

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Digging up Disney: An Archaeology of WDW, FL SUMMER 2022

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

Course Information

Course name: Digging Up Disney: An Archaeology of WDW, FL

Course ID: ANT 3010 (BW60)

Credit hours: 3.0 hours

Semester/year: Summer Session B 2022

Location/time: Online (ASC "Asynchronous")

Professor Contact

Instructor: Dr. Michael Callaghan

Main office: Howard Phillips Hall 409L

Phone: 407-823-4964

Office Hours: T 9:30-11:30 and by appt.

E-mail: michael.callaghan@ucf.edu

Graduate Teaching Assistants (GTA's)

GTA: Abigail Sheperd

Main office: Howard Phillips Hall 309

Office Hours: TBA

E-mail: webcourse email

GTA: Whitney Margaritas

Main office: Howard Phillips Hall 309

Office Hours: TBA

E-mail: webcourse email

University Catalog Description

This course critically examines the culture of Walt Disney World, FL utilizing methods and theory from the four sub-disciplines of anthropology: biological anthropology, archaeology, linguistics, and cultural anthropology.

What is this course about?

Disney's "Walt Disney World", FL with its four major theme parks, two water parks, and 26 branded hotels is more than a popular travel destination – it's a place of pilgrimage with its own unique culture. For its 58 million annual visitors, the journey from their front door to the resort is just the beginning of a protracted ritual experience into a world of bodily discipline, strict social proscriptions, discrete linguistic scripts, and perpetual ceremony mediated by material symbols. During the course of a single day's visit, guests will experience a range of emotions - ecstasy, anger, despair, and enlightenment – as they walk for miles, wait for hours, fill their bellies with festival fare, and subject themselves to the thrills and chills of Disney's carefully curated worlds. When guests return home, the difficult memories give way to the good, and these pilgrims are left with a feeling of enduring nostalgia that activates whenever they encounter Disney culture in their everyday lives. I should know. I'm an annual Passholder who visits the parks almost every weekend since 2016!

This course is a product of my own experience, fascination, and affection for Walt Disney World over the past 4-5 years. As an anthropological archaeologist, my trips to the parks each weekend are less recreational excursions than they are archaeological investigations of the meanings and messages promoted by Walt Disney World culture, my participation in that culture, and my changing memories of park experiences.

In this course we'll excavate the culture of Walt Disney World using method and theory from all four sub-disciplines of anthropology. Using the lens of biological anthropology we'll examine how the terrain of the parks, ride-restraints, and restrictions physically discipline and shape perceptions of our bodies. Through the eyes of an archaeologist we'll map the landscape of the parks (above and below ground), investigate

their monumentality, and examine the materiality of merchandise and park objects. Using linguistic discourse analysis we'll excavate the scripts of Cast Members, signage, and guests to reveal how values related to gender, class, and power are embedded in language throughout the parks. And finally, using method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast members in relation to a host of topics including childhood socialization; rites of passage; the intersection of race, class, and gender; diet and nutrition; ideology; nationalism; pilgrimage; and power.

*****SPOILER ALERT!***** You will be learning about many aspects of WDW that you've never experienced before. If there were some rides you've yet to experience or urban legends about the parks you enjoy leaving unquestioned/unsolved, there's always the possibility we'll cover something and ruin the mystique. So, consider yourselves warned!

What will I take away from this course?

This class will teach you to:

- Identify the core elements of Walt Disney World culture (i.e., norms, values, cultural constructions, and worldview) and how they are materialized through bodies, objects, language, and behavior
- Apply anthropological method and theory to examine specific aspects of WDW culture
- Evaluate the implications of exporting and perpetuating WDW culture outside the parks

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.

How should I plan my time for this course?

In this course I'll ask you to learn about and apply concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology to the study of Walt Disney World, Florida. This is only the second time I'm teaching this course (let alone with 150 students!) so while I can provide general guidelines, 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 of the Summer B 2022 term, you'll be expected to read the introductory page for each module, read between 3 and 5 scholarly articles, engage in a class discussion, and write a 250-500 word assignment. In Weeks 3-6, you'll also engage in creating a short research paper (750-1000 words, about 3-4 pages) and begin submitting scaffolded assignments including a prospectus (topic), bibliography, outline, final paper, and a critique of another student's paper. All told I would plan on spending **5-6 hours per week** on this class. But please keep in mind, this is just an estimate, as everyone reads and writes at their own pace.

How do I get started in the course?

Read [Module 0 "Getting Started"](#) - it will tell you a little more about me and the course. Then complete the [brief graded discussion post](#). This is a simple "all or nothing" assignment. You'll receive full points if you post. This discussion will give me (and all of you) a chance to get to know each other as the class begins. It also fulfills UCF's academic activity requirement for the beginning of the session.

What are the course requirements?

Summary

This course begins on **June 27, 2022** and ends on **August 6, 2022**. Over this period, you will be expected to:

- complete the introductory discussion
- read weekly modules and associated web-based context
- read 3-4 scholarly articles per
- complete 5 weekly springboard discussions
- complete 5 weekly 250-500 word assignments
- complete a brief (750-100 word) scaffolded research paper

Modules

There are 7 (seven) modules in the course. [Module 0: Getting Started](#) is an introduction to the course and to me as your professor for the next 6 weeks. [The sixth module](#) contains the short research assignment. Modules 1-5 focus on a defining anthropological theme for the week. These themes include: Pilgrimage, Landscape, Discipline, Socialization, and Identity. In each learning module, you'll

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. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are a critical component of this course. They are the primary means through which you'll learn the anthropological theory and method that you will need to complete the weekly assignments, and ultimately the brief research assignment. I have carefully chosen the readings, and other associated content, for each module. I have done my best not to overwhelm you with readings, and to provide you with articles/materials that use accessible language for this level of instruction. It is imperative that you read and engage with the assigned readings for the class.

Introductory Discussion

This is a [brief discussion](#) designed to acquaint us all with one another. It's available in [Module 0: Getting Started](#), as well as other areas of our canvas course. **NOTE: Failure to complete this assessment will result in delay of financial aid disbursements.**

Weekly Springboard Discussions

Each week I'll ask you to engage in a discussion with your classmates about an aspect of Disney culture. The discussion prompt will ask you to reflect on your own experiences at WDW, FL in an effort to get you thinking about the larger theme for the week, and hopefully act as a springboard of ideas for your weekly assignment. **Discussions will be due Wednesday nights.** I'll begin the discussion by posting the prompt, but also answering it. This gives me a chance to engage with you all in an informal way, and for you to see where I'm coming from as well. You're required to engage in **5 discussions** and I'm hoping they'll seem like more fun than work (they were the last time I taught the class!).

Weekly Assignments

Each week I'll ask you to write a brief (250-500 word) reflection where you apply theory and method related to the week's defining theme to an aspect of WDW culture of your choosing. Part of your grade will depend on your engaging with, and specifically referencing, the readings for the week. You're required to complete **5 assignments** and **Assignments will be due Friday nights.**

Brief Research Assignment

The brief research assignment consists of 5 components: 1) a paper topic, 2) annotated bibliography, 3) outline, 4) final paper, and 5) a peer review of another student's paper.

Paper Topic

This brief research assignment is a chance for you to explore a topic of your choosing more in-depth than we've covered in the course. You're free to continue to explore one of the main themes in the class with different examples/variables, or to choose something entirely different (as long as the topic addresses some aspect of anthropology at WDW). For the prospectus, I'd like you to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis.

Annotated Bibliography

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 5 sources prior to submitting the draft. Instructions for creating a bibliography will be appear in the assignment on webcourses.

Paper Outline

The paper must be a minimum of 750 words with a maximum of 1000 words. This equals about 3-4 pages in length, double-spaced, 12 pt. font, one-inch margins. You will need to cite at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit an outline of your paper prior to the final due date. More details on the structure/content of the outline can be found in the assignment.

Final Paper

Noted above, the paper must be 750-1000 words, double-spaced, 12 pt. font, one-inch margins, with at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions.

Peer Review

You will be assigned one other student's paper draft to read and critique. You will be required to write a 250-500 word (1-2 pages) peer review of your colleague's paper addressing the following topics: presence/strength of thesis, logic and argumentation, use of evidence to support assertions, structure, and style. I will provide you with further guidance as the due date approaches.

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
Introductory Discussion	5	1.75%
Springboard Discussion (5)	50	17.5%
Weekly Assignments (5)	50	17.5%
Paper Prospectus	20	7%
Paper Bibliography	20	7%
Paper Outline	20	7%
Final Paper	100	35%
Peer Review	20	7%
Total	285	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 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.

What if I miss a due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed assignments will automatically be marked down 10% each day they are late.** 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 an assignment 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 an assignment opening online to receive any extension on due dates.
- 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.
- If you do not fit one of the categories above, but find yourself in a situation where you are **going to miss an assignment**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the assignment closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to make-up an assignment, it must be scheduled and completed online **within five days of the missed due date** (if medically possible).

Is there Extra Credit?

There is **NO EXTRA CREDIT** for this course.

I DO NOT offer extra credit for final grades. I also do not "round-up" scores that are on the edge of grades.

FINAL GRADES ARE FINAL.

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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 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.

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 arrangements to write your exams** within the SAS facilities.

How is respect for diversity maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. 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.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

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: 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**. 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.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection** 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>).

You are expected to have compatible versions of Adobe Reader and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you'd like to schedule a meeting then you will also need Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:



<http://get.adobe.com/reader/> (<http://get.adobe.com/reader/>).



<http://www.microsoft.com/en-eg/download/details.aspx?id=13>
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>).

<https://cdl.ucf.edu/support/webcourses/zoom/>
(<https://cdl.ucf.edu/support/webcourses/zoom/>).



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, 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?

This is not an on-campus course, but some of you may be completing assignments while on-campus engaging in other activities, so it's always good to know what to do in an emergency on campus. Emergencies on campus are rare, but if one should arise, 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 module and assignment schedule?

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

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

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

WEEK	TOPIC	READINGS	ASSIGNMENT
Week 0	"I'm brushing up on looking down, I'm working on my roar!"	Knight 2014 (intro) ; Callaghan and Williams 2020 (ch 1)	Introductory Discussion
Week 1	"Are you ready? Transformation central. Reformation central. Transmogrification central!": WDW as a Pilgrimage Center and Liminal Space	Moore 1980 ; Knight 2014 (ch. 2) ; Barros 2016	Discussion 1 Assignment 1
Week 2	"I can show you the world, shining, shimmering, splendid": Landscape and Hyperreality	Baudrillard 1981 ; Eco 1986 ; Cypher and Higgs 1997 ; Tesler-Mabe 2017	Discussion 2 Assignment 2
Week 3	"Poor unfortunate souls, in pain, in need": Discipline and Social Control	Shearing and Stenning 1997 ; Huddleston et al. 2016 ; Wright 2006	Discussion 3 Assignment 3 Prospectus
Week 4	"This tradition is our mission": Socialization, Nationalism, and Nostalgia	King 1981 ; Francaviglia 1981 ; Fjellman 1992 ; Farrell 2017 ; Bemis 2020	Discussion 4 Assignment 4 Bibliography
Week 5	"Don't let them in, don't let them see, be the good girl	Klugman et al. 1995 ; Reyers and Matusitz 2012 ; Enchanted Archives (Jungle Cruise)	Discussion 5 Assignment 5

	you always have to be": Individuals and Identities	(https://enchantedarchives.com/junglecruise) ; Enchanted Archives (Splash Mountain) (https://enchantedarchives.com/brercritters) ; Sperb 2005	Outline
Week 6	Research Project		Final Paper Critique

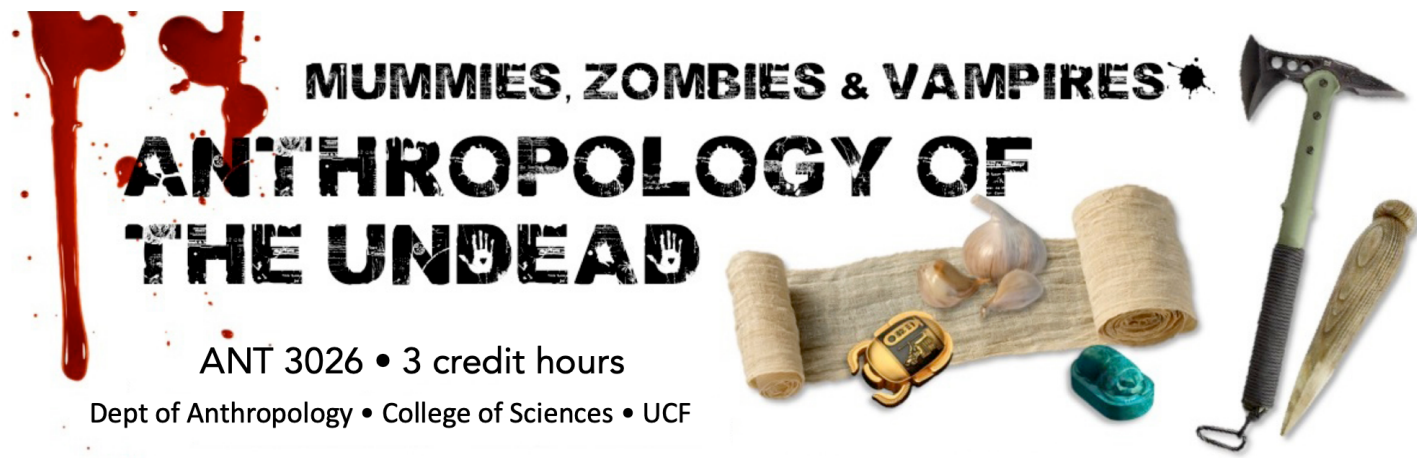
Course Summary:

Date	Details	Due
Wed Jun 29, 2022	 DISCUSSION 0: Introduction (https://webcourses.ucf.edu/courses/1404149/assignments/7504626)	due by 11:59pm
	 DISCUSSION 1: The Merchandise of Pilgrimage (https://webcourses.ucf.edu/courses/1404149/assignments/7504625)	due by 11:59pm
Fri Jul 1, 2022	 ASSIGNMENT 1: WDW, FL as Pilgrimage Center (https://webcourses.ucf.edu/courses/1404149/assignments/7504627)	due by 11:59pm
Wed Jul 6, 2022	 DISCUSSION 2: Favorite Space at WDW (https://webcourses.ucf.edu/courses/1404149/assignments/7504624)	due by 11:59pm
Fri Jul 8, 2022	 ASSIGNMENT 2: Landscape and Hyperreality (https://webcourses.ucf.edu/courses/1404149/assignments/7504628)	due by 11:59pm
Wed Jul 13, 2022	 DISCUSSION 3: Discipline at WDW (https://webcourses.ucf.edu/courses/1404149/assignments/7504623)	due by 11:59pm
Fri Jul 15, 2022	 ASSIGNMENT 3: Discipline and the Panopticon (https://webcourses.ucf.edu/courses/1404149/assignments/7504629)	due by 11:59pm

Date	Details	Due
Wed Jul 20, 2022	 ASSIGNMENT: Paper Prospectus (https://webcourses.ucf.edu/courses/1404149/assignments/7504636)	due by 11:59pm
Wed Jul 20, 2022	 DISCUSSION 4: Dark Rides at WDW (https://webcourses.ucf.edu/courses/1404149/assignments/7504622)	due by 11:59pm
Fri Jul 22, 2022	 ASSIGNMENT 4: Socialization and Nationalism (https://webcourses.ucf.edu/courses/1404149/assignments/7504630)	due by 11:59pm
Fri Jul 22, 2022	 ASSIGNMENT: Annotated Bibliography (https://webcourses.ucf.edu/courses/1404149/assignments/7504632)	due by 11:59pm
Wed Jul 27, 2022	 DISCUSSION 5: Cast Member for a Day (https://webcourses.ucf.edu/courses/1404149/assignments/7504621)	due by 11:59pm
Fri Jul 29, 2022	 ASSIGNMENT 5: Individuals and Identities (https://webcourses.ucf.edu/courses/1404149/assignments/7504631)	due by 11:59pm
Sun Jul 31, 2022	 ASSIGNMENT: Paper Outline (https://webcourses.ucf.edu/courses/1404149/assignments/7504635)	due by 11:59pm
Wed Aug 3, 2022	 ASSIGNMENT: Final Paper (https://webcourses.ucf.edu/courses/1404149/assignments/7504633)	due by 11:59pm
Fri Aug 5, 2022	 ASSIGNMENT: Peer Review (https://webcourses.ucf.edu/courses/1404149/assignments/7504634)	due by 11:59pm

Course Syllabus

[Jump to Today](#)



ANT3026 (AW60) • Dr. Sandra Wheeler • 3.0 Credit Hours
Online for Summer A 2022!

