvas]



Source: <https://www.britannica.com/science/anthropology>

Online Component:

→ Assignment # 2 (graded): Instructions on Canvas

Ethnography Project Proposal: due Sunday July 10, 2022, by midnight

WEEK 3: July 11 and 13 **Case Study: The Nuer of Sudan, Africa**
Subsistence, social organization, ritual

Monday: The Nuer of Africa, part 1

Quiz 1 (Mon)

Read for Mon:

“Interest in Cattle.” By E.E. Evans Pritchard, in *The Nuer*. [on Canvas]

Film: “The Nuer” by Robert Gardner



Source: <https://cdn.nexternal.com/der/images/nuer.jpg>

Wednesday: The Nuer of Africa, part 2

Read for Wed: as above
Film: as above

Online Component:

→ Assignment # 3: Instructions on Canvas

WEEK 4: July 18 and 20

**Case Study: China – rural life
Kinship, power, gender**

Monday: China – kinship and power

Read for Mon:

“China’s One-Child Policy and the Empowerment of Urban Daughters.”

By Vanessa L. Fong. 2002. *American Anthropologist*, p. 1098-1109. [on Canvas]

Film: “Small Happiness” by Karma Hinton

Quiz 2 (Mon)



Source: <https://mubi.com/films/small-happiness-women-of-a-chinese-village>

Wednesday: China – kinship and power

Read for Wed:

“China’s Skewed Sex Ratio and the One-Child

Policy” by Charis Loh and Elizabeth J. Remick, *The China Quarterly*, 2015. [on Canvas]

Film: as above

Quiz 3 (Wed)

Online Component:

→ Assignment # 4: Instructions on Canvas

WEEK 5: July 25 and 27 Individual Work on Projects

This week we will not meet in person.

Instead, this week please complete your Anthropology Project interview (proof of data is due the end of this week), and work on drafting your Report.

Note: there will be no office hours this week, but I’ll be available via email, and if needed I’ll zoom with you by appointment.



Online Component:

→ Assignment # 5 (graded): Instructions on Canvas

Ethnography Project Data: proof of data collected due Sunday July 31, 2022, by midnight.

WEEK 6: August 1 and 3

**Case Study: Samoa Fa'afafine
Gender diversity, gender variance**

Monday: Samoa – gender diversity

Quiz 4 (Mon)

Read for Mon:

“Paradise Lost? Social Change and Fa'afafine in Samoa” by Johanna Schmidt. [on Canvas]

Film: “Paradise Bent: Boys will be Girls in Samoa” by Heather Croall



Miss Samoa Fa'afafine 2018-2019. Source: www.nhm.org

Wednesday: Samoa – gender diversity & healthcare

Quiz 5 (Wed)

Read for Wed:

“The Health Needs of the Fa'afafine in American Samoa and Transgender Research Methodology” by Robert Carney [on Canvas]

Film: as above

****DUE: Ethnography Project Report due Thursday 8/4/22 by midnight (or sooner) via Canvas as a word document attachment.**

