


# Syllabus



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## Instructor Contact

<p><b>Instructor</b></p>	 <p>Professor Amanda Groff          Head of Hufflepuff House          Muggle Studies professor and Coordinator of Online Magic  <a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>)</p>
<p><b>Office</b></p>	<p><b>H(uffle) P(uff) H(ouse) room 309</b> (Or as the Muggles call it, Howard Phillips Hall, or HPH)</p>

<p><b>Office Hours (Virtual and Phone)</b></p>	<p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> <li>1. Email/Inbox (during office hours, I will respond quickly!)</li> <li>2. Schedule a phone call (so you don't have to see my face!)</li> <li>3. Schedule a zoom call (if you do want to see my face!)</li> </ol> <p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm</p> <p><b>For phone or virtual calls, please make an appointment first!!</b></p>
<p><b>Phone</b></p>	<p>Office Phone: 407 823-3757</p>
<p><b>E-mail/Response Time</b></p>	<p><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a> (<a href="mailto:amanda.groff@ucf.edu">mailto:amanda.groff@ucf.edu</a>) <b>(when emailing, please include the class title in your subject!)</b></p> <p>I have a family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</p> <div data-bbox="555 1155 1198 1522" data-label="Image"> </div> <p><b>Dobby (and his wand) and Bug</b></p>
<p><b>GTA Office Hours</b></p>	<p>TBA ***Office hours are held via online (immediate email response or scheduled zoom meeting)</p>
<p><b>GTA E-Mail</b></p>	<p>TBA</p>

## Course Information

<b>Course Name</b>	ANT 3017 - Muggle Studies: the Anthropology of Harry Potter
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	ANT 2000, ANT 2511, ANT 2410 or GEP 5 Foundation courses or CI (override)
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2022
<b>Location</b>	100% Online (no in person meetings)

## Course Description and Scope

Welcome wizards, witches, and muggles to the magical world of anthropology and Harry Potter! In this course we will be using the characters and settings of the Harry Potter Universe as allegory to explore and discuss contemporary social issues and anthropological themes and concepts. The subjects in this course are subdivided based on the 4 Anthropological subdisciplines: Muggle Culture (cultural anthropology), Fantastic Artifacts and Where to Find Them (archaeology), Transfiguration (biological anthropology), and Spells and Charms (linguistics). Subjects will include (but are not limited to) discussions on social/group identity, prejudice, biological adaptation, archaeological method, artifact and osteological analysis, language structure, writing systems, medicinal use of plants, and more.

It should be noted that this course is not a literature review of the Harry Potter series, nor an analysis of the books; in fact, students are not required to have read, nor will they read, the series. This course takes a topical approach within which the Harry Potter book and movie series, Alohomora podcasts, Mugglenet articles, and related social media serves as a lens through which we can study anthropology by creating relevant and insightful connections between their world and ours.

**Course Catalog Description:** The characters and settings of Harry Potter are used to explore and discuss contemporary social issues and anthropological concepts.

**Click here for Course Protocols: [Protocols](#)**

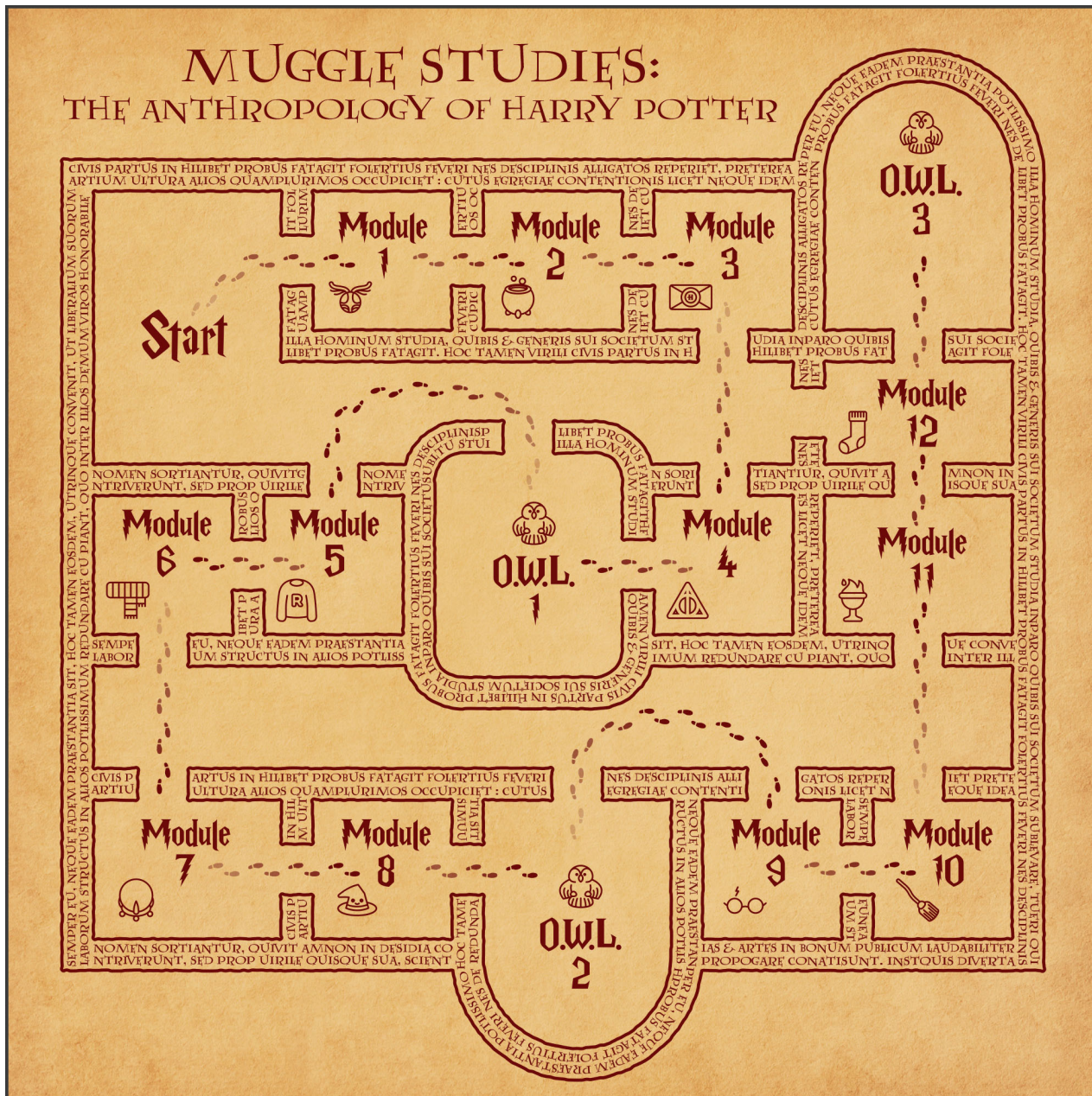
**(<https://webcourses.ucf.edu/courses/1394301/pages/protocols>)**