Professor Contact

Professor: [Dr. Sandra Wheeler](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/) [\(https://sciences.ucf.edu/anthropology/people/wheeler-sandra/\)](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)
 Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
 Office hours: Tuesdays 12-1:30pm in Chat for online office hours and by appointment for virtual meeting
Sandra.Wheeler@ucf.edu (<mailto:Sandra.Wheeler@ucf.edu>) or
 Contact: Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Stephanie Fuehr and Katherine Lane
 Office hours: TBA
 Contact: Inbox or Discussions

For an electronic copy of the syllabus with full list of readings and due dates by module click [here](https://webcourses.ucf.edu/courses/1403781/files/93153840/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1403781/files/93153840/download?download_frd=1) OR

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Syllabus Quick Links

- [Course Description](#)
- [Learning Objectives](#)
 - [Required Texts](#)
 - [Grading Scale](#)
 - [Student Evaluation](#)
- [Make-Up Work](#)
- [Taking Online Courses](#)
- [Suggested Weekly Schedule](#)
- [UCF Mobile App](#)
- [Course Requirements](#)
- [Important Things](#)
 - [Required COVID-19 Statements](#)
 - [Academic Responsibility and Integrity](#)
 - [Respect for Diversity](#)
 - [Campus Safety](#)
 - [Student Accessibility Services](#)
 - [Deployed Active Duty Students](#)
 - [Religious Observances](#)
- [Copyright and FERPA](#)

UCF Catalogue Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. Prerequisite(s): Sophomore standing.

Course Description

In this course, we will investigate the long history and complex relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and have consumed (no pun intended) much of our time in video games. How are they made, why do they eat brains? And more importantly, would *you* survive a zombie-apocalypse?

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that is not the case!

68

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NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

Anthropology majors! This course counts as a restricted elective towards the major requirements.

This course is delivered online asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webcourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

Learning Objectives

By the end of this course you will be able to:

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the [UCF Library](https://library.ucf.edu/) [\(https://library.ucf.edu/\)](https://library.ucf.edu/)!! You may view them online **OR** download the **FULL PDF** for reading offline!! NOTE: The covers look different on the e-books through the library.

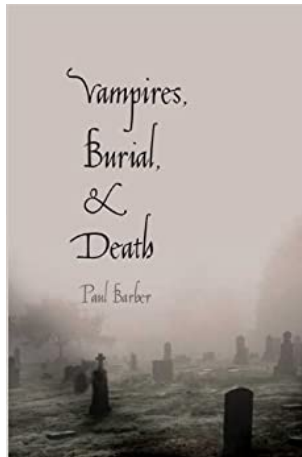
If you are off campus, you will need to **log into** the [UCF Library](https://library.ucf.edu/) [\(https://library.ucf.edu/\)](https://library.ucf.edu/) website with your **NID and password** to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You are welcome!

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Vampires, Burial, and Death

Author: Paul Barber

Edition: 2nd

Year: 2010

Publisher: Yale University Press

ISBN: 0300164815 (available in paperback)

OR FOR FREE through the UCF Library. You will need to log in with your NID and password to access the ebook:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957> [_ \(https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957\)](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957)



Zombies: A Cultural History

Author: Roger Luckhurst

Year: 2015

Publisher: Reaktion Books

ISBN: 1780236697 (available in paperback) and in Kindle

OR FOR FREE through the UCF Library. You will need to log in with your NID and password to access the ebook:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149> [_ \(https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149\)](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149)

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	>59%
		B-	80-83%				

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

Student Evaluation

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

Assignment

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Percentage Description

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Assignment	Percentage	Description
Written Assignments (2)	20%	Written assignments based on course materials, complete 2 of 3 assignments
Quizzes (11)	20%	13 module quizzes based on course materials, lowest 2 quiz scores dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials

Getting Started Activities: Make sure you complete both by Friday as per UCF's Financial Aid policy!

Supernatural Discussions: There are **2 required discussions** that relate to our belief in the supernatural world. **Everyone is required to complete both!** Details for each Discussion can be found on the assignment pages. Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete! Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 quizzes** in this course. Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest 2 quiz scores** are dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **3 required exams** in this course. Exams are **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online, is NOT cumulative, and is scheduled during Final's Week.**

What About Make-Up Work?

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

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

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

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

Who Should Take This Online Course?

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

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes (13) due by 11:59pm Written assignments (3) due by 11:59pm 	<ul style="list-style-type: none"> Start review of module pages Make a plan to work through the Module Study Guides 	<ul style="list-style-type: none"> Read text and additional readings 	<ul style="list-style-type: none"> Watch any video or media in modules 	<ul style="list-style-type: none"> Keep reading and reviewing 	<ul style="list-style-type: none"> Supernatural Discussions (2) and responses due by 11:59pm Exams (3) open 8am 	<ul style="list-style-type: none"> Dance

UCF Mobile App!!

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

Course Requirements

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

- Listen to all online lectures and complete module content
- Read and watch all posted content
- Complete the assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class

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successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

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:

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

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

Students should familiarize themselves with [UCF's Rules of Conduct \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](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.

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express written permission of the instructor.

- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://academicintegrity.org/) [\(https://academicintegrity.org/\)](https://academicintegrity.org/).

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

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or “Z” for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](http://osc.sdes.ucf.edu/) [\(http://osc.sdes.ucf.edu/\)](http://osc.sdes.ucf.edu/) for further action. See the [UCF Golden Rule](http://www.goldenrule.sdes.ucf.edu/) [\(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade** [\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade) or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

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

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

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Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu [_ \(http://my.ucf.edu\)](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you are not on campus, use your common sense and stay safe.

Student Accessibility Services (SAS)

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance.

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Copyright

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

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


Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

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

Course Summary:

Date	Details	Due
6d	<p> Discussion: Why Are You</p> <p><i>Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.</i></p>	<div data-bbox="1230 1843 1500 1913" style="border: 1px solid black; padding: 5px; text-align: center;">Reset Student</div> <div data-bbox="1146 1919 1500 1982" style="border: 1px solid black; padding: 5px; text-align: center;">Leave Student View</div>

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Date	Details	Due
	 Getting Started Quiz https://webcourses.ucf.edu/courses/1403781/assignments/7497534	due by 11:59pm
	 Supernatural Perceptions Discussion https://webcourses.ucf.edu/courses/1403781/assignments/7497543	due by 11:59pm
Sun May 22, 2022	 QUIZ 1 Death and Decay https://webcourses.ucf.edu/courses/1403781/assignments/7497540	due by 11:59pm
	 QUIZ 2 Curses and Cures https://webcourses.ucf.edu/courses/1403781/assignments/7497539	due by 11:59pm
Mon May 23, 2022	 Supernatural Perceptions Response Due! https://webcourses.ucf.edu/courses/1403781/assignments/7497548	due by 11:59pm
Thu May 26, 2022	 Pop Culture: Mummy Edition! https://webcourses.ucf.edu/courses/1403781/assignments/7497545	due by 11:59pm
	 Exam 1 https://webcourses.ucf.edu/courses/1403781/assignments/7497535	due by 11:59pm
	 QUIZ 3 Living with the Dead https://webcourses.ucf.edu/courses/1403781/assignments/7497541	due by 11:59pm
Sun May 29, 2022	 QUIZ 4 Mummy Mania https://webcourses.ucf.edu/courses/1403781/assignments/7497529	due by 11:59pm
	 QUIZ 5 Modern Mummies	due by 11:59pm

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Date	Details	Due
Sun Jun 5, 2022	 QUIZ 6 Vampire Origins https://webcourses.ucf.edu/courses/1403781/assignments/7497538	due by 11:59pm
	 QUIZ 7 Vampire Disposal https://webcourses.ucf.edu/courses/1403781/assignments/7497536	due by 11:59pm
Thu Jun 9, 2022	 Pop Culture: Vampire Edition! https://webcourses.ucf.edu/courses/1403781/assignments/7497546	due by 11:59pm
	 Exam 2 https://webcourses.ucf.edu/courses/1403781/assignments/7497531	due by 11:59pm
Sun Jun 12, 2022	 QUIZ 8 Vampire Archaeology https://webcourses.ucf.edu/courses/1403781/assignments/7497532	due by 11:59pm
	 QUIZ 9 Coffins and Counts https://webcourses.ucf.edu/courses/1403781/assignments/7497526	due by 11:59pm
Fri Jun 17, 2022	 Supernatural Reflections Discussion https://webcourses.ucf.edu/courses/1403781/assignments/7497544	due by 11:59pm
Sun Jun 19, 2022	 QUIZ 10 Zombie Origins https://webcourses.ucf.edu/courses/1403781/assignments/7497533	due by 11:59pm
	 QUIZ 11 Evil and Undead https://webcourses.ucf.edu/courses/1403781/assignments/7497525	due by 11:59pm
Mon Jun 20, 2022	 Supernatural Reflections Response Due!	due by 11:59pm

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Date	Details	Due
Thu Jun 23, 2022	 Pop Culture: Zombies R Us! (https://webcourses.ucf.edu/courses/1403781/assignments/7497547)	due by 11:59pm
	 Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1403781/assignments/7497537)	due by 11:59pm
Sun Jun 26, 2022	 QUIZ 12 Zombies in the Media (https://webcourses.ucf.edu/courses/1403781/assignments/7497530)	due by 11:59pm
	 QUIZ 13 Zombies Going Global (https://webcourses.ucf.edu/courses/1403781/assignments/7497527)	due by 11:59pm

68

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Course Schedule Snapshot: Readings and Due Dates Summer A 2022

ANT3026W Required Readings and Due Dates for Summer A 2022

Please check the assignment pages or [Syllabus \(https://webcourses.ucf.edu/courses/1403781/assignments/syllabus\)](https://webcourses.ucf.edu/courses/1403781/assignments/syllabus) for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module.

Module	Topic, Required Readings and Due Dates
Module 1	<p>Death and Decay</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Readings</p> <ul style="list-style-type: none"> • Roach M. How to Know if You're Dead (pages 167-195). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. • Roach M. Life After Death (pages 61-84). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. <p>Assignments</p> <ul style="list-style-type: none"> • Getting Started Activities: due MAY 20 • Quiz 1: due MAY 22
Module 2	<p>Curses and Cures</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Cockburn A. Introduction (pages 1-11). In: <i>Mummies, Disease, and</i>

68

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	<ul style="list-style-type: none"> • Brier B. Tutankhamen, Superstar (pages 161-178). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 2: due MAY 22
Module 3	<p>Living with the Dead</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Daily Mail article, Indonesian Villagers Dig Dead Relatives <p>Assignments</p> <ul style="list-style-type: none"> • Supernatural Perceptions Discussion: due MAY 20 with response by MAY 23 • Quiz 3: due MAY 29
Module 4	<p>Mummy Mania</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. • Brier B. The Mummy Goes to the Movies (pages 179-192). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 4: due MAY 29
Module 5	<p>20th and 21st Century Mummies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: <i>Mummies of the World</i>. Prestel. • Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: <i>Mummies</i>

68

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	<ul style="list-style-type: none"> • Quiz 5: due MAY 29
Exam 1 (opens 8:00am on Friday, MAY 27 and closes 11:59pm on Sunday, MAY 29, 2022)	
Module 6	<p>Vampire Origins and Folklore</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Preface to Chapter VIII (pages v-65). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 6: due JUN 5 • Mummy assignment: due MAY 26
Module 7	<p>Search and Destroy</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Reading</p> <ul style="list-style-type: none"> • Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. <i>PLoSOne</i> 9(11): e113564. • Roach M. 2006. How to Weigh a Soul (pages 79-106). In: <i>Spook: How Science Tackles the Afterlife</i>. W.W. Norton & Co. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 7: due JUN 5
Module 8	<p>Vampire Archaeology</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapter XII (pages 98-101). In: <i>Vampires, Burial & Death</i>. Yale University Press.

68

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	<p>Burials and Social Order in Post-Medieval Poland. <i>Cambridge Archaeological Journal</i> 24: 467-476.</p> <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 8: due JUN 12
Module 9	<p>Coffins and Counts – Vampire Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 9: due JUN 12
<p>Exam 2 (opens 8:00am on Friday, JUN 10 and closes 11:59pm on Sunday, JUN 12, 2022)</p>	
Module 10	<p>Zombie Origins</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 10: due JUN 19 • Vampire assignment: due JUN 9
Module 11	<p>Evil and Undead Zombies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Carroll N. 2010. The Fear of Fear Itself. In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court. • Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: <i>Zombies Are Us: Essays on the Humanity of the Walking Dead</i>. McFarland & Company, Inc.