FINAL EXAM: August 6

Saturday (normal class time): Final Exam – in class. Please bring brown scantrons.

~~~~~ *Have a nice break!* ~~~~~



---

**UCF Core Syllabus Statements:**

**Academic Integrity:** Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading

course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student's own academic work. (5) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org> For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices" <http://wpacouncil.org/node/9>

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

**Course Accessibility Statement:** UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience. If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

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

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

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

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

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

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

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

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

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

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

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



## Course Information

**Course Name:** The Human Species

**Course ID:** ANT 2511 (AM01)

**Credit Hours:** 3.0 hours

**Semester/year:** Summer A 2022

**Location/time:** Tu/Th **IN PERSON** Lecture from 12pm-1:50pm in **ENG2 0102** and additional online instruction via WebCourse@UCF

## Professor Contact

**Professor:** Alexandria Brock (Pronouns: She/Her/Hers)

**Main office:** UCF Main Campus - Howard Phillips Hall 309

**Online office hrs:** Monday and Wednesday from 3-4 via Email (or by appointment on Zoom)

**Phone:** 407-823-2227

**E-mail:** Please use the Webcourses Inbox

# University Catalog Listing

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

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

## What is this course about?

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these

questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## *What textbook will I need?*

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

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

## *What is WebCourses@UCF?*

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

It is **your responsibility to familiarize yourself with the WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses, or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## *How should I plan my course work schedule?*

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

During the next 6 weeks of the Summer A 2022 term, you should expect to spend around **six hours of class time each week with in-person class meetings, online lectures and assigned media, taking notes, and participating in class activities.** You should also

plan on setting aside at least **three hours each week to review and complete your assigned reading and required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this general education 2000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit **online office hours on Monday and Wednesdays from 3:00-4:00pm**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you in arranging a scheduled appointment as needed.

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

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#)[Links to an external site.](#) (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 Summer A 2022 semester begins on **May 16, 2022** and ends on **June 25, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- submit 11 of 13 online module quizzes (two lowest scores are dropped);
- submit 5 activity assignments
- submit 3 online 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 lecture and media materials, instructions for assignments, quizzes and exams, and links to information websites. All work submitted for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

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

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Getting Started Quiz](#) in the COURSE INTRO: Things You Should Know by **11:59pm EST on MAY 20, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to learning materials.

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

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

| <b>Assessment:</b> | <b>Points Possible</b> | <b>% Final Grade</b> |
|--------------------|------------------------|----------------------|
|--------------------|------------------------|----------------------|

|                                                         |            |             |
|---------------------------------------------------------|------------|-------------|
| Required Academic Activity (1)<br>& Graded Quizzes (11) | 120        | 22%         |
| Activity Assignments (5)                                | 125        | 23%         |
| Exams (3)                                               | 300        | 55%         |
| <i>Total Possible</i>                                   | <i>545</i> | <i>100%</i> |

You will be evaluated on your ability to define and critically apply terms related to human evolution, variation and adaptation, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses for a university-required academic activity to initiate your class participation. In the activity, you will demonstrate your familiarity with the course requirements, professor contact, and information provided in this syllabus by taking a graded quiz. **This score cannot be dropped from your final course grade.**
- **Graded Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice, true-false and fill-in questions, and you are required to submit responses for at least 11 of the 13 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from this set of grades.**
- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you develop introductory skills in gathering and analyzing data, interpreting results, and understanding human variability and adaptability. You are required to submit 5 activity assignments located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams can include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit all 3 online exams** located in the online learning modules.

Many students take advantage of the dropped grades in 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 assignments you have submitted** using the 'Grades' button in the menu on the left.

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