## **Course Objectives**

**The specific objectives for this course are that students:**

- To foster critical thinking about social science and contemporary anthropological and social issues through the lens of fictional characters and storylines
- To recognize the relevance of a 4-field approach to interpreting and understanding present and past cultures
- To explore the intersection of this pop culture phenomenon and anthropological concepts
- To examine how storytelling enhances our understanding of anthropology
- To think about the ways this series both reflects and influences modern culture

## **Course Organization by Module**



**Module 1: The Sorting Ceremony**

**Module 2: Arthur Weasley and the Culture of Harry Potter**

**Module 3: Magic in the Wizarding and Muggle Worlds**

**Module 4: From the Wizengamot to S.P.E.W.: Social Structures in Harry Potter**

**Module 5: Digging up Hogwarts: Archaeology of the Magical World**

**Module 6: Fantastic Artifacts and How to Date Them**

**Module 7: The Monster Module of Monsters (and Beasts and Animals)**

**Module 8: The Anthropology of Quidditch, Sport, and Gender**

**Module 9: Investigating Magical Genetics**

**Module 10: Shapeshifting, Transfiguration, and Evolution**

**Module 11: Spells, Potions, and Linguistics**

**Module 12: The Mythology of Harry Potter: Both Past and Present**

## Required Text

Well, there isn't one! I have provides article readings and other content within the modules. Free access to all!

## Required Tools

1. A wand (haha, just kidding)
2. A functioning computer or tablet with access to internet and websites (phones are not recommended)
3. 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>)
4. Headphones (if working in a public space so that video clips may be watched)
5. Consistent, stable internet connection (this is the student's responsibility to find!)
6. Access to Microsoft word; please know that UCF provides this for free for students!! Get it here: <https://it.ucf.edu/ucf-apps/> (<https://it.ucf.edu/ucf-apps/>)
7. 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 August 22nd, 2022 and ends on December 9, 2022. Your grade in this course will be based out of 470 **total points**. There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 100 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the**

**preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

## Schedule and Total Points

<u>Module #</u>	<u>Chapter Reading</u>	<u>Quiz Points</u>	<u>Assignment Points</u>	<u>Closing Date for Module</u>
Getting Started Module	--	10	--	August 26
1	1	5	10	September 2
2	2	5	10	September 2
3	3	5	10	September 16
4	4	5	5	September 16
<b>EXAM 1</b>		<b>100</b>	--	<b>September 18</b>
5	5	5	--	September 30
6	6	5	15	October 14
7	7	5	10	October 28
8	8	5	5	October 28
<b>EXAM 2</b>		<b>100</b>	--	<b>October 30</b>
9	9	5	10	November 12
10	10	5	10	November 12
11	11	5	10	December 2
12	12	5	5	December 2
<b>FINAL EXAM</b> *not cumulative		<b>100</b>	--	<b>December 9</b>

<b>TOTAL POINTS</b>	370	100	=470 points
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->**All modules close at 11:59pm EST (Eastern Standard Time). So wherever you are, be sure to keep on top of the US East Coast time zone. I will not extend deadlines due to a misunderstanding of time zones.**

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

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

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

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

## **Written Assignments**

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

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



ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.