68

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Module 12	<p>Zombie in Film and Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7 (pages 109-166). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Additional Reading</p> <ul style="list-style-type: none"> • Vuckovic J. 2011. Chapters 3 (pages 60-79) and 5 (pages 108-129). In: <i>Zombies: An Illustrated History of the Undead</i>. St. Martin's Griffin. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 12: due JUN 26 • Supernatural Reflections Discussion: due JUN 17 with response by JUN 20
Module 13	<p>Zombie Globalization</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Chapter 8 (pages 167-196). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 13: due JUN 26
<p>Exam 3 (opens 8:00am on Friday, JUN 24 and closes 11:59pm on Sunday, JUN 26, 2022)</p>	

68

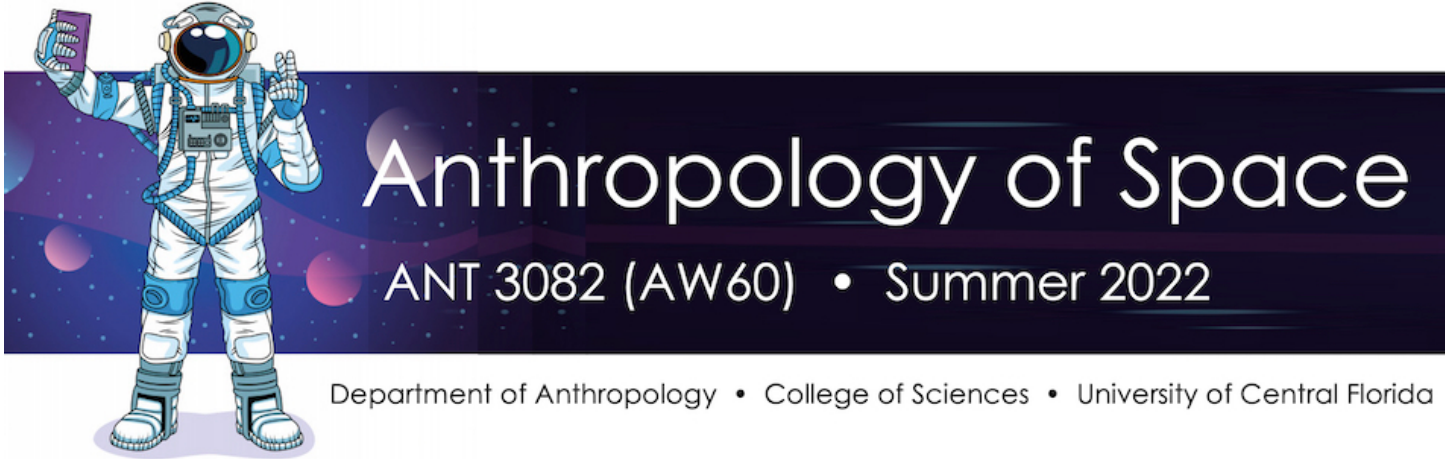
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Course Syllabus



Course Information

Course Name: New Frontiers: Anthropology of Space
Course ID: ANT 3082 (AW60) / Summer 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Monday 1:00-2:30 PM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [COVID Notifications](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
 - [Communicating with Inbox](#)
- [Technical Resources](#)
- [Academic and Life Resources](#)
- [Course Policies](#)
 - [Missing or late work](#)
 - [Absence accommodations](#)
 - [Respect for diversity](#)
 - [Academic integrity](#)
 - [Study groups](#)
 - [Campus emergencies](#)

University Catalog Description

Examine the basic physiological, social and cultural challenges facing human space travel and settlement.

Prerequisite: ANT 2000 or equivalent (Please consult your academic advisor to determine how this course applies to your degree requirements)

What is this course about?

What do you see when you look up at the night sky? Generations of writers have explored the frontier of space with galaxy-spanning adventures of discovery and adventure, from generations ships to warp drives, and exploring new worlds to first contacts. Today, we are living in a reality of cutting-edge science, technological sophistication, and fact-based speculation for building self-contained environments in space, colonizing Mars, and much more.

In this course we will examine the possibilities of this new frontier and the consequences we may face through the process of settling, living, working and even touring around in space. To tackle this adventuresome endeavor (boldly going where few have gone before), we will use concepts in anthropology and aligned disciplines to examine how humanity may develop a sustainable civilization in outer space and the physical, social and cultural effects that may accompany exploration, exploitation, industrialization, entrepreneurship, tourism, and immigration.

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human space travel and settlement put forward in modern society**. After successfully completing this course, you should be able to:

- Describe human understanding of the universe as a physical and imagined space changing through time and from person to person.
- Explain the basic categories anthropologists use to think about the world.
- Connect anthropological concepts and critical analysis to the study of scientific and technical concepts.
- Critically analyze scientific writing, news stories, fiction, and other media to evaluate how physical adaptations and social concepts might shape a future of living and working in space.

You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

This course uses **open educational resource (OER) materials and library accessible journal readings**, meaning there are **no textbooks to purchase** for this course! **All materials are free and supplied or linked directly in your course** learning modules through WebCourses@UCF.

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu (<http://my.ucf.edu>) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your instructor and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. The necessary tools and tutorial links are provided 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, You should take a few minutes and **review the current tutorial links** provided in the COURSE INTRO module. It's amazing how many updates and additions take place in just one term!

How should I plan my course work schedule?

This course explores human space exploration and settlement through space technology, biological anthropology, and human social and cultural interactions – areas of study which may be unfamiliar to many of you. While general guidelines are provided based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should spend around **six hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four hours each week for assigned reading, reviewing notes and completing assignments**. 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 3000-level course. 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**. **Please plan accordingly** by scheduling time on your calendar now. 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 your instructor's **online office hours on Mondays from 1:00-2:30pm EST via Chat (or Zoom appointment)**. If you have a scheduling conflict with this time, please contact your professor through WebCourses Inbox, and they can assist you via messaging or arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu) (<http://sas.sdes.ucf.edu>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to instructors, 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 online course materials, 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 complete your exams** within the SAS facilities.

What are the course requirements?

The **Summer A 2022** semester begins on **MAY 16, 2022** and ends on **JUN 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;
- use the provided handouts and study guides;
- submit 10 of 12 Quizzes (two lowest scores are dropped);
- submit 3 Reading Discussion assignments;
- submit a 5-minute “living in space” Newscast Presentation (relevant self-selected topic);
- submit 2 online Exams.

In each learning module, you will find an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures,

assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (please review section below on academic integrity).

All graded work is due on an assigned schedule. A missed or late quiz, discussion, activity assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (please review 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, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous online students on how to be successful in in this class.

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: Countdown to Ignition Quiz](#) located in the the COURSE INTRO: Things You Should Know module 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 MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Quizzes (10)	110	25%
Reading Response Discussions (3)	30	25%
Newscast Presentation Project (1)	60	20%
Exams (2)	200	30%
<i>Total Possible</i>	<i>400</i>	<i>100%</i>

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

- **Required Activity:** You will need to participate in an introductory quiz as a university-required academic activity. In the activity, you will answer questions concerning some commonly referenced facts and fables about human space exploration. **No prior knowledge is expected** and you will receive full credit for

completing the activity. **This score cannot be dropped from your quizzes 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. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 12 possible quiz grades when calculating your final grade.
- **Reading Response Discussions:** These short online discussion activities are designed to help you think critically and formulate an informed opinion on possible impacts of living, working and settling in a space environment as well as reflect on your learning experience over the course of the discussion. **You are required to fully participate in and submit work for all 3 Reading Response discussion assignments** located in the learning modules.
- **Newscast Presentation Project:** This independent media project provides you with an opportunity to present a short (5-7 minutes) “newscast” report on an approved self-selected topic relevant to the course. **You are required to submit: a) topic approval statement, b) topic outline, c) final presentation file, and d) two short peer reviews of presentations** to complete this assignment.
- **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 are non-cumulative and will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit 2 online exams** located in the learning modules.

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes you have submitted** using the 'Grades' button in the menu on the left.

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

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

How do I view my grades?

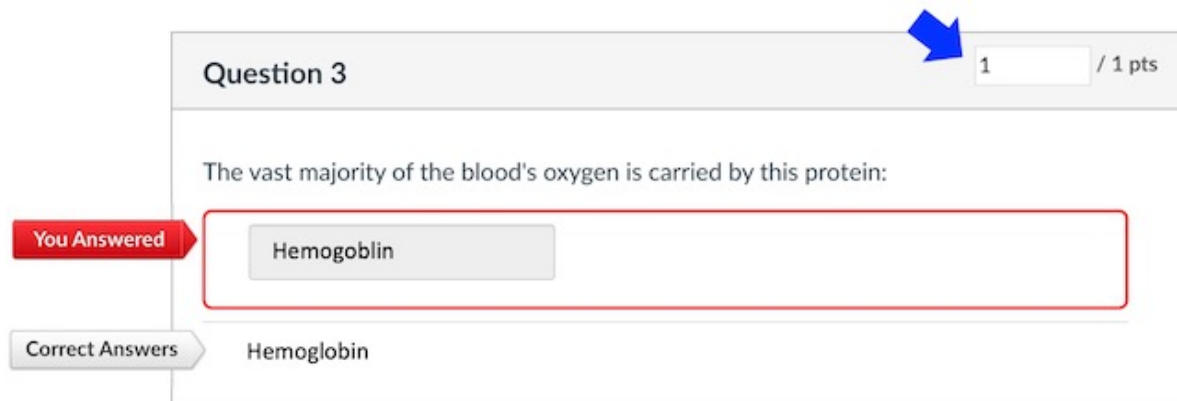
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the

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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, individual and overall class performance comments, 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 your instructor using WebCourses Inbox, and your concern will be addressed as soon as possible. Questions regarding individual scores must be submitted **within four calendar 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. **Each assignment, quiz and exam is 'hand-graded' to ensure you receive points for any answers not automatically recognized by the system as being correct.**

If 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, assignment and exam will be available for a limited time (typically three-to-four days) after each set of grades has been posted. Please check the course grading 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 your instructor 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 instructor**. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** (<https://scs.sdes.ucf.edu/services/>) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for military, essential workers or authorized events?

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make reasonable arrangements for completion of work.
- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the **UCF policy** (<https://policies.ucf.edu/documents/4-401.pdf>).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the **UCF policy** (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

What are the COVID-related policies at UCF?

Armor Up at UCF!

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

Notice of Changes to Course Modality

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

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

Illness Notifications

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

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

Flexibility and Accountability

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

What academic and career resources are available to me?

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

type of course in which you are enrolled. These include:

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

What resources are available to help me with life challenges?

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

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers [Therapy Assistance Online \(TAO\)](https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/) [\(https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/\)](https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

- [UCF Victim Services](http://victimservices.ucf.edu/) [\(http://victimservices.ucf.edu/\)](http://victimservices.ucf.edu/) if you need confidential advocacy and support after you or someone you know has been impacted by crime violence or abuse.
- [Lesbian Gay Bisexual Transgender Questioning/Queer \(LGBTQ+\) Services](https://www.ucf.edu/services/s/lgbtq/) [\(https://www.ucf.edu/services/s/lgbtq/\)](https://www.ucf.edu/services/s/lgbtq/) to connect with our diverse student population for opportunities, resources, and strength in each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and allies.
- [Campus Faith and Ministries \(CFM\)](https://www.ucf.edu/services/s/campus-faith-and-ministries-cfm/) [\(https://www.ucf.edu/services/s/campus-faith-and-ministries-cfm/\)](https://www.ucf.edu/services/s/campus-faith-and-ministries-cfm/), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

How is respect for diversity and inclusion maintained?

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

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

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is learning, not judgement**. 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 your instructor so materials can be addressed further through class discussion or privately during office hours.

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

How is academic integrity maintained?

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

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

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized

possession of examination or course-related material also constitutes cheating.

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

UCF faculty have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result **at least in an 'F' grade for that assignment** (cannot be dropped from your final grade calculation) and may, depending on the severity of the case, lead to an 'F' or '**Z' grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course. All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct** (<http://osc.sdes.ucf.edu/faq#students>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (<http://goldenrule.sdes.ucf.edu/>) for further information.

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. UCF Faculty also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade,

or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor 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 (as well as other study platforms such as Quizlet, Course Hero, Chegg Study, etc.) are encouraged as long as **academic integrity is maintained** and the following **items are not copied, duplicated, downloaded or distributed without permission:**

- copyright materials used in course learning platform.
- any lectures, assignments, quiz/exam questions or any answers to graded work in this course.

WARNING: 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. Many online study groups have experienced added benefits and avoided these issues by inviting the a graduate teaching assistant or the course instructor to join in!

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

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell or trade your notes and other course information from this class. Distributing course materials to a third party without instructor or copyright owner authorization is a **violation of UCF Rules of Conduct.** Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated

information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk**.

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system.** This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with your instructor. 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 instructor 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 instructor, between student and any graduate teaching assistant, 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 instructor 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 over the duration of this course, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three-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](http://guides.ucf.edu/c.php?g=78577&p=517810) [_\(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/c.php?g=78577&p=517810) [_\(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)
- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) [_\(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)

- Audio input, built-in, or external computer speakers

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your instructor 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](https://cdl.ucf.edu/support/webcourses/) [_\(https://cdl.ucf.edu/support/webcourses/\)_](https://cdl.ucf.edu/support/webcourses/)
- A **built-in 'Help' button** for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "WebCourses ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified for your protection.

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](http://emergency.ucf.edu/emergency_guide.html) [_\(http://emergency.ucf.edu/emergency_guide.html\)_](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](http://www.ehs.ucf.edu/AEDlocations-UCF) [_\(http://www.ehs.ucf.edu/AEDlocations-UCF\)_](http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](https://my.ucf.edu) [_\(https://my.ucf.edu\)_](https://my.ucf.edu) through

"Student Self Service/Personal Information" to receive UCF text alerts.

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video](https://youtu.be/NIKYajEx4pk) [_\(https://youtu.be/NIKYajEx4pk\)_](https://youtu.be/NIKYajEx4pk).






What is my course lecture and assignment schedule?