| Letter Grade | Percentage | Letter Grade | Percentage |
|--------------|------------|--------------|------------|
|--------------|------------|--------------|------------|

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

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

## *How do I view my grades?*

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

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

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not exactly match the correct answer provided in the grading key. **Your work will be reviewed prior to grade release to ensure that you receive points for any answers not automatically recognized by the system as correct.**

When point corrections are applied during grading, the question **will still show a 'red' flag** indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



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

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

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

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved by your Professor.** It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#)[Links to an external site.](#) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (Anthropology: 407-823-2227) **in advance** of the exam 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 and essential workers or authorized events?*

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](#)
- 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 policyLinks to an external site.](#)

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

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

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

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

### **Notice of Changes to Course Modality**

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

## Illness Notifications

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

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

## Accessibility COVID Supplement

Accommodations may need to be added or adjusted should this course shift in format or scheduling due to COVID pandemic conditions. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses if this occurs.

## Flexibility and Accountability

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

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

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

- **Writing help** from the [University Writing Center](#)[Links to an external site.](#), 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](#)[Links to an external site.](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#)[Links to an external site.](#), 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](#) [\(Links to an external site.\)](#), so you can avoid undesirable academic outcomes.

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

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

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 08:00am EST and 05:00pm EST. by calling 407-823-5607. **If you are in immediate distress**, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

## *How is respect for diversity maintained?*

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

This course will be conducted in a way that respects **all aspects of diversity**. [Links to an external site.](#) The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. Everyone is expected to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in any class discussions and forfeit their grade for those discussions**.

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

## *How is academic integrity maintained?*

If you were in a classroom seat taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded assignments, exams, etc. The completion of graded work in an mixed face-to-face and online course should be considered a formal process: just because you are not

in a formal classroom seat being observed while taking a quiz or exam does not mean that the completion of graded work in an online format should be treated with any less academic integrity.

Your enrollment in this course means that you will adhere to the [UCF CreedLinks to an external site.](#) and you will maintain the highest standards of academic integrity.

According to UCF's Rules of Conduct, [Section 1 Academic MisconductLinks to an external site.](#), students are prohibited from engaging in:

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

UCF Faculty have a responsibility in students' education and the value of a UCF degree, and therefore seek to prevent unethical behavior, and, when necessary, respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' gradeLinks to an external site.](#) for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student ConductLinks to an external site.](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden RuleLinks to an external site.](#) 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. Your Professor will also adhere to these standards, so please **do not ask for changes to your grade illegitimately**, such as bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your Professor will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## *How can I use study groups and external materials responsibly?*

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this 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 Professor to join in – after all, they are the expert in the subject!

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

- Taking a screen shot of an online quiz or exam 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.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

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

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

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

## *Why should I use WebCourses Inbox?*

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

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

All communication between student and Professor, and between student and student ,should be respectful and professional. Please be aware that any **online correspondence**

regarding assignments, grades, or course materials must utilize the **WebCourses Inbox or UCF Knight's Mail systems**. Your Professor will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

## What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three-to-four 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](#)[Links to an external site.](#) .
- Reliable broadband internet access