## **Grading Scheme**

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

<b>Letter Grade</b>	<b>Percentage</b>
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 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, August 26 ; Drop class deadline: Friday, August 26

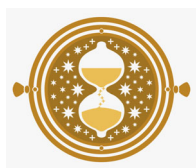
Withdrawal deadline for this course: Friday, October 28

Final course closing date and when the Hogwart's Express leaves: Friday, December 9 (Final Exam deadline)



## First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 26th**. Failure to do so will result in a delay in the disbursement of your financial aid.



## Time-Turner: 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> [\\_\(https://policies.ucf.edu/documents/4-401.pdf\)](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)

## **Discussion Board Appropriateness**

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

## **Student Non-Solicitation**

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

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

## **Email Appropriateness**

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

## **Online Technology**

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an

issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

## **Academic Integrity**

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

## **Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services](https://www.ucf.edu/services/) [\(https://www.ucf.edu/services/\)](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) (<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) ([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> [\(https://ehs.ucf.edu/\)](https://ehs.ucf.edu/) (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) [\(http://my.ucf.edu/\)](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 **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.

## **Course Expectations**

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

## **My expectations of you for taking The Anthropology of Harry Potter**

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

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

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

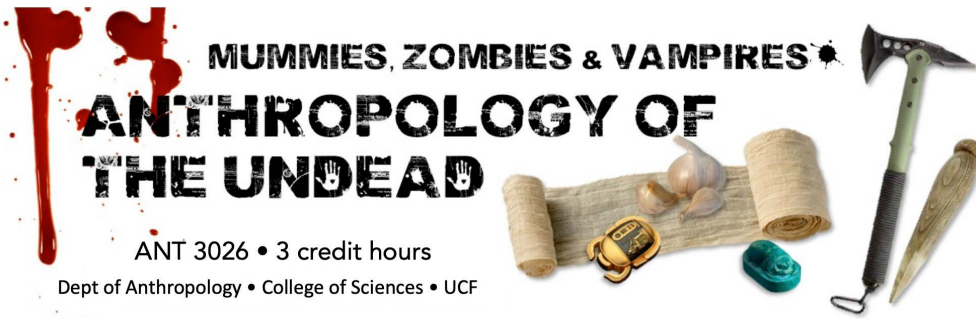
## **Final Comments**

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

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

# Course Syllabus

[Jump to Today](#)



ANT3026 (0W60) • Dr. Sandra Wheeler • 3.0 Credit Hours  
Online for Fall 2022!

## Professor Contact

Professor: [Dr. Sandra Wheeler](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: Thursdays 1-2:30pm in Chat for online office hours and by appointment for virtual meeting  
Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) (<mailto:Sandra.Wheeler@ucf.edu>) or Webcourses  
Inbox; please allow 24-48 hour response time on weekdays

## Graduate Teaching Assistant (GTA) Contact

GTA's: Karla Cordona and Kelly McGehee  
Office hours: Kelly: Thursdays 10-11am in Chat; Karla TBA  
Contact: Webcourses Inbox or TA Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click [here](#) ↓ ([https://webcourses.ucf.edu/courses/1405041/files/94375720/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1405041/files/94375720/download?download_frd=1)) OR click here for the [Course Topics and Readings Snapshot](#). For the most up-to-date information on due dates, check the Course Summary at the bottom.

## 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](#)
  - [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-pocalypse?

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!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

**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.**

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Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

[Reset Student](#)  
[Leave Student View](#)

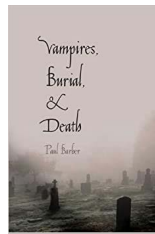
By the end of this course you will be able to:

- 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/). 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** 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 (pdfs) in the course modules. You are welcome!



### **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>



### **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>

## 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	Percentage	Description
Supernatural Discussions (2)	20%	Written post and response on supernatural beliefs
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**

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Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

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

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

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

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

## Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the **UCF Knights Online** (<https://cdl.ucf.edu/support/student/knights-online/>) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, 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 attach a face to the voice.

## What is the Weekly Schedule?

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

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

## 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

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be 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!

## More 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.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services** (<https://www.ucf.edu/services/>). Click on "Academic Support and Learning Services" on the right-hand side to filter.

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit **UCFcares.com** (<http://ucfcares.com>) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student

challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) (<mailto:ucfcares@ucf.edu>) with questions or for 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services

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Reset Student

Leave Student View

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

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 UCF's [Let's Be Clear \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) website.

## Statements Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed.

### Notifications in Case of Changes to Course Modality

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

### COVID-19 and Illness Notification

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

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

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

### In Case of Faculty Illness

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

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

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu \(mailto:sas@ucf.edu\)](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.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

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

**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/) for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](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>) 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 \(https://diversity.ucf.edu/\)](https://diversity.ucf.edu/) 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 [Student Conduct and Academic Integrity \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/). Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456> (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>)

UCF's educational mission. UCF expects every member of the university community to contribute to an

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osophies can be openly exchanged and critically evaluated. Consistent with these principles, this



course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. **These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe.** Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

## 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/>)> (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.

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.