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

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

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Course Summary:

Date	Details	Due
Fri May 20, 2022	 REQUIRED ACTIVITY: Countdown to Ignition Quiz (https://webcourses.ucf.edu/courses/1404319/assignments/7554826)	due by 11:58pm
	 DISCUSSION 1: No More Frontiers? (https://webcourses.ucf.edu/courses/1404319/assignments/7554838)	due by 11:59pm
Sun May 22, 2022	 QUIZ 1: Culture and Cosmology (https://webcourses.ucf.edu/courses/1404319/assignments/7554825)	due by 11:59pm
	 QUIZ 2: Space Place (https://webcourses.ucf.edu/courses/1404319/assignments/7554827)	due by 11:59pm
Tue May 24, 2022	 Discussion 1: Group Response (https://webcourses.ucf.edu/courses/1404319/assignments/7557386)	due by 11:59pm


Date	Details	Due
Wed May 25, 2022	 Discussion 1: Reflection Statement (https://webcourses.ucf.edu/courses/1404319/assignments/7557391)	due by 11:59pm
Fri May 27, 2022	 DISCUSSION 2: Meet the New Neighbors (https://webcourses.ucf.edu/courses/1404319/assignments/7554837)	due by 11:59pm
Sun May 29, 2022	 QUIZ 3: Seeing Earth (https://webcourses.ucf.edu/courses/1404319/assignments/7554829)	due by 11:59pm
	 QUIZ 4: Alien Other (https://webcourses.ucf.edu/courses/1404319/assignments/7554821)	due by 11:59pm
Tue May 31, 2022	 Discussion 2: Group Response (https://webcourses.ucf.edu/courses/1404319/assignments/7557397)	due by 11:59pm
Wed Jun 1, 2022	 Discussion 2: Reflection Statement (https://webcourses.ucf.edu/courses/1404319/assignments/7557398)	due by 11:59pm
	 PROJECT 1: Newscast Topic (https://webcourses.ucf.edu/courses/1404319/assignments/7554839)	due by 11:59pm
Sun Jun 5, 2022	 QUIZ 5: Space Identity (https://webcourses.ucf.edu/courses/1404319/assignments/7554833)	due by 11:59pm
	 QUIZ 6: Material Culture (https://webcourses.ucf.edu/courses/1404319/assignments/7554828)	due by 11:59pm
Mon Jun 6, 2022	 EXAM 1 (https://webcourses.ucf.edu/courses/1404319/assignments/7554834)	due by 11:59pm
Wed Jun 8, 2022	 PROJECT 2: Newscast Framework (https://webcourses.ucf.edu/courses/1404319/assignments/7554840)	due by 11:59pm

Date	Details	Due
Sun Jun 12, 2022	 QUIZ 7: Hominins in Space (https://webcourses.ucf.edu/courses/1404319/assignments/7554824)	due by 11:59pm
	 QUIZ 8: Space Resources (https://webcourses.ucf.edu/courses/1404319/assignments/7554830)	due by 11:59pm
Wed Jun 15, 2022	 PROJECT 3: Newscast Presentation (https://webcourses.ucf.edu/courses/1404319/assignments/7554841)	due by 11:59pm
Fri Jun 17, 2022	 DISCUSSION 3: Space-Based or Planetary? You Decide! (https://webcourses.ucf.edu/courses/1404319/assignments/7554836)	due by 11:59pm
Sun Jun 19, 2022	 QUIZ 9: Future Artifacts (https://webcourses.ucf.edu/courses/1404319/assignments/7554823)	due by 11:58pm
	 QUIZ 10: Great Migration (https://webcourses.ucf.edu/courses/1404319/assignments/7554835)	due by 11:59pm
Tue Jun 21, 2022	 Discussion 3: Group Response (https://webcourses.ucf.edu/courses/1404319/assignments/7557399)	due by 11:59pm
Wed Jun 22, 2022	 Discussion 3: Reflection Statement (https://webcourses.ucf.edu/courses/1404319/assignments/7557400)	due by 11:59pm
	 PROJECT 4: Newscast Reviews (https://webcourses.ucf.edu/courses/1404319/assignments/7554842)	due by 11:59pm
Sun Jun 26, 2022	 QUIZ 11: Permanent Settlement (https://webcourses.ucf.edu/courses/1404319/assignments/7554832)	due by 11:58pm


Date

Details

Due

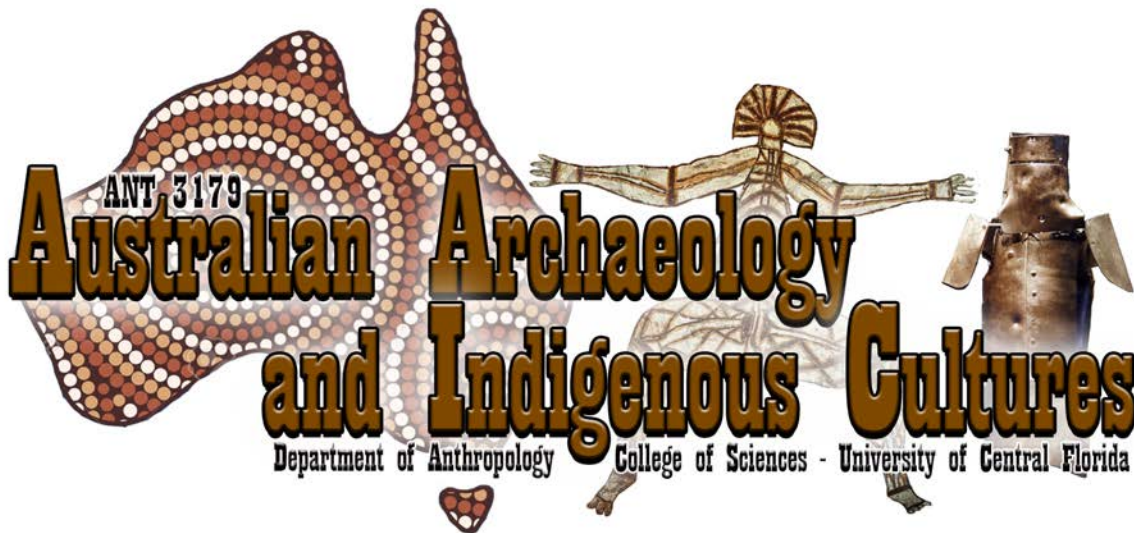
 **QUIZ 12: New Visions**
(<https://webcourses.ucf.edu/courses/1404319/assignments/7554831>)

due by 11:58pm

 **EXAM 2**
(<https://webcourses.ucf.edu/courses/1404319/assignments/7554822>)

due by 11:59pm

Syllabus



ANT 3179-BW60: Australian Archaeology and Indigenous Cultures

Summer B Syllabus



SUMMER DISCLAIMER: Summer terms are 16 weeks of content compressed into 6 weeks. 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	
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Dr. Amanda T. Groff
amanda.groff@ucf.edu
[_ \(mailto:amanda.groff@ucf.edu\)](mailto:amanda.groff@ucf.edu)

<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual)</p>	<p>Various methods for contacting me during office hours: 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Virtual Office hours: Tuesday/Thursday: 10am-11:30am For phone or virtual calls, please make an appointment first!!</p>
<p>Phone</p>	<p>Dept Phone: 407 823-3757</p>
<p>E-mail/Response Time</p>	<p>amanda.groff@ucf.edu _ (mailto:amanda.groff@ucf.edu) (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>



Bug and Dobby

GTA	Charlotte Robinson
GTA Email	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

Course Name	ANT 3179- Australian Archaeology and Indigenous Cultures
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Summer B 2022
Location	100% Online; asynchronous

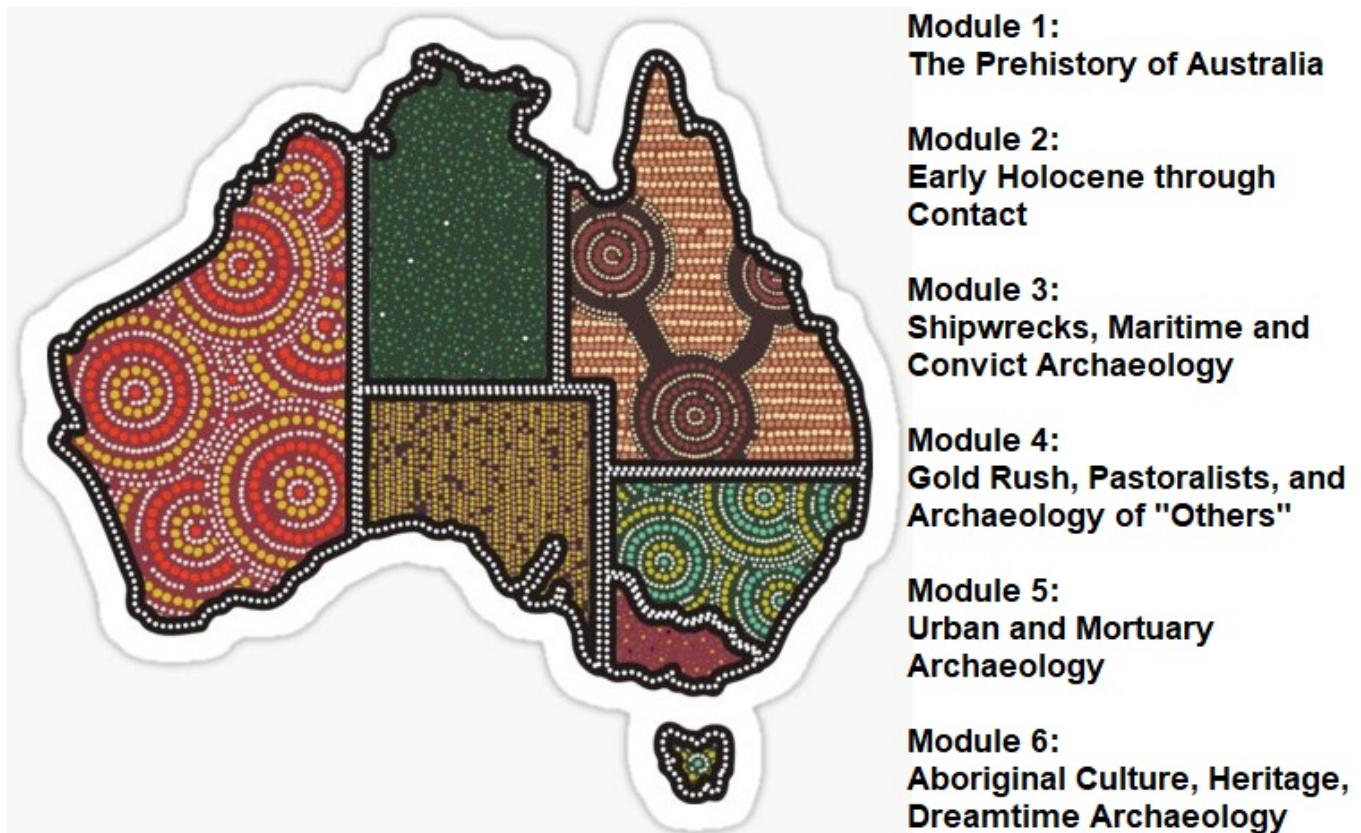
Course Description and Scope

This course will explore Indigenous, historical, and maritime archaeology, as a means of unraveling the full breadth of Australia's rich Indigenous and colonial history. Archaeology is the only discipline able to study the nearly 60,000 years of human settlement on this continent and is of crucial significance for understanding Australia's past. In Australia, archaeology takes three main forms: Indigenous Archaeology (the archaeology of Aboriginal and Torres Strait Islander people in Australia before and after European Settlement), Historical Archaeology (the archaeology of Australia after European Settlement) and Maritime Archaeology. As such, the class will be sub-divided and will use Cultural Heritage Management as a means of bridging these sub-disciplines. Topics covered in this course will include (but aren't limited to) the peopling of Australia, Indigenous archaeology and contemporary culture, historical archaeology of Fossil Beach and Melbourne Gaol, Dutch and West Indian shipwrecks, and cultural heritage.

Course Catalog Description: Explore indigenous peoples, both past and present, through historical and maritime archaeology, as a means of unraveling the full breadth of Australia's rich indigenous cultures.

Click Here for Course Protocols: [Protocols](#)

Course Organization by Module



Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Australia.
- Provide an overview of the methods and theories that guide archaeological research in Australia.
- Explain migration out of Africa and the peopling of Australia and Oceania.
- Explain the significant impact that historical and maritime archaeology has had on the understanding of early European explorations of Australia.
- Explain the complicated relationship between Indigenous Australians and Europeans; both past and present
- Highlight the resilient and beautiful nature of Indigenous Australian cultural practices

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 much material in 6 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

Required Text



Below is a link to your **FREE** textbook! I suggest you download the book and keep it on your desktop or someplace accessible. I will reference your assigned readings from the book by Chapter #. You will start using this book in Module 3.

[An Archaeology Of Australia Since 1788.pdf](#)



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 worth a total of 470 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date). **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

[Getting Started Quiz:](#)

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

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	--	July 1
1	10	20	July 1**
2	10	10	July 8
Exam 1	100		July 10
3	10	30	July 15
4	10	10	July 22
Exam 2	100		July 24
5	10	20	July 29
6	10	10	August 5
Exam 3 (Final)	100		August 7
TOTAL	370	100	

**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.

Written Assignments

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

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
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.

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

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

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz 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 and Assignment 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 weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill not COVID-related (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered.

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

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

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

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

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

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

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

COVID-19 and Illness Notification

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

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

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

In case of Faculty Illness

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

Discussion Board Appropriateness

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

If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the and Discussions 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! Also, please be sure to sign your email with your full name.

Online Technology

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

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity. \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](http://www.academicintegrity.org/icai/assets/FVProject.pdf).

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule.](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) [_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [_\(http://goldenrule.sdes.ucf.edu/zgrade\)](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/) [\(https://www.ucf.edu/services/\)](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/) [\(https://www.ucf.edu/services/\)](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>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

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

Campus Safety Statement

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

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

<http://www.ehs.ucf.edu/workplacesafety.html> [_\(http://www.ehs.ucf.edu/workplacesafety.html\)](http://www.ehs.ucf.edu/workplacesafety.html)

(click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu [_\(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [_\(https://youtu.be/NIKYajEx4pk\)](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 Australian Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

Syllabus Ant 3212 Peoples of the World Summer B 2022

Instructor Contact

Instructor	Zachary Hawk
Office	Virtual
Office Hours	Friday 5-630pm Virtual Through Zoom
Email	WebCourses Messaging

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Summer B 2022
Location	Online

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

UCF catalogue description:

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

Course Description

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

Course Objectives

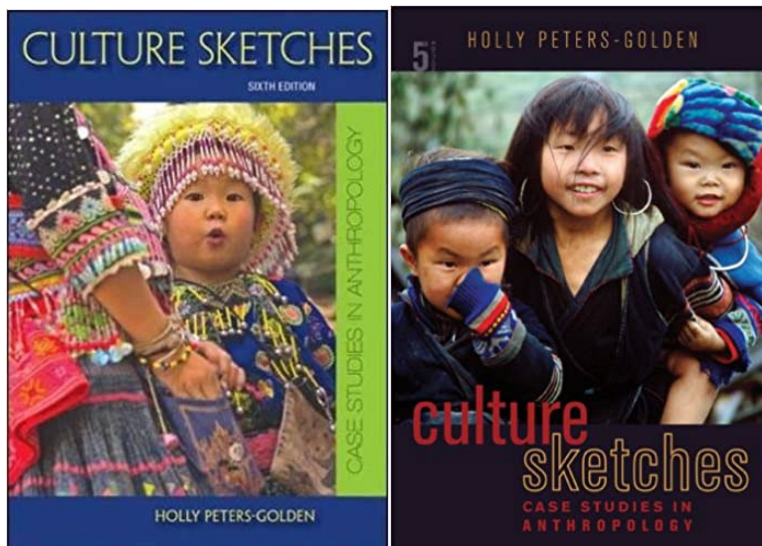
- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of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

Learning Outcomes

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

Required Text

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



- Online material including pdfs of texts (The Dobe, The Trobriand Islanders, Friend by Day, Enemy by Night, The Hutterites)

Course Requirements

Important Information: There is a syllabus quiz that you need to take before **Friday July 1 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
14 Online Assignments and Discussions @ 10 points each Lowest 4 Dropped	100
3 Discussion posts and responses 20 points each 10 Point bonus to Discussions	50
Total	450 points

Online Exams

The exams will be available for specified days. You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams

within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the final exam period after classes officially end. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

Online Assignments and Discussions

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

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

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



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

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

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Office Hours - Online

Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through webcourses messaging and virtual office hours, if there is any confusion on any issue in the class students should contact the instructor.