- A [compatible web browser](#)[Links to an external site.](#)
- Audio input, built-in, or external computer speakers

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

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

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

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

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support](#)[Links to an external site.](#)
- 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](#)[Links to an external site.](#)
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](#)[Links to an external site.](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#)[Links to an external site.](#) 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](#) [\(Links to an external site.\)](#).

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

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

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

- **Due dates for graded work** are listed in the table below
- **Assigned Course Readings and Assignments** can be found on the Introduction page for each module

## Course Summary:

| Date             | Details                                                            |
|------------------|--------------------------------------------------------------------|
| Tue May 17, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>               |
| Thu May 19, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>               |
| Fri May 20, 2022 | Assignment <a href="#">REQUIRED ACTIVITY: Getting Started Quiz</a> |
| Sun May 22, 2022 | Assignment <a href="#">ACTIVITY 1: Scientific Method</a>           |
| Tue May 24, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>               |
|                  | Calendar Event <a href="#">ANT2511-22Summer AM01</a>               |
|                  | Assignment <a href="#">EXTRA CREDIT: A Gift</a>                    |
| Thu May 26, 2022 | Assignment <a href="#">QUIZ 1: Biological Anthropology</a>         |
|                  | Assignment <a href="#">QUIZ 2: Theories of Evolution</a>           |
|                  | Assignment <a href="#">QUIZ 3: The Human Genome</a>                |
|                  | Assignment <a href="#">ACTIVITY 2: Adaptations Adventure</a>       |
| Sat May 28, 2022 | Assignment <a href="#">QUIZ 4: Population Genetics</a>             |
|                  | Assignment <a href="#">QUIZ 5: Modern Human Variation</a>          |

| <b>Date</b>      | <b>Details</b>                                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------|
| Tue May 31, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a><br>Assignment <a href="#">EXAM 1</a>                            |
| Thu Jun 2, 2022  | Calendar Event <a href="#">ANT2511-22Summer AM01</a>                                                                 |
| Mon Jun 6, 2022  | Assignment <a href="#">ACTIVITY 3: Build Your Own Skeleton</a><br>Assignment <a href="#">QUIZ 6: Living Primates</a> |
| Tue Jun 7, 2022  | Calendar Event <a href="#">ANT2511-22Summer AM01</a>                                                                 |
| Wed Jun 8, 2022  | Assignment <a href="#">QUIZ 7: Primate Behavior</a>                                                                  |
| Thu Jun 9, 2022  | Calendar Event <a href="#">ANT2511-22Summer AM01</a>                                                                 |
| Sun Jun 12, 2022 | Assignment <a href="#">QUIZ 8: Fossils and Time</a>                                                                  |
| Mon Jun 13, 2022 | Assignment <a href="#">EXAM 2</a>                                                                                    |
| Tue Jun 14, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>                                                                 |
| Thu Jun 16, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>                                                                 |
| Mon Jun 20, 2022 | Assignment <a href="#">QUIZ 10: Early Hominins</a>                                                                   |

| Date             | Details                                                       |
|------------------|---------------------------------------------------------------|
|                  | Assignment <a href="#">QUIZ 11: Early Genus Homo</a>          |
|                  | Assignment <a href="#">QUIZ 9: Primate Origins</a>            |
| Tue Jun 21, 2022 | Calendar Event <a href="#">ANT2511-22Summer AM01</a>          |
|                  | Calendar Event <a href="#">ANT2511-22Summer AM01</a>          |
| Thu Jun 23, 2022 | Assignment <a href="#">ACTIVITY 4: Primate Behavior</a>       |
|                  | Assignment <a href="#">ACTIVITY 5: Hominin Dating</a>         |
|                  | Assignment <a href="#">QUIZ 12: Archaic and Modern Humans</a> |
| Fri Jun 24, 2022 | Assignment <a href="#">QUIZ 13: Last 10,000 Years</a>         |
| Sat Jun 25, 2022 | Assignment <a href="#">EXAM 3</a>                             |
|                  | Assignment <a href="#">INTRODUCTION: Our Genetic Code</a>     |

# Syllabus Summer 2022 ant 2511

ANTHROPOLOGY 2511 Summer 2022

HUMAN SPECIES AND EVOLUTION

INSTRUCTOR: Vance Geiger, PhD

Office: 311C Howard Phillips Hall

Office hours in person Monday, Tuesday 12 - 3

Office Hours: Online in class chat -Monday, Wednesday evenings 7 - 9 pm

Phone: 407-823-3779

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

Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

## ANT2511 AW61 SUMMER 2022

[\(Links to an external site.\)](#)

Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

Grading: 2 Exams, 100 points each = 200

9 - 10 or 20 point quizzes = 100 quizzes total to 140 so 40 extra credit possible

Total = 300

A = 90-100

B = 80-89%

C = 70-79%

D = 60-69%

.

The class is online but we will have a modified face to face component.

We have 10 - 10 or 20 point quizzes. We also have two exams, one in week 3 and one at the end of week 6. Your instructor will set up the exams as they come due. There is a schedule below detailing what we will cover and the due dates for quizzes, labs and exams.

If you miss one of the two required exams then there is a make-up exam opening the day after class ends. The make-up exam is to make-up a missed exam or try to improve your exam score. If you take the Make Up Exam and score higher than on exam 1 or 2 I will use the higher score (if not I will not)