## Campus Safety (for online courses)

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

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

## Deployed Active Duty Military Students

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

## Religious Observances

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

## Copyright

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

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







## Third-Party Software and FERPA


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

## Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse). 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
Fri Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596716">Discussion: Why Are You Taking This Class?</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7617648">Getting Started Quiz</a>	due by 11:59pm
Sun Sep 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7617676">QUIZ 1 Death and Decay</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7617703">QUIZ 2 Curses and Cures</a>	due by 11:59pm
Fri Sep 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596716">Supernatural Perceptions Discussion</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596716">Supernatural Perceptions Discussion</a>	due by 11:59pm

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[Leave Student View](#)

Date	Details	Due
Mon Sep 12, 2022	 <b>Supernatural Perceptions Response Due!</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596720">https://webcourses.ucf.edu/courses/1405041/assignments/7596720</a> )	due by 11:59pm
Sun Sep 18, 2022	 <b>QUIZ 4 Mummy Mania</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7618054">https://webcourses.ucf.edu/courses/1405041/assignments/7618054</a> )	due by 11:59pm
Sun Sep 25, 2022	 <b>Pop Culture: Mummy Edition!</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596717">https://webcourses.ucf.edu/courses/1405041/assignments/7596717</a> )	due by 11:59pm
Sun Oct 9, 2022	 <b>Exam 1</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596709">https://webcourses.ucf.edu/courses/1405041/assignments/7596709</a> )	due by 11:59pm
Sun Oct 16, 2022	 <b>QUIZ 5 Modern Mummies</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596704">https://webcourses.ucf.edu/courses/1405041/assignments/7596704</a> )	due by 11:59pm
Sun Oct 23, 2022	 <b>QUIZ 6 Vampire Origins</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596700">https://webcourses.ucf.edu/courses/1405041/assignments/7596700</a> )	due by 11:59pm
Sun Oct 30, 2022	 <b>QUIZ 7 Vampire Disposal</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596706">https://webcourses.ucf.edu/courses/1405041/assignments/7596706</a> )	due by 11:59pm
Sun Nov 13, 2022	 <b>QUIZ 8 Vampire Archaeology</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596697">https://webcourses.ucf.edu/courses/1405041/assignments/7596697</a> )	due by 11:59pm
Fri Nov 18, 2022	 <b>Pop Culture: Vampire Edition!</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596718">https://webcourses.ucf.edu/courses/1405041/assignments/7596718</a> )	due by 11:59pm
Sun Nov 20, 2022	 <b>Exam 2</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596711">https://webcourses.ucf.edu/courses/1405041/assignments/7596711</a> )	due by 11:59pm
Mon Nov 21, 2022	 <b>QUIZ 9 Coffins and Counts</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596712">https://webcourses.ucf.edu/courses/1405041/assignments/7596712</a> )	due by 11:59pm
Fri Dec 2, 2022	 <b>QUIZ 10 Zombie Origins</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596713">https://webcourses.ucf.edu/courses/1405041/assignments/7596713</a> )	due by 11:59pm
Sun Dec 4, 2022	 <b>Supernatural Reflections Discussion</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596714">https://webcourses.ucf.edu/courses/1405041/assignments/7596714</a> )	due by 11:59pm
Thu Dec 8, 2022	 <b>QUIZ 11 Evil and Undead</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596708">https://webcourses.ucf.edu/courses/1405041/assignments/7596708</a> )	due by 11:59pm
	 <b>Supernatural Reflections Response Due!</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596721">https://webcourses.ucf.edu/courses/1405041/assignments/7596721</a> )	due by 11:59pm
	 <b>Pop Culture: Zombies R Us!</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596719">https://webcourses.ucf.edu/courses/1405041/assignments/7596719</a> )	due by 11:59pm
	 <b>QUIZ 12 Zombies in the Media</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596707">https://webcourses.ucf.edu/courses/1405041/assignments/7596707</a> )	due by 11:59pm
	 <b>QUIZ 13 Zombies Going Global</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596701">https://webcourses.ucf.edu/courses/1405041/assignments/7596701</a> )	due by 11:59pm
	 <b>Exam 3 (Final Exam)</b> ( <a href="https://webcourses.ucf.edu/courses/1405041/assignments/7596710">https://webcourses.ucf.edu/courses/1405041/assignments/7596710</a> )	due by 11:59pm

# Course Snapshot: Topics, Required Readings, and Assignments for Fall 2022

## Course Snapshot: Topics, Required Readings, and Assignments for Fall 2022

Please check the assignment pages or [Syllabus \(https://webcourses.ucf.edu/courses/1405041/assignments/syllabus\)](https://webcourses.ucf.edu/courses/1405041/assignments/syllabus), for most up-to-date due dates! **Note:** All Readings are found in the Intro pages of each Module.