Covid

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

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

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

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

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) 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 the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html[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.](#)) about how to manage an active shooter situation on campus or elsewhere.



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

) about how to manage an active

shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule - Peoples Summer B 2022

The Class will be split up into 3 Units. Because of the condensed format of the course, these Units will be overlapping with each other. However, I have allowed for some flexibility by making the due dates for the assignments and the exam for each Unit at the end of the Unit. Although everything is due on one due date, I encourage you to pace yourself so you are not overwhelmed by the end of each Unit.

<u>Unit 1 6/26 - 7/17</u>	<u>Unit 2 7/17-7/31</u>	<u>Unit 3 7/24-8/6</u>
Unit 1 Assignments Due 7/17	Unit 2 Assignments Due 7/31	Unit 3 Assignments Due 8/6
Unit 1 Exam Due 7/17	Unit 2 Exam Due 7/31	Unit 3 Exam Due 8/6

Unit 1 6/26-7/17

Week 1 6/27 Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 8/27 11:55 pm

Assignments 1A and 1B

Week 1.5 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2

Week 2 7/4: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe

Week 2.5: Plant and Animal domestication

Assignment 4 Domestication

Week 3 7/11 Horticulture and Big Men

Assignment 5 Horticulture

Exam 1 Due 7/17 11:55 pm

Unit 2 7/10-7/31

Week 3.5 Chieftainships and horticulture

Assignment 6 Chiefdoms

Discussion 1

Week 4 7/18: Pastoralism

Assignment 7 Pastoralism

Week 4.5: Friend by Day Enemy by Night

Assignment 8 Friend by day

Week 5 7/25 The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Assignment 9 Vietnam

Week 5.5 The Art of Not Being Governed: Resistance to states

Assignment 10 Not Being Governed and the Hmong

Exam 2 Due 7/31 11:55 pm

Unit 2 Assignments Due 7/31

Unit 2 Exam Due 7/31

Unit 3 7/24-8/6

Week 6 Cultures within states - The Hutterites

Assignment 11 Hutterites

Discussion 2

States - American culture

Assignment 12 American Culture

Assignment 13 Scale

The Roma

Reading: chapter 11 Sketches of Culture

Haiti

Reading: chapter 4 in Sketches of culture

Discussion 3

Unit 3 Assignments and Discussions Due 8/6

Unit 3 Exam Due 8/6

Exam 3 8/6 11 55 pm

Last day of class – 8/6 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Syllabus

ANT3241-AW60 - Magic, Ritual, and Belief SUMMER 2022

Ty Matejowsky
(no face-to-face class meetings; strictly
online)

Course Syllabus

Contacting the Professor

Office Hours:1:00PM-3:00PM Tuesdays, or by appointment

Zoom Office Hours:1:00PM-3:00PM Tuesdays

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that

challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

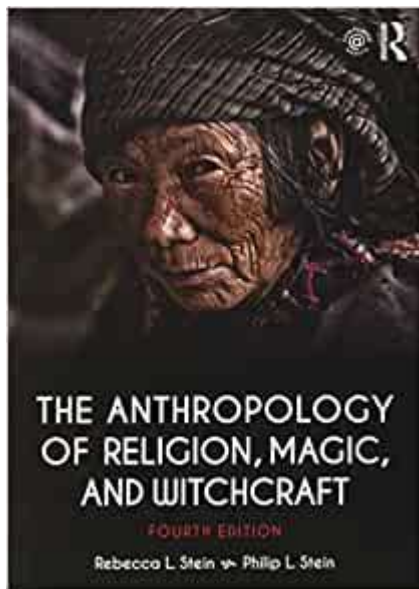
Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore or online)

Stein, Rebecca L. and Philip L. Stein 2017. *The Anthropology of Religion, Magic, and Witchcraft*. Fourth Edition. Routledge.



The Anthropology of Religion, Magic, and Witchcraft (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 7 *Ethnomedicine* and Module 9 *Revitalization Movements*.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 40-60 plus questions covering material

presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)	<p>Excellence in posting timely, continuously and responsively demonstrated according to the following criteria:</p> <ul style="list-style-type: none"> • Follows assignment instructions of answering mo question(s) and providing critical feedback to the postings of at least two classmates. • Does not repeat (i.e., does not reiterate what has been posted, but adds to the discussion by intera classmates and addressing the comments of othe • Applies course information (i.e., students discussi must integrate information from both assigned re weekly modules). • Critical thinking (i.e., discussion postings must der critical thinking and/or add new insights to the to simply recite information from modules and readi
4 points (B)	Above Average in criteria listed for "5 points (A)." Included h postings that meet many but not all, or are not consistent w for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here a that display a basic grasp of topic but only restate materials analysis.
3 points (D)	Serious insufficiency in criteria listed for "5 points (A). Includ postings that do not display a basic understanding of discuss Also included here are postings that fail to provide critical fe the postings of at least two classmates.
0 points (F)	Failing is earned when students do not participate in the dis assignment or blatantly plagiarize the work of others.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 25% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = 75% total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
7. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
8. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

A	B	C	D	F
	B+ = 88-89	C+ = 78-79	D+ = 68-69	
A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be

announced in class. It is the student's responsibility to keep up on course information announced in this fashion. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241- AW60 SUMMER 2022
Class Schedule

Week of	Topics	Readings & Assignments	
5/16/22	<p>Introduction to the course</p> <p>Module 1:</p> <p>Anthropology of Religion</p>	<p>Read course syllabus, course protocols, and course home;</p> <p><i>The Anthropological Study of Religion</i> (pp. 1-31).</p> <p>Complete on-line attendance assignment.</p>	<p>Attendance Friday Easter</p>
5/23/22	<p>Module 2:</p> <p>Religious Specialists</p> <p>Module 3:</p> <p>Rituals and Symbols</p>	<p>Read <i>Religious Specialists</i> (pp.127-144); <i>Religious Symbols</i> (pp. 58-81); <i>Ritual</i> (pp. 82-109).</p> <p>Complete on-line assignment for Module 2.</p> <p>Take on-line exam covering Modules 1-3.</p>	<p>On-line 2 and Friday Easter</p>
5/30/22	<p>Module 4:</p> <p>Witchcraft & Sorcery</p> <p>Module 5:</p>	<p>Read <i>Witchcraft</i> (pp. 233-250); <i>Magic and Divination</i> (pp. 145-170).</p> <p>Complete on-line assignment for Module 5.</p>	<p>On-line 5 is du 11:59</p>

	Magic & Divination		
6/6/22	Module 6: Religious Use of Drugs	<p>Read <i>Altered States of Consciousness</i> (pp. 110-126).</p> <p>Complete on-line assignment for Module 6.</p> <p>Take on-line exam covering Modules 4-6.</p>	On-line 6 and Friday Easter
	Module 7: Ethnomedicine		
6/13/22	Module 8: Death: Ghosts, Souls & Ancestors	<p>Read <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (downloaded document); <i>Souls, Ghosts, and Death</i> (pp. 172-204).</p> <p>Complete on-line assignment for Module 8.</p>	On-line 8 is du 11:59)
	Module 9: Revitalization Movements	<p>Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By Peter M. Worsley (downloaded document).</p> <p>Complete on-line assignment for Module 9.</p> <p>Take on-line exam 3 covering Modules 7-9.</p>	On-line 9 and Friday Easter

Protocols

Protocols and Policies

ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is **NOT** considered a valid reason for a reset request.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset.
5. Exams will only be reset **ONCE** for technical issues.
6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and may result in a failing grade.
7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will **NOT** be entertained.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
 0. Sign your e-mail messages
 1. Do not use all caps. This makes the message very hard to read and is considered "shouting."
 2. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
 3. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
 0. IMHO = in my humble/honest opinion
 1. FYI = for your information
 2. BTW = by the way
 3. Flame = antagonistic criticism
 4. :-) = happy face for humor
8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[Links to an external site.](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule \(Links to an external site.\)](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click [here \(Links to an external site.\)](#).

Course Accessibility

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

Campus Safety

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu [\(Links to an external site.\)](#) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Makeup Assignments for Authorized University Events and Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](#)

Deployed Active Duty Military Students

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

Covid Policies for 2021-2022 School Year

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

Masks in Classrooms

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Course Accessibility

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

Resources:

[https://www.ucf.edu/coronavirus/Links to an external site.](https://www.ucf.edu/coronavirus/Links%20to%20an%20external%20site)

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Summer A 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)

Course ID & Section: ANT 3302 AW60

Semester/Year: Summer A 2022

Dates: May 16-June 25, 2022

Final Exam Time: Due June 25 2022 11:59pm

Prerequisites: Sophomore standing.

2. Instructor Information

Instructor: Chelsea Daws

Office: Howard Phillips Hall 116e

Office phone: (407) 823-2227

Email: Chelsea.Daws@ucf.edu

2a. Contacting the professor and office hours:

Online Office Hours (Webcourse Chat Function) Thursdays 12:00-1:00 pm EST

OR

Privately scheduled Zoom conference

Students may also contact me in any of the following ways, and any messages will be returned within 24-48 business hours.

- Via Webcourses message or the UCF email above.

3. Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective. Course information is published in **UCF's Undergraduate Catalog:**

<https://www.ucf.edu/catalog/undergraduate/#/courses/HymaW5JdjOLinks to an external site.>

This class is **NOT** some politically correct re-education camp. It matters not to me how you view same-sex marriage or the behavior of transgender prostitutes in Brazil, for example. My job is to educate, not judge. Consequently, I will ensure that **EVERY** student understands each topic and has had the opportunity to thoroughly review it from all perspectives. What you do with that knowledge is entirely up to you but at least you'll be more fully informed.

PLEASE CONSIDER: The very nature of Sex, Gender and Culture requires us to delve into topics that may make some students uncomfortable. Some of you may even find some of the material or assigned readings deeply offensive. Even I find myself arguing LOUDLY with the material on occasion! But it's always a good exercise to learn about ideas and opinions other than your own. We certainly will not entertain anything pornographic, but there are graphic descriptions of sex and sexual practices in the readings. Please be assured that it is never my intent to sensationalize the material to shock or offend anyone. I have no agenda other than to discuss the material in an objective and anthropologically scientific manner consistent with the guidelines outlined in the **Undergraduate Catalog course description**. If you are uncomfortable with any of these materials then I suggest that you drop the course. They are a required part of my curriculum.

4. Student Learning Outcomes:

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

5. Course Schedule:

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

6. Course Evaluation:

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

Required Tools: Since all course quizzes, exams, and other assignments will be submitted via Webcourses@UCF, you will need access to a laptop or desk top computer, consistent broadband internet access, and a compatible web browser.

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

6a. Assessments and Point Values:

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

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

- *Module Assignments 300 points (20 at 15 points each)*

For every class day (except for exam days which are the last day of Week 3 and the last day of Week 6) you will complete a Module assignment. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on the day it is scheduled. You must complete the assignment by 11:59 pm of the second day after the Module goes live (for example, if a Module goes live at 7 am on a Monday, you have until 11:59 pm on Wednesday to finish it.) **However, there is an exception to this rule.** During the first week of classes, when drop/add is active, all of the assignments will be due after Drop/add ends to accommodate people who add that week. Thus, assessments for Modules 0, 1, 2, and 3 will all have an extended deadline of Monday May 23rd at Midnight.

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

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by May 20, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email.

All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, military orders, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Required and Supplemental Course Materials:

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

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

Syllabus Part 2: University Policies and Protocols

ANT 3302 Sex Gender and Culture

Summer A 2022 (3 credits)

8. University Core Policies

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

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

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

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

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Statements Regarding COVID-19: Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

Course Accessibility COVID-19 Supplemental Statement

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

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

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

8e. 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.

8f. 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>

8g. 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>.

8h. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a

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

8i. 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 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>.

8j. Inclusive Classroom: I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

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 PageLinks to an external site.](#) will help find UCF resources
- [UCF Computer Service DeskLinks to an external site.](#) – You can also call the Service Desk at 407-823-5117.
- [Learning OnlineLinks to an external site.](#) 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/ Links to an external site.](http://www.cstore.ucf.edu/)
- [Hardware/Software RequirementsLinks to an external site.](#)
- 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.