**June 25 is the last day of class - all assignments, on time or late are due June 25 at 11 55 pm. No assignments will be accepted after that date.**

**Weekly Modules**

The class is organized by weeks). Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. The quizzes are things you must do for credit.

There are scheduled exam dates and due dates for the quizzes. You need to read the syllabus below and take note of the due dates.

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

**On-Line Quizzes :** the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections.

Important note - quizzes have due dates - BUT you can do them before that date - you do not have to wait until the last minute to do them - you can do them before that.

.

## Academic Integrity

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

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

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

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

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

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Unauthorized Use of Class Materials

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

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

## Unauthorized Use of Class Notes

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

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

## In-Class Recording Policy

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

## Course Accessibility Statement

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

## Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.



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



[external site.\]\)](#)[Links to an external site.](#) ) about how to manage an active shooter situation on campus or elsewhere.

## Deployed Active Duty Military Students

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

### Week 1: 5/16

Introduction to the course

Introduction to Anthropology: Four Fields

Scientific Method, Evolution

READING: Online material; Explorations chapter 1 - 2

**Syllabus Quiz due 5/20**

**.What is anthropology quiz and chapter 2 quiz due 5/23**

.

**Week 2: 5/23**

Introduction to Evolutionary Genetics; Population Genetics

Online material

READING: Explorations chapter 3 and 4

**Hardy Weinberg quiz due 5/30**

**.Week 3: 5/31**

Primates

READING: Explorations chapter 5 and 6,

.chapter 5 and chapter 6 quiz **Due 6/6**

**Exam 1 6/4 8 am - 6/6 11 55 pm**

.

**Week 4: 6/6 Fossils Primate Evolution**

Online material

Reading: Explorations chapter 7 and 8

**chapter 7 and 8 quiz due 6/13**

**Week 5: 6/14 Hominids**

Online material

READING: Explorations chapters 9 and 10

**Hominin bipedalism quiz and chapter 10 quiz due 6/20**

.

.

**Week 6: 6/21 Homo sapiens, Human variation, Issue of Race**

Online material

READING: Explorations chapters 11 and 12

**.Exam 2 6/24 8 am - 6/25 11 55 pm**

.

**.Make up exam 6/26 8 am - 6/27 11 55 pm**

# Syllabus



## ANT2511 - Human Species

Sections: BW60

Dr. Amanda Groff

## Syllabus



**SUMMER DISCLAIMER:** Summer terms are 16 weeks of content compressed into 6 weeks. We are required to cover the same content as a regular 16-week semester, so please be prepared to work hard and dedicate time! If you find that completing the course at an accelerated pace is too difficult, please withdraw from this course and take the fall/spring full 16-week semester version in the future.

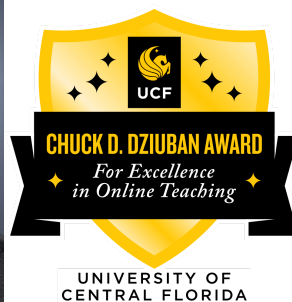
## Instructor Contact:


Instructor



Dr. Amanda T. Groff

[amanda.groff@ucf.edu](mailto:amanda.groff@ucf.edu) (mailto:amanda.groff@ucf.edu)



|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Office</b>                           | HPH 309                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Office Hours (Virtual and phone)</b> | <p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> <li>1. Email/Inbox (during office hours, I will respond quickly!)</li> <li>2. Schedule a phone call (so you don't have to see my face!)</li> <li>3. Schedule a zoom call (if you do want to see my face!)</li> </ol> <p><u>Virtual Office hours:</u> Tuesday/Thursday: 10am-11:30am</p> <p><b>For phone or virtual calls, please make an appointment first!!</b></p>                                                                                                                                                       |
| <b>Phone</b>                            | Dept Phone: 823-3757                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>E-mail/Response time</b>             | <p><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)<br/>(when emailing, please include the class title in your subject!)</p> <p>Please know that in addition to administrative duties, I also have friends, family, and dogs who want to see me. As such, I will respond to emails from 9am to 12pm on weekdays and Saturdays from 9-10am.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p><b>Bug and Dobby</b></p> |
| <b>GTA</b>                              | Charlotte Robinson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>GTA E-Mail</b>                       | charlotte.robinson@ucf.edu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**GTA Office Hours**

TBA

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

## Course Information:

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

## Course Description and Scope

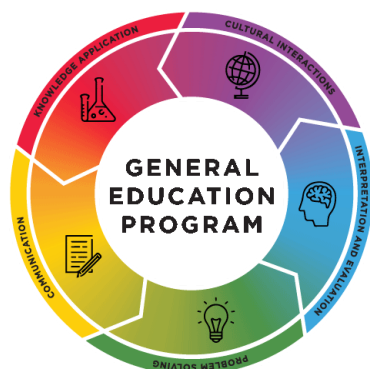
The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the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

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

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

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

## **GEP Class:**



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

**Our two primary learning outcomes are:**

### **Knowledge Application**

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

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

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

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

### **Interpretation and Evaluation**

LO1: Demonstrate mastery of discipline specific vocabulary and concepts.

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

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

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

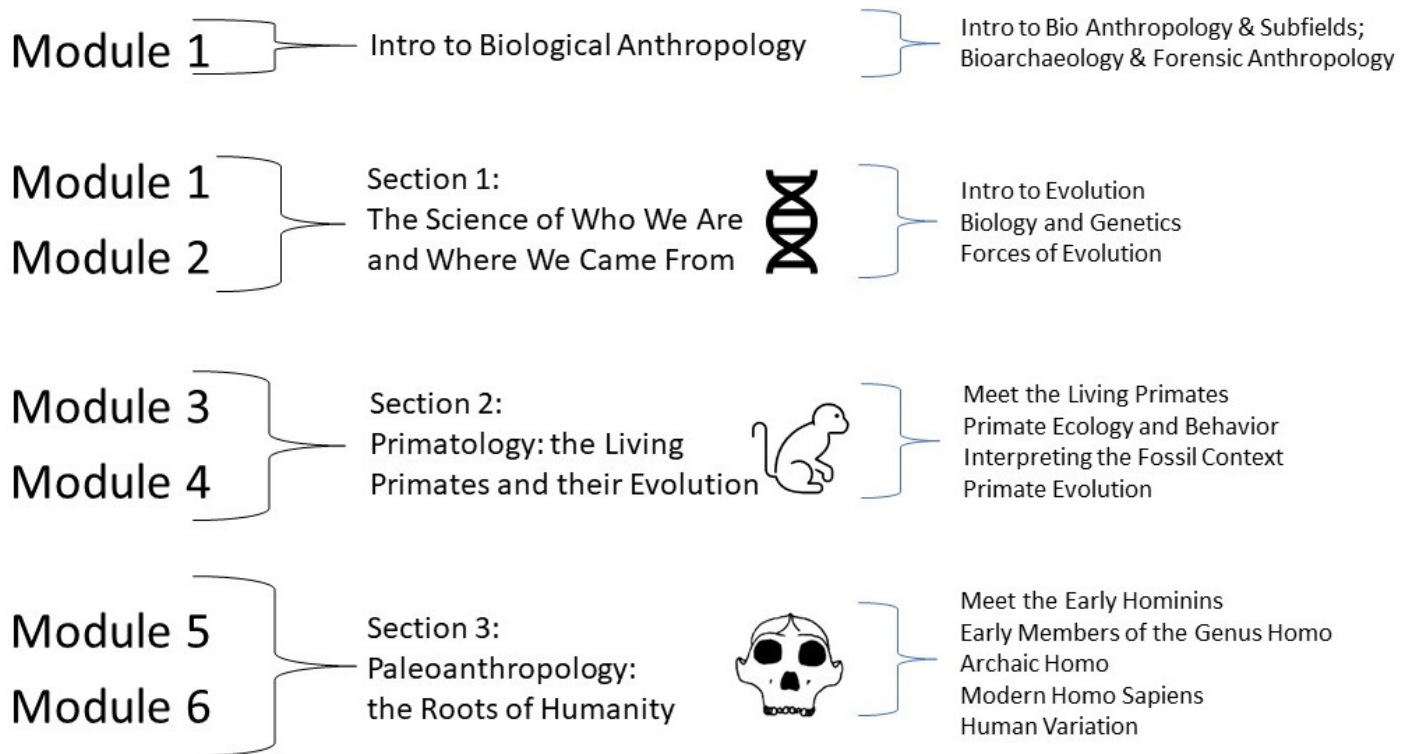
LO5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

## Course Objectives

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

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

## Specific Course Topics and Outline:



## Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may