Module	Topic, Required Readings, and Assignments
Module 1	<p>Death and Decay</p> <p>Text</p> <ul style="list-style-type: none"> <li>Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: <i>Vampires, Burial &amp; Death</i>. Yale University Press.</li> </ul> <p>Additional Required Readings</p> <ul style="list-style-type: none"> <li>Roach M. How to Know if You're Dead (pages 167-195). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton.</li> <li>Roach M. Life After Death (pages 61-84). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Getting Started Activities due by FRIDAY!!</b></li> <li><b>Quiz 1 due by 11:59pm on posted due date</b></li> </ul>
Module 2	<p>Curses and Cures</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Cockburn A. Introduction (pages 1-11). In: <i>Mummies, Disease, and Ancient Cultures</i>. 2<sup>nd</sup> Ed. Cambridge University Press.</li> <li>Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: <i>Mummies of the World</i>. Prestel.</li> <li>Brier B. Tutankhamen, Superstar (pages 161-178). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 2 due by 11:59pm on posted due date</b></li> </ul>
Module 3	<p>Living with the Dead</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Daily Mail article, Indonesian Villagers Dig Dead Relatives</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Supernatural Perceptions Discussion due by 11:59pm with response on posted due dates (there are two due dates!)</b></li> <li><b>Quiz 3 due by 11:59pm on posted due date</b></li> </ul>
Module 4	<p>Mummy Mania</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 4 due by 11:59pm on posted due date</b></li> </ul>
Module 5	<p>20<sup>th</sup> and 21<sup>st</sup> Century Mummies</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: <i>Mummies of the World</i>. Prestel.</li> <li>Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: <i>Mummies of the World</i>. Prestel.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 5 due by 11:59pm on posted due date</b></li> </ul>

Exam 4 Online

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	<p>Text</p> <ul style="list-style-type: none"> <li>Barber P. 1988. Preface to Chapter VIII (pages v-65). In: <i>Vampires, Burial &amp; Death</i>. Yale University Press.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 6 due by 11:59pm on posted due date</b></li> <li><b>Mummy assignment due by 11:59pm on posted due date</b></li> </ul>
Module 7	<p>Search and Destroy</p> <p>Text</p> <ul style="list-style-type: none"> <li>Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: <i>Vampires, Burial &amp; Death</i>. Yale University Press.</li> </ul> <p>Additional Required Readings</p> <ul style="list-style-type: none"> <li>Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. <i>PLoSOne</i> 9(11): e113564.</li> <li>Roach M. 2006. How to Weigh a Soul (pages 79-106). In: <i>Spook: How Science Tackles the Afterlife</i>. W.W. Norton &amp; Co.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 7 due by 11:59pm on posted due date</b></li> </ul>
Module 8	<p>Vampire Archaeology</p> <p>Text</p> <ul style="list-style-type: none"> <li>Barber P. 1988. Chapter XII (pages 98-101). In: <i>Vampires, Burial &amp; Death</i>. Yale University Press.</li> </ul> <p>Additional Required Readings</p> <ul style="list-style-type: none"> <li>Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. <i>Cambridge Archaeological Journal</i> 24: 467-476.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 8 due by 11:59pm on posted due date</b></li> </ul>
Module 9	<p>Coffins and Counts – Vampire Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> <li>Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: <i>Vampires, Burial &amp; Death</i>. Yale University Press.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 9 due by 11:59pm on posted due date</b></li> </ul>
<b>Exam 2 Online!</b>	
Module 10	<p>Zombie Origins</p> <p>Text</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 10 due by 11:59pm on posted due date</b></li> <li><b>Vampire assignment due by 11:59pm on posted due date</b></li> </ul>
Module 11	<p>Evil and Undead Zombies</p> <p>Additional Required Readings</p> <ul style="list-style-type: none"> <li>Carroll N. 2010. The Fear of Fear Itself. In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court.</li> <li>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 &amp; Company, Inc.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li><b>Quiz 11 due by 11:59pm on posted due date</b></li> </ul>
Module 12	<p>Zombie in Film and Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> <li>Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li>• <b>Quiz 12 due by 11:59pm on posted due date</b></li> <li>• <b>Supernatural Reflections Discussion due by 11:59pm with response on posted due dates (there are two due dates!)</b></li> </ul>
Module 13	<p>Zombie Globalization</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Luckhurst R. 2015. Chapter 8 (pages 167-196). In: <i>Zombies: A Cultural History</i>. Reaktion Books.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li>• <b>Quiz 13 due by 11:59pm on posted due date</b></li> </ul>
<b>Exam 3 Online during Finals Week!</b>	

# ANT 3154 Historical Archaeology

## Section 0W60

Fall 2022 (3 credits)

### **1. Course Information**

Modality: W mode

Dates: August 22 - December 11, 2022

Prerequisites: None

Final Exam Time: Due online Friday 12/9 at 11:59pm.

### **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

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

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c). In office hours you can review your exams and ask questions about the material or anthropology in general.

- Mondays: 1:00-3:30 pm.
- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 9:00-10:15 am.

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

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

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

TBA

In person Office Hours held in HPH 309M:

TBA

**3. Course Description** Examines the development of the modern world (1500s-Present) from the perspective of historical archaeology, the subdiscipline combining artifacts, documents, and oral histories.

Specifically, this course examines the historical archaeology of the what is now the United States. The course is designed to help students better understand America's history through an archaeological lens rather than to train them to become practicing historical archaeologists. It begins with a brief overview of historical archaeology theory and methods to acquaint the student with the discipline. Thereafter, the course surveys the results of historical archaeological research and excavations of specific historical topics, periods, and events.

#### **4. Learning Outcomes:**

- Introduce students to the anthropological subdiscipline of historical archaeology.
- Provide an overview of the methods and theories that guide historical archaeology research.
- Explain how historical archaeology plays an important role in reconstructing the past and understanding the present.
- Provide examples of how historical archaeology can help us understand the lifeways and social and economic roles of society's disenfranchised populations, both past and present.
- Survey the results of historical archaeology research and excavations to enhance student understanding of the past.