Course Schedule

Below is our course schedule. **Note:** This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Date	Module	Topic
		SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES
WEEK 1		
M 5/16	0	Course Introduction and Overview
T 5/17	1	What is Anthropology?
W 5/18	2	What is Sex, Gender, and Culture?
Th 5/19	3	SG&C in modern perspective
WEEK 2		

M 5/23		Modules 0-3 from the previous week are due at 11:59 pm (as scheduled).
T 5/24	4	The Media and SG&C
		SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD
W 5/25	5	Family, Kinship, and Social Relations
Th 5/26	6	Latin America and the Caribbean
WEEK 3		
M 5/30	7	The Islamic World
T 5/31	8	Asia and the Pacific
W 6/1	9	Africa
Th 6/2	--	Exam 1: Opens on 6/2 and Due Sunday June 5 at 11:59 pm
WEEK 4		SECTION 3: SEXUAL ORIENTATION
M 6/6	10	The Birdcage
T 6/7	11	Who and/or what is "Gay?"
W 6/8	12	Same-sex Relationships and the Evolution of Western Thought
Th 6/9	13	Contemporary Same-sex Marriage
WEEK 5		SECTION 4: OTHER GENDER IDENTITIES
M 6/13	14	Gender and Biology
T 6/14	15	Contemporary Cross-Cultural Concepts of Gender Identity
W 6/15	16	Definitions and self-identity
		SECTION 5: SEX, GENDER, AND CULTURAL RELATIVITY
Th 6/16	17	Polygamy
WEEK 6		

M 6/20	18	Sex Tourism
T 6/21	19	Our own legacy
W 6/22	20	So What Have We Learned?
Th 6/23		Exam 2: Opens Thursday June 23 and Due Saturday June 25 at 11:59 pm

IMPORTANT DATES & INFORMATION:

- The Drop/Add window is May 16 -20
- The Withdrawal Deadline for this course is June 10

ANT 3302 Sex Gender and Culture

Summer B 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: June 27-August 7, 2022

Final Exam Time: Due Sunday August 7 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T. Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

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

T/TH 12:00-1:45 pm

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

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

2b. GTAs:

- Lexie Brock

Contact:

- Either through Webcourses Message or Email at alexandria.brock@ucf.edu

Office Hours: TBA

3. Catalog Course Description:

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

4. Learning Outcomes:

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

5. Course Schedule:

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

6. Course Evaluation:

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

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

6a. Assessments and Point Values:

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

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

- *Module Assignments 300 points (20 at 15 points each)*

For every class day (except for exam days which are the last day of Week 3 and the last day of Week 6) you will complete a Module assignment. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more

of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

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

If a Module GOES LIVE on...	The assessment is DUE on...
MONDAY AT 7AM	WEDNESDAY AT 11:59 PM
TUESDAY AT 7 AM	THURSDAY AT 11:59 PM
WEDNESDAY AT 7 AM	FRIDAY AT 11:59 PM
THURSDAY AT 7 AM	SATURDAY AT 11:59 PM

However, there is an exception to this rule. During the first week of classes, when drop/add is active, all of the assignments will be due after Drop/add ends to accommodate people who add that week. Thus, assessments for Modules 1, 2, and 3 will all have an extended deadline of Tuesday July 5 at Midnight.

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

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and

Documents Quiz in Webcourses by Friday July 1, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement (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 an W class and it is your responsibility to ensure that you have to 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:

- 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 Evaluation:

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

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

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8. University Core Policies

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

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

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

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

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

I am pleased to assist those students need additional accommodation. However, you **MUST** present me with documentation from SAS that verifies your needs. **ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.**

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about

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

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

9. Protocols

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

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

6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
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 PageLinks to an external site.](#) will help find UCF resources
- [UCF Computer Service DeskLinks to an external site.](#) - You can also call the Service Desk at 407-823-5117.

- [Learning Online](#)[Links to an external site.](#) 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/> [Links to an external site.](#)
- [Hardware/Software Requirements](#)[Links to an external site.](#)
- 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.

Course Schedule

Below is our course schedule. **Note:** This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Date	Module	Topic	Module Assessment Due no later than 11:59 pm on this day..
		SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES	
WEEK 1			
M 6/27	0	Course Introduction and Overview	Friday 7/1 (to fulfill the UCF Course Activity Requirement)
T 6/28	1	What is Anthropology?	Tuesday 7/5 (because of Drop/Add and the July 4 Holiday)
W 6/29	2	What is Sex, Gender, and Culture?	Tuesday 7/5 (because of Drop/Add and the July 4 Holiday)
Th 6/30	3	SG&C in modern perspective	Tuesday 7/5 (because of Drop/Add and the July 4 Holiday)
WEEK 2			
M 7/4		Independence Day! No NEW material assigned. Have some BBQ and watch the fireworks!	None!
T 7/5	4	The Media and SG&C	Thursday 7/7
		SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD	
W 7/6	5	Family, Kinship, and Social Relations	Friday 7/8
Th 7/7	6	Latin America and the Caribbean	Saturday 7/9

WEEK 3			
M 7/11	7	The Islamic World	Wednesday 7/13
T 7/12	8	Asia and the Pacific	Thursday 7/14
W 7/13	9	Africa	Friday 7/15
Th 7/14	--	Exam 1: Due Sunday July 17 at 11:59 pm	Sunday 7/17 at 11:59 pm
WEEK 4		SECTION 3: SEXUAL ORIENTATION	
M 7/18	10	The Birdcage	Wednesday 7/20
T 7/19	11	Who and/or what is "Gay?"	Thursday 7/21
W 7/20	12	Same-sex Relationships and the Evolution of Western Thought	Friday 7/22
Th 7/21	13	Contemporary Same-sex Marriage	Saturday 7/23
WEEK 5		SECTION 4: GENDER IDENTITY	
M 7/25	14	Gender and Biology	Wednesday 7/27
T 7/26	15	Contemporary Cross-Cultural Concepts of Gender Identity	Thursday 7/28
W 7/27	16	Definitions and self-identity	Friday 7/29
		SECTION 5: SEX, GENDER, AND CULTURAL RELATIVITY	
Th 7/28	17	Polygamy	Saturday 7/30

WEEK 6			
M 8/1	18	Sex Tourism	Wednesday 8/3
T 8/2	19	Our own legacy	Thursday 8/4
W 8/3	20	So What Have We Learned?	Friday 8/5
Th 8/4		Exam 2: Due Sunday August 7 at 11:59 pm	Sunday August 7 at 11:59 pm

IMPORTANT DATES & INFORMATION:

- The Drop/Add window is June 27-July 1
- The Withdrawal Deadline for this course is July 22

Syllabus Summer A 2022

Syllabus: ANT 3362 Peoples of Southeast Asia.

Summer A 2021

Instructor: Vance Geiger, PhD

Office: 311C Howard Phillips Hall

Face to face office hours: Monday, Tuesday 12 - 3

On line office hours in class chat - Tuesday 7 - 9 pm in class chat

Phone: 407-823-3779

E Mail: vance.geiger@ucf.edu

TA:

Course description: A survey of the peoples of Vietnam, Cambodia, Laos and Thailand from the anthropological perspective.

Text: The Peoples of Southeast Asia Today by Winzeler (provided in online material)

The Art of Not Being Governed by Scott (pdf provided in online material)

There are also chapters from a text Understanding Vietnam by Jamieson supplied online in Week 4.

There will be **TWO** exams and **10** assignments. Each exam will be worth 100 points. Each written assignment will be worth 10 points.

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 to try to improve exam score

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.

Grading: 100 - 90% A, 80 - 89% B, 70 - 79% C, 60 - 69% D,

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. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

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

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.

Important note: the make-up exam is ONLY to make up a missed exam.

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.

Important note - assignments have due dates - BUT you can do the assignments before that date - you do not have to wait until the last minute to do the assignments - you can do them before that. Late assignments will earn a maximum of 1/2 credit (so if it would be 10 points on-time - late it is 5 points)

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: unless you are asked for a specific list or definition **do not** write one sentence responses to assignment questions. Most assignment questions require a paragraph per assignment question (some assignments have more than one question).

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

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and a browser that works with Canvas on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through their UCF email, or the class inbox. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11:55 pm. The exam, once opened, will remain open for 3 hours. You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e-mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.
7. You are responsible for asking any questions you have at the time you have them. You ask your instructor through e-mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.
8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e-mail or in any online format per FERPA regulations.

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

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

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[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-UCFLinks> [to an external site.](#) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to 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.](#)) 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, anthropology and culture.

Reading Online material; Winzeler chapter 1

Assignment 1 and 2 Due 5/23 11 55 pm

Week 2 5/23 Analytical Anthropology and History

Reading Scott chapters 1-3, and 4-6; Winzeler Chapter 2

assignment 3, 4 due 5/30 11 55 pm

assignment 5 due 6/6 11 55 pm

Week 3 6/6 Analytical Anthropology and History cont'd

Reading Scott chapters 7-9; Winzeler chapter 4

Exam 1 6/4 8 00 am – 6/6 11 55 pm

Week 4: 6/6 Vietnam

Reading: Online material – Jamieson chapters 1 – 3 (pdfs) also vnsubsistence, and the Vietnam power points and videos

Assignments 6,7 and 8 due 6/13 11 55 pm

Week 5 6/13: Indigenous Religions and Major Religions of Southeast Asia;

Reading: Winzeler chapter 8 - 10

Assignments 9 and 10 due 6/20 11 55 pm

Week 6 6/20: Contemporary Issues in Southeast Asia

Reading: Winzeler chapters 11 and 12

Exam 2 6/24 8 00 am – 6/25 11 55 pm

Make Up exam 6/26 8 00 am – 6/27 11 55 pm.



Biobehavioral Anthropology

“**Biology** gives you a brain, **life** turns it into a mind.”

ANT 3541 (BW60) • Summer 2022

Department of Anthropology • College of Sciences
University of Central Florida

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (BW60) / Summer B 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

Professor: Dr. Lana Williams
Main Office: UCF Main Campus - Phillips Hall 309F (by appointment only)
Phone: 407-823-2227
Online Office: Monday 10:00-11:30 AM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

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

University Catalog Description

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of

physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human behavior, evolutionary neurobiology and individual behavioral differences**. After successfully completing this course, you should be able to:

- Identify key structures, chemical processes and systems that operate and regulate human brain function and behavior.
- Outline the historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Categorize impacts of social and physical environment on development of cognition and changes in human behavior.
- Evaluate and apply graphs and tables showing data on behavioral patterns in humans and animals.
- Combine anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.
- Appraise and reflect on the study participant experience in social neuroscience and related research projects.

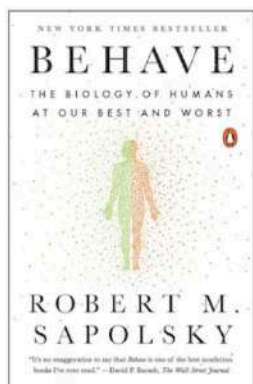
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbook will I need?

The following **textbook is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky

Edition: Reprint or eBook

Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

This course is based on concepts and methods from field archaeology, biological anthropology, and the forensic sciences – areas of study which may be unfamiliar to many of you. While general guidelines are provided based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending around **six hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four hours each week for assigned reading, reviewing notes and completing 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 3000-level course. 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**. Please **plan accordingly** by scheduling time on your calendar now. 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 your instructor's **online office hours on Mondays from 10:00-11:30am EST via Chat (or scheduled Zoom appointment)**. If you have a scheduling conflict with this time, please contact your professor through WebCourses Inbox, and they can assist you via messaging or arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to instructors, 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 online course materials, 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 complete your exams** within the SAS facilities.

What are the course requirements?

The Summer B 2022 semester begins on **JUN 27, 2022** and ends on **AUG 10, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- submit 2 Behavior Study responses (online participation in IRB-approved research and class discussion);
- submit 2 online written exams (with ProctorHub active)

In each learning module, you will find an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture

assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Neuromythology](#) in the COURSE INTRO module by **11:59 PM EST on JUL 01, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (13)	140	30%
Behavior Study responses (2)	50	30%
Exams (2)	200	40%
<i>Total Possible</i>	<i>390 points</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 13 of the 15 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 15 possible grades.**
- **Behavior Study responses:** These activity and discussion assignments are designed around your participation in ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in 2 Behavior Study response 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 will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 2 exams** located in the modules.

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes you have submitted** using the 'Grades' button in the menu on the left.

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

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

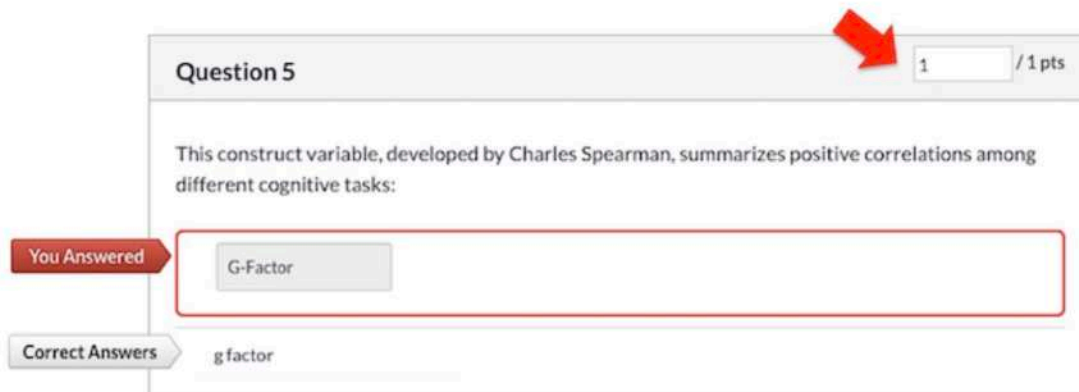
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For behavior study assignments and exams, grades will be available within four-to-five 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, review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within four calendar days of the grade being released**.

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

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



The screenshot shows a question titled "Question 5" with a score of "1 / 1 pts" in the top right corner, indicated by a red arrow. The question text is: "This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:". Below the text is a text input field containing "G-Factor". To the left of the input field is a red arrow pointing to it with the text "You Answered". Below the input field is a grey arrow pointing to it with the text "Correct Answers" and the text "g factor" below it.

Correct answers for each quiz, assignment and exam will be available for a **limited time** (typically three days) after each set of grades has been posted. Please check the course announcements to take advantage of this feature when 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 your 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 instructor.** It is your responsibility to check the course schedule for assignment and exam due dates.

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

verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within four days of the missed exam due date** (if medically possible).

Are there accommodations for military, essential workers, or authorized events?

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

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

What are the COVID-related policies at UCF?

Armor Up at UCF!

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

Notice of Changes to Course Modality

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

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

Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students

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

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

Flexibility and Accountability

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

What resources are available to help me with life challenges?

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

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers [Therapy Assistance Online \(TAO\)](#), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS) to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.**

Other resources at UCF include:

- [UCF Victim Services](#) if you need confidential advocacy and support after you or someone you know has been impacted by crime violence or abuse.
- [Lesbian Gay Bisexual Transgender Questioning/Queer \(LGBTQ+\) Services](#) to connect with our diverse student population for opportunities, resources, and strength in each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and allies.
- [Campus Faith and Ministries \(CFM\)](#), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

What academic and career resources are available to me?

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

of course in which you are enrolled. These include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

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

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your

grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Quiz Audit Logs

For each quiz and exam, you are expected to remain on the testing screen for the duration.

- **You may NOT visit** other sections of the course, other websites, or communication tools (e.g., phone or secondary device) for assistance.
- **You are allowed to use** your textbook, personal notes and any course handouts (e.g. lecture slides) for reference during the exam.

Your instructor and GTA will be monitoring the [Webcourses@UCF quiz audit log](#) for compliance. **Failure to only access the quiz or exam and allowed materials during testing will result in an academic integrity violation.**

ProctorHub and Exams

[ProctorHub](#) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the [LibTech desk](#) at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these **computers cannot be reserved ahead of time**. Currently, ProctorHub is **not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones**.

It is **your responsibility** to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the exams start. You can set up and [test your webcam](#) before to your exam. For assistance with setup, contact [WebCourses@UCF Support](#) at 407-823-0407.