be successful in my course. Since I will be covering a lot of material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip a week of reading and expect to catch up easily!

## Required Text:



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

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

## Required Tools

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

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



## Course Requirements:

This course begins on June 27, 2022 and ends on August 7, 2022 and is worth a total of 475 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

## Schedule

| Module #               | Chapter Reading | # of Quiz Points | Assignment Points | Closing Date for Module |
|------------------------|-----------------|------------------|-------------------|-------------------------|
| Getting Started Module |                 | 10               | --                | July 1                  |
| 1                      | 1 & 2           | 10               | 25                | July 1**                |
| 2                      | 3 & 4           | 10               | 15                | July 8                  |
| Exam 1                 |                 | 100              |                   | July 10                 |
| 3                      | 5 & 6           | 10               | 20                | July 15                 |
| 4                      | 7 & 8           | 10               | 20                | July 22                 |
| Exam 2                 |                 | 100              |                   | July 24                 |

|                           |                    |            |            |                 |
|---------------------------|--------------------|------------|------------|-----------------|
| <b>5</b>                  | <b>9 &amp; 10</b>  | <b>10</b>  | <b>15</b>  | <b>July 29</b>  |
| <b>6</b>                  | <b>11 &amp; 12</b> | <b>10</b>  | <b>10</b>  | <b>August 5</b> |
| <b>Exam 3<br/>(Final)</b> |                    | <b>100</b> |            | <b>August 7</b> |
| <b>TOTAL</b>              |                    | <b>370</b> | <b>105</b> |                 |

**\*\*I will leave Module 1 assignments open until Saturday, July 2nd by 11:59pm due to add/drop week. Going forward, all future module deadlines will take place on Fridays.**

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

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

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

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

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

## **Participation Activities:**

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

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

## Grading Scheme

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

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

F

&lt;59

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

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

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

## **Important Dates and Information**

Add class deadline Friday, July 1 ; Drop class deadline: Friday, July 1

Withdrawal deadline for this course: Friday, July 22

Final course closing date: Sunday, August 7

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

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **July 1**. Failure to do so will result in a delay in the disbursement of your financial aid.

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

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

exams in this class (high stakes assignment).

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

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

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

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

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

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

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

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

**Religious Observances:** Students must notify their instructor in advance if they intend to miss class for a religious observance. For

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

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

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

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

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

## **In case of Faculty Illness**

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

## **Discussion Board Appropriateness:**

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

## **Student Non-solicitation**

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

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

## **Email Appropriateness:**

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

## **Online Technology**

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

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

## **Academic Integrity**

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

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

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

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

## **Turnitin**

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

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

GroupMe and other group messaging platforms (like Whatsapp) are meant to be used for simple class discussions. If a student wishes to create a GroupMe or utilize another messaging platform concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe or other group



messaging platforms were created without my knowledge, I will assume it was made with the intent to share answers.

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

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

**WARNING:** Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With hundreds of students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow 300 students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate **INSTEAD** of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

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

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

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

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

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

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

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