#### **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 on the percentage of points you earn out of **500 total points**. Grades on all assessments will only be posted online in Webcourses.

### **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 (15 at 20 points each)*

Every week you will complete a Module assignment. Assignments may include a multiple choice or short answer quiz, a video or webpage review, a brief analytical writing assignment, or some combination of these. Each Module will contain instructions and the material or links you'll need to complete the graded assignment.

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

- *Course Policies and Documents Quiz (5 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 August 26, 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. The percentage of the points you ear out of 500 will correspond to the following letter grades.



A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-.

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

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 explains when things were due, and all of the online assignments are open for multiple days. If you didn't read the schedule or procrastinated until the last minute, that's on you.
- "My internet went down" or "I couldn't open the file". You signed up for a 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, but is not limited to:

- Reopening any past assignments that you never did.
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- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

## 7. Course Textbook

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

## **8. University Core Policies**

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

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

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

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

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

CDC guidance for COVID-19 symptoms is located here:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.)

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

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

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

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

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

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when

necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

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

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

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

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

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

#### 8i. Recording policy

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

### 9. Protocols

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

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

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

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



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

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

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

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

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

- [UCF Home Page](#)[Links to an external site.](#) will help find UCF resources
- [UCF Computer Service Desk](#)[Links 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.

# ANT 3154 HISTORICAL ARCHAEOLOGY SCHEDULE

All Modules and Assessments will open Mondays at 7:00 am.

All Assessments will be due the following Sunday at 11:59pm.

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

<b>Week / Date</b>	<b>Topic</b>	<b>Module Assessment Due at 11:59 pm on...</b>
<b>Section 1: Historical Archaeology Method and Theory</b>		
Week 1 8/22	What is historical archaeology?	Module 1 Due 8/28
Week 2 8/29	“Red, blue and purple...” Historical archaeology as a hybrid discipline.	Module 2 Due 9/4
Week 3 9/5	Interpreting artifacts, sites, and culture.	Module 3 Due 9/11
Week 4 9/12	Making and using archaeological theory.	Module 4 Due 9/18
<b>Section 2: Archaeologies of Contact</b>		
Week 5 9/19	The Vikings came first: L’anse aux Meadows Columbus came later: Spain in the Caribbean.	Module 5 Due 9/25
Week 6 9/26	The first Englishmen: Jamestowne and environs.	Module 6 Due 10/2

<b>Section 3: Archaeologies of Expansion</b>		
Week 7 10/3	The first Westward Expansion: The Spanish mission system. The Seven Years War: England vs. France for North America	Module 7 Due 10/9
Week 8 10/10	Westward ho!: Frontier towns, prostitution and human agency  <b>Exam 1 on Modules 1-8 opens 10/10 at 7 AM and is due Sunday 10/16 at 11:59 pm.</b>	Module 8 Due 10/16
<b>Section 4: Archaeologies of Power and Oppression</b>		
Week 9 10/17	Enslavement, resistance, and cultural continuity	Module 9 Due 10/23
Week 10 10/24	Landscapes, gardens, architecture, and the projection of power	Module 10 Due 10/30
<b>Section 5: Archaeologies of Conflict</b>		
Week 11 10/31	The Revolutionary War	Module 11 Due 11/6
Week 12 11/7	The Civil War	Module 12 Due 11/13
Week 13 11/14	The archaeology of conflicts in living memory	Module 13 Due 11/20
<b>Section 5: Archaeologies of Submerged Cultural Resources</b>		
Week 14 11/21	Underwater Archaeology method and theory	Module 14 Due 11/28
Week 15 11/28	Shipwreck archaeology	Module 15 Due 12/4
Week 16 12/5	Final Exam Online. Opens Monday 12/5 at 7:00 am and is due <b>Friday 10/9 at 11:59 pm</b>	

# ANT 3177 ARRRchaeology of Caribbean Piracy

## Fall 2022 (3 credits)

### **1. Course Information**

Classroom: CB1 307

Modality: M Mode

Class times: T 10:30-11:45

Dates: August 22 to December 12, 2021

Final Exam: Tuesday 12/6 10:00-12:50.

Prerequisites: None

### **2. Instructor and GTA Information**

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

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

2a. Contacting the professor:

In-person Office Hours (held in HPH 309c). In office hours you can review your exams and ask questions about the material or anthropology in general.

- Mondays: 1:00-3:30 pm.
- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 9:00-10:15 am.

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

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

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

TBA

In person Office Hours held in HPH 309M:

TBA

**3. Course Description:** The profession of piracy in the context of Caribbean prehistory and archaeology.

The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirates of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

#### **4. Learning Outcomes:**

*Outcome 1:* Develop knowledge of the physical geography and natural history of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

*Outcome 2:* Comprehend the historical and political factors behind the origins of New World piracy and its evolution into an established profession.

*Outcome 3:* Demonstrate knowledge of underwater archaeology method and theory, and apply this to interpret the archaeological record of pirate ships, havens, and hideouts.