- There is also a [ProctorHub practice quiz](#) included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **08:00AM EST on JUL 11, 2022**. It is required that you take this quiz **at least once during the week prior to your first exam** to ensure your webcam and the system are working properly.

If your webcam stops working or you have other issues with your webcam during an exam:

- **Take a screenshot** of any issues that occur and **continue to take your exam**.
- Once you have completed your exam, **notify your instructor** about the issue
- Contact [Webcourses@UCF Support](#) for any problems with ProctorHub.

These situations will be handled by your instructor on a case-by-case basis.

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 (as well as other study platforms such as Quizlet, Course Hero, Chegg Study, etc.) are encouraged as long as **academic integrity is maintained** and the following **items are not copied, duplicated, downloaded or distributed without permission**:

- copyright materials used in course learning platform.
- any lectures, assignments, quiz/exam questions or any answers to graded work in this course.

WARNING: 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**. Many online study groups have experienced added benefits and avoided these issues by inviting the a graduate teaching assistant or the course instructor to join in!

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

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell or trade your notes and other course information from this class. Distributing course materials to a third party without instructor or copyright owner authorization is a **violation of UCF Rules of Conduct**.

Students who engage in this behavior **may also face serious penalties** beyond participation in this course.

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

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to

communicate with your instructor. 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 instructor 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 instructor, between student and any graduate teaching assistant, 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 instructor will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three-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](#) .
- Reliable broadband internet access
- A [compatible web browser](#) ↗
- Audio input, built-in, or external computer speakers
- Webcam access for use during exams

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your instructor 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](#) ↗
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "WebCourses ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified for your protection.

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](#) .
- 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](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) 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](#) .

What is my course lecture and assignment schedule?





















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

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

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Course Summary:

Date	Details	Due
Fri Jul 1, 2022	 REQUIRED ACTIVITY: Neuromythology	due by 11:59pm

Sun Jul 3, 2022	 QUIZ 1: Brain Behavior	due by 11:59pm
	 QUIZ 2: Neurobiology	due by 11:59pm
	 QUIZ 3: Sensory Triggers	due by 11:59pm
Sun Jul 10, 2022	 QUIZ 4: Hormone Effects	due by 11:59pm
	 QUIZ 5: Memory and Plasticity	due by 11:59pm
Mon Jul 11, 2022	 BEHAVIOR STUDY 1: Activity Response	due by 11:59pm
	 ProctorHub Practice Quiz Reminder!	due by 11:59pm
Wed Jul 13, 2022	 BEHAVIOR STUDY 1: Group Response	due by 11:59pm
Fri Jul 15, 2022	 BEHAVIOR STUDY 1: Reflection Statement	due by 11:59pm
	 EXAM 1: Modules 1 through 7	due by 11:59am
Sun Jul 17, 2022	 QUIZ 6: Growing Into Behaviors	due by 11:59pm
	 QUIZ 7: Roots of Behavior	due by 11:59pm
	 QUIZ 8: Behavior Genetics	due by 11:59pm
Sun Jul 24, 2022	 QUIZ 9: Culture Matters	due by 11:59pm
Mon Jul 25, 2022	 BEHAVIOR STUDY 2: Activity Responses	due by 11:59pm
Wed Jul 27, 2022	 BEHAVIOR STUDY 2: Group Response	due by 11:59pm
Fri Jul 29, 2022	 BEHAVIOR STUDY 2: Reflection Statement	due by 11:59pm
	 QUIZ 10: Evolutionary Behavior	due by 11:59pm
Sun Jul 31, 2022	 QUIZ 11: Hierarchy and Obedience	due by 11:59pm
	 QUIZ 12: Morality	due by 11:59pm

Sun Aug 7, 2022

 EXAM 2: Modules 8 through 15	due by 11:59am
 QUIZ 13: Empathy and Awfulness	due by 11:59pm
 QUIZ 14: Crime and Free Will	due by 11:59pm
 QUIZ 15: War and Peace	due by 11:59pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)



ANT 3610: Language and Culture Summer 2022

Instructor Contact

Instructor	Dr. Beatriz Reyes-Foster
Office	Howard Phillips Hall 409I
Office Hours	Fridays 9-11 am EST, or by appointment OH are via Teams
Phone	407-823-2206
E-mail	<ul style="list-style-type: none">• beatriz.reyes-foster@ucf.edu (mailto:beatriz.reyes-foster@ucf.edu?subject=ANT3610),• Twitter acct: @LangandCultUCF (http://twitter.com/BeatriAnthro)

Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610
Credit Hours	3
Semester/Year	Summer 2022
Mode	W
Prerequisites	Sophomore Standing

UCF Catalog Description

The study of language in a non-western setting; language and behavior; language and perception.

Course Description

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

Student Learning Outcomes

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

Required Texts

- Ahearn, Laura. 2021. *Living Language*. Wiley-Blackwell. ISBN 978-1-119-60814-1.
- Davis, Jenny. 2019. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. University of Arizona Press. ISBN 978-0816537686. *This book is FREE from the University Library! [You may read it online by following this link.](https://nam02.safelinks.protection.outlook/?url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01%7CFoster%40ucf.edu%7Cbec12f55244b4b8c54a908da353a110d%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C)*
<https://nam02.safelinks.protection.outlook/?url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01%7CFoster%40ucf.edu%7Cbec12f55244b4b8c54a908da353a110d%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C>

Supplemental Texts

Links to other required supplemental course material can be found in each module of this course.

Course Activities

- Read the assigned materials each week.
- Participate in course discussions using Yellowdig.
- Complete all required assignments.
- Respond to all quizzes.
- Pass the midterm and final exams.
- Follow all class protocols.

Discussions: Yellowdig

Yellowdig is an online discussion platform we will be trying out for this course. You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor will comprise 30% of your final grade. To earn the maximum in Yellowdig, you must have at least 6000 points by the end of the course, so an average of 1000 points per week. Each week, you can earn up to 1350 points within Yellowdig. The grading period for Yellowdig will span the entire semester.

You receive points for interacting and engaging with your peers in ways such as writing a post, writing a comment, receiving a comment on your post, receiving an accolade (badge) on your post or comment, and receiving a reaction on your post or comment. You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades.

To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the weekly max, you cannot earn additional points until the weekly reset deadline.

Yellowdig passes back your Yellowdig grade to the [Webcourses@UCF \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF) gradebook as a proportion (a percentage) that represents your current pace toward earning the maximum in Yellowdig. Therefore, the points you see in Yellowdig might not match the points you see in the gradebook. If any of this confuses you, just remember: if you end every week with a Yellowdig grade of 100%, you are guaranteed to earn the maximum in Yellowdig.

For more details, visit the [Yellowdig FAQ](#) page.

Papers

There are two short paper assignments this term, a language autobiography assignment and an Endangered Language profile. More information is available in the course modules and assignment pages.

Quizzes

You are required to complete a weekly multiple-choice quiz covering course content. Quizzes **open on Fridays at 12:00 am** and **Close on Mondays at midnight**. You will not be required to complete a quiz the same week as the midterm or final exams.

Exams

There are two exams in this class, a midterm and a final exam. More information is available in the

course modules.

Activity Submissions

All quizzes, exams, and papers will be submitted via Webcourses@UCF. Course discussions will take place via our Yellowdig community.

Course Schedule

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

Missed Assignments/Make-Ups/Extra Credit

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

Late Work

All written assignments have a 3-day grace period. Assignments may be submitted up to three days past the due date. Late assignments are penalized 2 points per day.

Evaluation and Grading

Your grade will be based on the Following scale:

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

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

Assignment Group	Weight
Discussions (Yellowdig)	30
Papers	30
Quizzes	20
Exams	20

Policy Statements

Inclusive Classroom

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

Academic Integrity

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of

material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](http://www.academicintegrity.org/ica/asset/FVProject.pdf). [\(http://www.academicintegrity.org/ica/asset/FVProject.pdf\)](http://www.academicintegrity.org/ica/asset/FVProject.pdf)

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) [**Services**](http://sas.sdes.ucf.edu/) [**\(http://sas.sdes.ucf.edu/\)**](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.

the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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



(<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 to discuss your circumstances.






Copyright

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

Third-Party Software and FERPA

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

Course Summary:

Date	Details	Due
Tue Jun 28, 2022	 Orientation Quiz (https://webcourses.ucf.edu/courses/1405608/assignments/7537235)	due by 11:59pm
Mon Jul 4, 2022	 Online Quiz 1 (https://webcourses.ucf.edu/courses/1405608/assignments/7537236)	due by 11:59pm
Tue Jul 5, 2022	 Language Autobiography Assignment (https://webcourses.ucf.edu/courses/1405608/assignments/7543303)	due by 11:59pm
Mon Jul 11, 2022	 Online Quiz 2 (https://webcourses.ucf.edu/courses/1405608/assignments/7537237)	due by 11:59pm
Mon Jul 18, 2022	 Midterm Examination (https://webcourses.ucf.edu/courses/1405608/assignments/7537233)	due by 11:59pm

Mon Jul 25, 2022

 [Online Quiz 3](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537232>

due by 11:59pm

Fri Jul 29, 2022

 [Endangered Language Profile](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537245>

due by 11:59pm

Mon Aug 1, 2022

 [Online Quiz 4](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537231>

due by 11:59pm

Tue Aug 2, 2022

 [TED talk paper \(extra credit\)](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537252>

due by 11:59pm

Fri Aug 5, 2022

 [Final Examination](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537234>

due by 11:59pm

 [Class Participation](#)

[\(Yellowdig\)](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537561>

 [Multifunctionality Matching](#)

<https://webcourses.ucf.edu/courses/1405608/assignments/7537251>



ANT3955

Bioarchaeology in the Balkans: Croatia

Study Abroad UCF - Summer A

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

Professor: Dr. J. Marla Toyne

Office: on site

Phone: (407) 408 0549

Email: j.marla.toyne@ucf.edu

Course Description

This course will use the tools of bioarchaeology to investigate demography, health, and disease in the Croatia past and present, including the broad historical transitions that impacted human lives across the region. We will explore the concept of health in ancient societies, the evidence for disease in the past, and in turn, how past peoples contended with illness, violence, and social change. The study abroad will contextualize human biology and health through student participation in lectures, site and museum visits, laboratory explanations, and the analysis of human remains. Students will also learn about theoretical approaches to health in anthropology, including readings on demography, embodiment, care, disability, forensics, and identity studies, and how individuals have important roles in history.

The study abroad would provide a high impact international experience for UCF students by introducing them to unique archaeological and historical sites in Croatia and help them learn how skeletal remains hold clues to human health and evolution in the past. Students will gain important historical and cultural knowledge about ancient civilizations and bioarchaeological methods, but also understand the importance of careful analysis and curation of materials. We will also learn about studies in modern human biology and more recent historical events of forensic significance. Zagreb (continental) and Pula (Istrian coast) provide distinct environments for contextualizing Croatia cultural developments and allow students to participate in learning activities with different local collaborators.

Course Prerequisites: Interview with faculty leader and acceptance/commitment to UCF Study Abroad program.

Course Credits: 3 credit hours

Course Learning Outcomes

By the end of this course you will be able to:

- ❖ Explore the cultural prehistory of Croatia and the major civilizations that have been identified archaeologically.
- ❖ Investigate evidence of health and medicine in the bioarchaeological record from Croatia, to explore the intersection between biology and culture in the life of a single individual.

- ❖ Provide students with introductory knowledge of bone identification and morphology including landmarks and features
- ❖ Introduce students to methods used to analyze human skeletal remains, estimation of age at death, sex, and stature using a range of methodologies.
- ❖ Learn bioarchaeological methods including reviewing archaeological materials in museums, visiting archaeological/historical sites, and observing changes in human skeletal remains in laboratory settings.
- ❖ Evaluate and discuss scholarly sources about Croatian bioarchaeology.
- ❖ Provide an exemplary international experience for undergraduate and graduate students.

Textbook and Readings

- ❖ Martin, D. L., Harrod, R. P., & Perez, V. R. (2014). *Bioarchaeology. An Integrated Approach to Working with Human Remains*. New York: Springer. Chapter by Chapter.
- ❖ Nikita, E. (2017). *Osteoarchaeology : a guide to the macroscopic study of human skeletal remains*. Boca Raton: Academic Press.
- ❖ Additional Required Croatian and Bioarchaeology specific readings will be made available through WebCourses as PDFs.
Also highly recommended and we will review chapters:
- ❖ White, T. D., & Folkens, P. A. (2011). *Human Osteology* (3rd ed.). San Diego: Academic Press.

Student Evaluation

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

A 95-100%	B+ 87-89%	C+ 77-79%	D 60-69%
A- 90-94%	B 84-86%	C 74-76%	F 59% or below
	B- 80-83%	C- 70-73%	

Final Grades will be based on your performance in the following:

Evaluation:	% Final Grade:
Participation (in activities/lectures)	20%
Quizzes (online)	10%
Reflections/discussions (online)	10%
Article presentation	10%
Lab worksheets/participation	20%
Final Osteobiography Project (take home submitted online)	30%
Total	100%

The program will take place over approximately 3 weeks corresponding mostly with Summer A. It will include lectures, lab assignments, and field trips. There are regular required readings to prepare for each day's scheduled activities and student participation and regular evaluations.

Each topic/section will have a reading and comprehension quiz associated as well as short reflection responses as the online learning component. Group online discussions (reflections) of these assignments will be used to have students engage with each other on topics related to major discoveries and methods and new interpretations. Participation is based on regular attendance and consistent **PARTICIPATION** in in-class discussions. Final assignment will be due one week after program abroad ends.

LABS

There will regular lab-based activities based on observing and recording various features of the human skeleton. We will begin with identification and inventories, and progress through the observation of variation among different ages and between biological sexes, as well as learning about skeletal pathology. Each lab will have a worksheet for observations and osteological measuring tools will be provided. There will be some open lab times in the afternoon for you to independently study, learn, and memorize the different features of the skeleton.

Note: You will be in contact with and handling real human bone on a daily basis. This course is not cast-based, we will be using actual archaeological remains from numerous sites throughout Croatia, dating from the Paleolithic to the modern era. They are priceless and irreplaceable. They must be handled with care and treated with respect.

MINI-QUIZZES will occur weekly **online** based on required readings. These are **multiple choice** or **short answer questions** based on REQUIRED daily readings and provided questions available in Webcourses modules. Quizzes will be due before class.

REFLECTIONS are specific questions-based responses based on additional required articles. Reflections will be at the end of each day and be discussed as we begin new topics as past learning and goals for new topics. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.).

ARTICLE Presentation – each student will select from a number of bioarchaeological case studies and present in discussion format to the rest of the class.