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

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

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

## **Unauthorized Distribution of Class Notes**

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

## **Quiz Audit Log**

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

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

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

## **Academic Services and Resources**

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

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

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

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

## **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with

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

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

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

## **Campus Safety Statement**

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

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

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

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

## Deployed Active Duty Military Students

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

## Copyright

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

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

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

## Third-Party Software and FERPA

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

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

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

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

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

## **Final Comments**

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

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

# **ANT 2511 The Human Species**

## **Section BM01**

**Summer 2022 (3 credits)**

### **1. Course Information**

Room: CB1 104

Modality: M mode

Dates: June 27-August 7, 2022

Class Times: Tuesday 2:00-3:50 pm

Prerequisites: None

Final Exam Time: 8/4 from 2:00-3:50 (the last day of class)

### **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 and Thursdays 12:00-1:45 pm.

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))

Office Hours: M/W from 3-4 pm. I am available to answer emails via WebCourses Inbox immediately during this time. If you have questions or concerns you would prefer not to discuss on WebCourses Inbox please send me an email and I will provide you with a Zoom meeting link.

### **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 Modules Schedule that is posted to Webcourses after this syllabus contains all of the online assignments and due dates. The Lectures, Exam and Quiz Schedule that is also posted there outlines the lecture material we will discuss in each class this term, as well as the days we will have in-class Exams and Announced Quizzes.

## **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 exam 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 on August 4, which is the last day we meet in person. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below) AND may require the assignment of an Incomplete "I" grade as a placeholder until the makeup can be administered, graded, and the final course grade calculated and input.

- *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. 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>.

Any makeups for homework assignments require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the Lecture 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 at 5 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 for any reason, even if your absence would otherwise be excused under syllabus section 6c. If you miss one because you were absent it does not lower your grade.

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

Current grading scheme for this assignment

| <b>Name:</b> | <b>Range:</b> |          |
|--------------|---------------|----------|
| A            | 100 %         | to 94.0% |
| A-           | < 94.0 %      | to 90.0% |
| B+           | < 90.0 %      | to 87.0% |
| B            | < 87.0 %      | to 84.0% |
| B-           | < 84.0 %      | to 80.0% |
| C+           | < 80.0 %      | to 77.0% |
| C            | < 77.0 %      | to 74.0% |
| C-           | < 74.0 %      | to 70.0% |
| D+           | < 70.0 %      | to 67.0% |
| D            | < 67.0 %      | to 64.0% |
| D-           | < 64.0 %      | to 61.0% |
| F            | < 61.0 %      | to 0.0%  |

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

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

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

- "I had to work." You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your work schedule accordingly.

- "I forgot" or "I didn't know it was due" or "I ran out of time". The course schedule clearly explained when things were due, and all of the online assignments are open for multiple days.
- "My internet went down" or "I couldn't open the file". You signed up for a M class and it is your responsibility to ensure that you have the tools you need.

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

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

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

## 7. Course Textbook

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

[EXPLORATIONS: 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 Modules 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.

## **ANT 2511 The Human Species**

### **Spring 2022 (3 credits)**

#### **8. University Core Policies**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs.

ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

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

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

<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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

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

#### 8i. Recording policy

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

Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

## 9. Protocols

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

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

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

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

2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate

my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.