*Outcome 4:* Conceptualize a scientifically-based reconstruction of the reality of "the pirate life" and contrast this to the romanticized pop culture and Hollywood versions.

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

## **6. Course Evaluation:**

6a. Students' grades will be based out of 500 total points. Grades can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online. Below is a list of assessments for the course:

### Course Policy 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 Policy Quiz in Webcourses by August 26, 2022 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

### Caribbean Geography Quiz (50 points) to assess Learning Outcome 1.

This quiz will be administered in Week 2 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

### Two exams – 180 points (90 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

### Two Case Studies: 150 points (75 each) to assess Learning Outcomes 3 and 4.

You will write two case study reports on the following topics:

1. Create your own Pirate Crew and ARRticles, and LET FLY!
2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics with further details will be published on the main course homepage.

### 10 Pirates of the Week (POW) Assignments: (100 points total) to assess Learning Outcomes 3 and 4.

Refer to the POW directions and the course schedule for details. These are posted to Webcourses.

BAPOW! Showdown: (20 points total) to assess Learning Outcomes 3 and 4.

Who is the "Baddest-Ass Pirate of the Week?" We will have an election toward the end of the semester in which students will nominate their favorite, campaign on his (or her) behalf, and vote. The pirate who garners the most votes (straight up, no electoral college) will win the coveted 2022 BAPOW! Award. Detailed instructions are posted in the POW instructions in Webcourses.

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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams and assignments must be completed within 3 business days of the originally scheduled due date.

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 explains when things were due, and all of the online assignments are open for multiple days. If you didn't read the schedule or procrastinated until the last minute, that's on you.
- "My internet went down" or "I couldn't open the file". You signed up for a M class and it is your responsibility to ensure that you have to tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. For 2022 the Jewish High Holidays of Rosh Hashanah and Yom Kippur fall on 9/25-27 and 10/4-5, respectively, and class is scheduled on some of those days. If you plan to observe these or any other religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

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

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

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

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

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

## **7. Course Materials:**

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about \$12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). This book is available through the UCF library at [https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/rh57g9/cdi\\_proquest\\_ebookcentral\\_EBC4082621](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621) (Links to an external site.)
- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

## **8. University Core Policies**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without 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 Page](#)[Links to an external site.](#) will help find UCF resources
- [UCF Computer Service Desk](#)[Links 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.

<b>Week and Dates</b>	<b>Lectures for the week/module.</b> All will open up on Mondays at 7am.	<b>Assignments and Due Dates</b> Everything opens on Mondays at 7am and is due as noted.	<b>Textbook Chapters</b> POE = <u>Pieces of Eight</u> UTBF = <u>Under the Black Flag</u> <u>Other readings will be attached to the modules as PDFs.</u>
<b>MODULE 1</b>			
Week 1 Aug. 22-28	Course Overview and Orientation	<b>TUESDAY 8/23: Assign Syllabus and Course Policies Quiz.</b> Due Friday 8/26 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	<b>TUESDAY 8/23: Assign Caribbean Geography Quiz.</b> Due Sunday 9/4 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1

## MODULE 2

Week 2 Aug. 29-Sept. 4	Underwater Archaeology Lecture	<b>Assign POW 1.</b> Due Friday 9/2 at 11:59pm	POE Ch. 2
		<b>REMINDER: Caribbean Geography Quiz.</b> Due Sunday 9/4 at 11:59pm	

## MODULE 3

Week 3 Sept. 5-11	Excavation and Ethics Lecture	<b>Assign POW 2.</b> Due Friday 9/9 at 11:59pm	POE Ch. 5
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## MODULE 4

Week 4 Sept. 12-18	Colonies and Rivalries Lecture	<b>Assign POW 3.</b> Due Friday 9/16 at 11:59pm	POE Ch. 6 UTBF Ch. 2
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## MODULE 5

Week 5 Sept. 19-25	Pirate Origins Lecture	Assign POW 4. Due Friday 9/23 at 11:59pm	
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## MODULE 6

Week 6 Sept. 26-Oct. 2	The Buccaneers Lecture	Assign POW 5. Due Friday 9/30 at 11:59pm	UTBF Ch. 3
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## MODULE 7

Week 7 Oct. 3-9	Pirate Ships Lecture	Assign POW 6. Due Friday 10/7 at 11:59pm  <b>Exam 1 online over Modules 1-7. Opens after class on Tuesday 10/4 at 12:00 pm (noon) and is due before the next class on Tuesday 10/11 at 10:00 am.</b>	
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## MODULE 8

Week 8  
Oct. 10-16

Pirate Weapons Lecture

**Assign POW 7.** Due Friday 10/14 at  
11:59pm

POE Ch. 12

## MODULE 9

Week 9  
Oct. 17-23

Pirate Stuff Lecture

**Assign POW 8.** Due Friday 10/21 at  
11:59pm

Soulat and  
DeBry 2019  
(PDF in Module  
9)