Final Project

There will a written final **project based on the creation of an Osteobiography**. The complete osteological analysis of a single individual will be expected of all undergraduate students in the course. This will consist of an osteological and paleopathological inventory (following Buikstra and Ubelaker 1994) of a fragmentary skeleton, accompanied by a textual interpretation and description of the age, sex, health, disease, diet, trauma, lifestyle, and activity of the individual. This will be worth a total of 30% of your overall grade. Detailed instructions will be provided.

SCHEDULE outline: (*subject to modification)

Pre-Travel:

Meeting	Location	Topic	Contributor	Preparation
#1 – Q&A	UCF – TBD	Introduction and Preparation for Study Abroad in Croatia	Dr. Toyne	Completion of Study Abroad paperwork
#2 - Lecture	UCF – MSB 149 3 hours	Introduction to human osteology and skeletal biology Lecture 1. Intro skeletal and anatomical terms. Lab 1. bone names and anatomical terminology.	Dr. Toyne	Review handouts and practical

On Site in Croatia:

	Day	Event/activity/lecture/site visit	Contributor	Assigned readings	Assignment
Tues May 17	Zagreb, Croatia	Institute for Anthropological Research <ul style="list-style-type: none"> • Introduction to program and location • Intro lectures: History of Croatia • Intro to Bioarchaeology theory and method • Walking tour of Zagreb 	Dr. Toyne, Dr. Novak, Institute for Anthropological Research Dr. Janković, IAR	Martin CH1 AND Nikita Ch1 (White 1, 2, 3)	Reflection 1
Weds May 18	Zagreb, Croatia	IAR – <ul style="list-style-type: none"> • Lectures: • Discussion • Visit Museum of Zagreb 	Dr. Toyne Dr. Jankovic, IAR		Lab intro
Thurs May 19	Zagreb, Croatia	IAR – <ul style="list-style-type: none"> • Lectures • Discussions • Visit the Ethnographic Museum of Zagreb 	Dr. Toyne Dr. Novak, IAR	Martin CH2 Buikstra Ch1, Ch2 (Mihelić 2019)	Reflection 2
Fri May 20	Zagreb, Croatia	<ul style="list-style-type: none"> • Visit the Archaeological Museum of Zagreb IAR – <ul style="list-style-type: none"> • Lectures • Discussion • Begin working on skeletons 	Dr. Toyne Dr. Jaqueline Balen, Archaeological Museum of Zagreb	Martin CH 6, Nikita CH2 (White 18)	Lab Practical
May 21	Day trip to Krapina	<ul style="list-style-type: none"> • Travel to Krapina, • Visit Neandertal Museum • Visit Trakoškan castle 	Dr. Toyne		Reflection 3
May 22	Free day				
Mon May 23	Zagreb, Croatia	IAR – Roman Period <ul style="list-style-type: none"> • Lectures • Discussion • Andautonia Archaeological site visit 	Dr. Toyne Dr. Novak, IAR Dr. Radman-Livaja	Šlaus 2010	Lab Practical
Tues May 24	Zagreb, Croatia	IAR – Bioarch/Forensic <ul style="list-style-type: none"> • Lectures • Discussion 	Dr. Toyne Dr. Novak, IAR	Martin CH4, CH5 (White 15)	Reflection 4
Weds May 25	Zagreb, Croatia	IAR – Medieval Period <ul style="list-style-type: none"> • Lectures • Discussion • Visit Mirogoj cemetery 	Dr. Toyne Dr. Novak, IAR Dr. Bilogrivič	Martin CH7	PICK ARTICLE
Thur May 26	Zagreb, Croatia	IAR – Forensics, Human Biology, Radiography <ul style="list-style-type: none"> • Lectures • Visit to Zagreb Hospital 	Dr. Toyne Dr. Marjanovic Dr. Čavka	Martin CH8 (White 19, 20, 21) Čavka 2010	Lab Practical
Fri May 27	Zagreb, Croatia	IAR – Bioarch, SI <ul style="list-style-type: none"> • Lectures • Discussion 	Dr. Toyne Dr. Novak, IAR	Martin CH9	Reflection 5

May 28	Travel to Pula				
Sun May 29	Pula, Istria	<ul style="list-style-type: none"> • Lectures and visits to Roman coliseum and other sites (walking tour) • Lecture 	Dr. Toyne Local arch		Reflection 6
Mon May 30	Pula, Istria	<ul style="list-style-type: none"> • Excursion around Istria 	Dr. Toyne Local Guide		
Tues May 31	Pula, Istria	<ul style="list-style-type: none"> • Article presentations 	Dr. Toyne Student presenters		Reflection 7
Weds June 1	Travel to Zagreb				
Thurs June 2	Return to U.S.A.				

Post Travel

Final Assignment Due via Webcourses

LOGISTICS

Overview

This is an introductory osteology and bioarchaeology methods course with a focus on Croatian cultural history and archaeology taking place in Zagreb and Pula, Croatia. While Croatian is the native language, many/most Croatians speak some English and since we will be in a major city and tourist center, many people speak excellent English. All lectures and tours will be in English.

Students are expected to work in the lab from 9:00-4:00 Monday through Friday, with evenings and weekends reserved for free time or related group activities. Lab space and study collections will be provided by the Institute for Anthropological Research, located near the City Center, close to your hotel. Breakfast Monday through Friday and dinner Monday through Thursday are included in your program fee. All dietary needs and restrictions MUST be disclosed on your application form for the program or we cannot guarantee that they will be met. The first weekend will include a field trip to Krapina and Trakošćan Castle. The cost of this excursion is included in your field school fee. Other days on weekends maybe free, and students are encouraged to explore Zagreb and/or take a bus to explore the greater region. Zagreb is known for its museums (including the Archaeological Museum Zagreb and Museum of Broken Relationships), festivals, and markets. There is a lot to explore! Students are responsible for their own travel costs to and from Croatia (these are not included in the program fee), dinner on Friday night, all food costs for Saturday and Sunday, and any accommodations or activities away from the hotel on weekends. Should you choose to stay in Zagreb over the weekend, the cost of the hotel is covered by the program fee. Food is not covered on the weekends (unless specified), though. Students will have numerous guest lectures by professors at the Institute for Anthropological Research, the Archaeological Museum Zagreb, and other institutions. These will cover topics from the prehistory-modern history and Croatian culture and food.

Time Frame

You will be expected to arrive at the Zagreb Airport by 2-3 pm on May 16th. There will be a dinner and orientation that evening, and instruction will begin May 16th. Instruction will run May 17 to June 1st. You must vacate your room at the hotel by 11 am on June 2nd. If you wish to arrive prior to the start date or stay past the end of the program (on June 2nd), you are responsible for travel, accommodations, food, etc. Should friends and family choose to visit during the field school, this does not absolve you from the requirements of the Study Abroad program, you will still be expected to participate in lab/lecture activities. The instructors and the Program are also not responsible for their travel, accommodations, etc. You should only plan activities during free time should people decide to come visit you while you are in Zagreb.

Accommodations

Accommodations (lodging and breakfast Monday – Friday and dinner Monday—Thursday) are included in the cost of the program. Travel TO Croatia is **NOT** included in the fees, nor are weekly lunches, and dinners on Fridays. Friday dinner is not included intentionally, so that you can explore the city center and try the food! Zagreb is a university and popular tourist town with many, many food options to meet different tastes and dietary needs (including vegetarian, vegan, gluten free, etc.). Students and staff will be housed in a hotel near the city center of Zagreb. This is a highly rated hostel. Students will be in triple occupancy rooms with private bathrooms and have access to a communal kitchen. There will be Wi-Fi at the hotel. The hotel is located several minutes walk from the main square and near to the Institute for Anthropological Research.

The Institute for Anthropological Research

The Institute for Anthropological Research (Gajeva ul. 32, Zagreb) will be our home for analysis and study. We will use the library space of a beautiful historic structure, but it is a structure that is a place of business. Students are expected to behave accordingly, being quiet in the halls, dressing appropriately (see below), and generally being polite to our hosts. We will likely not have Wi-Fi in the Institute, so please plan accordingly with downloading references and articles at the Hotel or local coffee shop.

Lectures

There will be several lectures per day, Monday-Friday. Your instructor will lecture on osteology and bioarchaeology methods, as well as Croatian History, and then lead lab exercises. Additionally, guest lectures are planned for the program, these will be spread throughout the program, sometimes in the evening, sometimes as a field trip to a museum. These will be given by local professionals. Topics for these guest lectures will range from the search for Croatian Neanderthals to the analysis of a prehistoric massacre site, Croatian history and prehistory (especially Roman and Medieval times), modern Croatian culture and food, and recent forensic outcomes of the Balkans war.

There will also be set study times and reading times to allow you to prepare for course assignments. Special events may take place that can add to evening activities, but generally evenings will be free time.

Museum and Archaeological Site Visits

We will have several organized tours (field trips) to specific museums in both locations as well as organized trips (including guides, entrance fees, and lectures) to nearby archaeological and tourist sites of interest. Transportation will be provided but it may be shared with other academic groups. These will serve as educational experiences and information will be part of assignments and assessment of participation. We will have a professional guide for each.

If there are additional locations that you would like to visit you may make personal arrangements to visit other museums around Zagreb (apparently there are more than 30 local museums) outside of programmed materials. Additionally, there are day/multi-day trips and other wonders nearby Plitvice Lakes, Zadar, Split, Hvar, Dubrovnik as well. You would need to arrive several days earlier or stay several days later than the program dates and you are responsible for all travel arrangements and costs. But you must be in Zagreb on the start of the program.

Transportation

Zagreb is a walking city with a good system of public transportation consisting of buses and trams. Your hostel will be within walking distance of the Institute (15-20 minutes) and main square (10-15 minutes), but you will likely walk at least 2 miles a day overall. The cost of public transportation is not included in your program fee, if you want to take the tram.

Personal Equipment

You are expected to bring the things with you that you would typically use for study, including notebooks, pens, pencils, a **laptop** or **tablet**, and so on. PDFs of readings may be easier as they do not weigh much. It is not guaranteed that there will be an inexpensive place to print out copies of reading materials, but I do know a couple copy places. **IT IS HIGHLY RECOMMENDED YOU KEEP A PAPER NOTEBOOK FOR NOTES, IDEAS, QUESTIONS, AND REFLECTIONS.**

Be on TIME! And Stay with the Group!

Safety

It is expected that you will stay with the group when out on activities, traveling, and at the IAR. When heading for lunch stay in pairs (buddy system) at a minimum. If you go out for shopping, or entertainment always bring a friend. **DO NOT LEAVE** individuals behind. **STAY** with the group. If you are going somewhere off hours, please let the professor know generally what your plan is and stay in touch of any major changes or delays.

Clothing and Deportment

Zagreb can get hot during this time of year, but temperatures do not tend to exceed 90° F. We will be working in the library of the Institute where other researchers will also be conducting business and working on other projects. Students are expected to dress in appropriate, respectful clothing, including jeans and at least long shorts/skirts, t-shirts. This is not a field program, please refrain from very short shorts or dangerously risqué tops (for both males and females). We will be working in a professional place of business, and will need to be cognizant of that fact, including being quiet in the hallways and leaving the lab space neat and orderly. There will be no food or liquids allowed near the bones (students will be allowed to have a water bottle with them).

Alcohol

The legal drinking age for alcohol in Croatia is 18 years. You must, however, respect the rules of residence with regard to alcohol consumption. Please refrain from drinking before dinner and after 10 pm. Public intoxication and loud rowdy behavior will not be tolerated. Violations of these guidelines will result in restriction of alcohol use, and repeated violations may result from expulsion from the premises or from the program (without reimbursement of expenses).

Personal Supplies and Medications

Numerous pharmacies and small grocery stores are present within walking distance of the hotel. Zagreb is also known for its Sunday market for fresh fruit, local meats, and cheeses. This market is approximately 5 minutes from the Hotel. Should you require maintenance medication, you are strongly encouraged to bring enough to cover your entire stay and bring a paper copy of your prescription. Pharmacies in Croatia do not dispense medications without a prescription.

Travel Days

We will be traveling to the coastal city of Pula and then returning to Zagreb (it is an approximately 5-6 hour trip). We will travel together in a public transport/bus and may use the rest of the day as a rest day and to explore.

Wi-fi and Connectivity

The hotel will have regular wi-fi, which may or may not be sufficient for Skype/Zoom or watching movies. Most restaurants and coffee shops have free access for customers. Students may decide to include an international plan to their cell phones for telephone calls or data for messaging. I have found that T-Mobile has free international data plans. But also that you can text using Whatsapp/Viber as well as make phone calls using your own data plans. There should not be a need for a new local cell phone. Wi-fi is NOT available at the IAR. There are also some free city-wide wi-fi hotspots. Please consider that you are in country to learn and study, as so participating and engaging with the program activities, your classmates, and the professor do not require a cell phone. We will use our Groupme for group communication to update information about meetings and activities. But you are also required to use your UCF email and Webcourses or additional information related to the course.

Policies

Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently. But also, we will also use GROUPME that has been set up for the course. Please use this platform respectfully, to ask questions, or make a meeting with me.

Please REMEMBER: The professor is in country with you and working to keep all the logistics in order in addition to providing lectures and grading. I value professor-student contact and I have dedicated 1 hour for meetings every 2nd evening. I can better address questions about course material and assignments in class or other questions of biological anthropology during these meetings. Email is NOT a substitute, and I CANNOT engage in lengthy discussion about course material or assignments over email. We will also spend time walking back and forth to the IAR and other locations so we can also use that time for public conversations. If you need private time, please let me know as soon as possible.

Webcourses@UCF

This is a study abroad course but some course materials and assignments have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

Grading and evaluation

All efforts will be made to return graded materials to you within 1 week of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.

Participation is an important component of this class and coming to class prepared each week by reading all assigned materials (articles, chapters, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Course Etiquette (like normal UCF courses)

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

Deadlines and Make-ups

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

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

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

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'

Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

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

Academic 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>>.

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

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

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



Study Abroad Safety Statement

Emergencies while abroad are rare, but if one should arise during this course, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. If you notice that a fellow student is in distress, please contact the professor. It is not your job to provide assistance unless it is an emergency. Your emotional and physical well-being are of the highest importance during this study program.

- In case of an emergency, **dial 112 for assistance.**
- If students fall ill, they need to contact the professor immediately for medical assistance.
- Students should know the evacuation routes from each of their locations and have a plan for finding safety in case of an emergency.
- 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.
- We will use Groupme to coordinate check ins when necessary. You will need to have access to wifi, and there are many free hotspots <https://www.wifimap.io/countries/99-croatia-free-wifi>. -->

Discrimination

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

UCF is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. <https://www.ucf.edu/services/s/title-ix-reporting/>

Disclaimer

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written

assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.