## MODULE 10

Week 10  
Oct. 24-30

Pirate Health Lecture

**Assign POW 9.** Due Friday 10/28 at  
11:59pm

UTBF Ch. 4-5

		<b>Assign Pirate Crew and ARRticles Case Study.</b> Due Sunday 11/13 at 11:59pm	
<b>MODULE 11</b>			
Week 11 Oct 31-Nov. 6	Pirate Politics Lecture	<b>Assign POW 10.</b> Due Friday 11/4 at 11:59pm	UTBF Ch. 7
<b>MODULE 12</b>			
Week 12 Nov. 7-13	Pirate Tactics Lecture	<b>Assign POW 11.</b> Due Friday 11/11 at 11:59pm	UTBF Ch. 6 POE Ch. 9
		<b>REMINDER: Pirate Crew and ARRticles Case Study.</b> Due at 11/13 at 11:59PM	
<b>MODULE 13</b>			

Week 13 Nov. 14-20	Pirate Lairs Lecture	<b>Assign POW 12.</b> Due Friday 11/18 at 11:59pm	POE Ch. 11 UTBF Ch. 8
		<b>Assign Pirate Hunter Case Study.</b> Due Sunday Dec. 4 at 11:59pm	
<b>MODULE 14</b>			
Week 14 Nov. 21-27	Pirate Fighters Lecture	<b>BAPOW Showdown assigned Monday 11/21.</b> All discussions due Friday 12/2 at 11:59pm	UTBF Ch. 11-12 POE Ch. 4
<b>MODULE 15</b>			
Week 15 Nov. 28-Dec. 4	Pirate Wrecks Movie: Sin City, Jamaica Movie: The Queen Anne's Revenge Shipwreck Project	<b>REMINDER: BAPOW Showdown discussions due Friday 12/2 at 11:59pm</b> <b>REMINDER: Pirate Hunter Case Study due Sunday Dec. 4 at 11:59pm</b>	POE Ch. 3

**Tuesday 12/6 at 10:00 am - 12:50 pm**

**Exam 2 on Modules 8-15.**

Drop/Add Period: August 22-26

Withdrawal Deadline: Friday October 28



# Peoples of the World

## ANT 3212:0W60

**Class Format:** Online

**Instructor:** Dr. Russell Manzano

**Email:** Russell.manzano@ucf.edu

**Office Location:** HPH 309E

**Office Hours:** Tuesdays and Thursdays, 10:00-11:30, and by appointment

Please email me if you plan to attend office hours.

**TA:** Konok Chapa

**Email:** konokchapa95@Knights.ucf.edu

### **Prerequisites**

Sophomore standing

### **Course Description**

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies.

### **Learning Outcomes:**

Upon completion of this course students will learn to identify and compare different cultures in history and throughout the world.

Students will learn to critically evaluate the structure of societies discussed in class.

Students understand diversity and what it means in a cross-cultural comparison.

Students will understand how various societies are organized throughout the world.

### **Required Course Materials**

Book: Culture Sketches 6<sup>th</sup> edition by Holly Peters-Golden

Films:

Students are required to see all films/videos shown in and out of class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

### **Grading System**

The final grade will be weighted using the following calculation. Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

95-100 A	85-89 B	75-79 C+	65-69 D	+ <60 F
90-94 A-	80-84 B-	70-75 C	60-65 D-	

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing

grade up to that point. A contract will be signed between the student and the professor for completion of the work.

**Writing Parameters:** All writing assignments should be single-spaced, 1” margins on all sides, Times New Roman size 12.

### **Extra Credit**

You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

### **Course Assignments**

The following assignments will make up your grade. Please note that quizzes will not be dropped.

Quizzes	30%
Exams	45%
Discussion	25%

### **Quizzes**

There will be one quiz for each reading online that you can access via Canvas. Quizzes are due the day that the reading is due by 11:59pm. Late quizzes will not be accepted without prior arrangements with the instructor.

### **Exams**

There will be three exams worth 15% each that you will complete online. These exams will be open book and open notebook. You may not work together. All exams will be completed on Canvas.

### **Discussion**

In this class you will write short discussion posts about the subject material for the module and respond to at least one other classmate.

### **Course Policies:**

#### **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/>

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>> and have been adopted by UCF's Department of Writing & Rhetoric.

### Plagiarism

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

### Misuse of Sources

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

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

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

### Unauthorized Use of Class Materials

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

### Unauthorized Use of Class Notes

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

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

### In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility](#)

Services (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) 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 (<https://youtu.be/NIKYajEx4pk>) 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.

### Late Assignment Policy

Late assignment submissions must be discussed with the instructor prior to the assignment due date.

### Steps for academic continuity in the event of campus closure:

In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main UCF, College, and department websites, and emails for important general information.

### Illness Policies

Students should contact their instructor 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 before missing class.

### Other Policies

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even

offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

### Course Schedule

Date	Topic	Reading	Assignment
8/23	Course introduction	Syllabus	Academic activity record
8/25	Introduction to Anthropology		Discussion Post
8/30	The Azande	Ch 1	Quiz 1
9/1	The Azande	Ch 1	Discussion Post
9/6	The Aztecs	Ch 2	Quiz 2
9/8	The Aztecs	Ch 2	Discussion Post
9/13	The Basseri	Ch 3	Quiz 3
9/15	The Basseri	Ch 3	Discussion Post
9/20	Haiti	Ch 4	Quiz 4
9/22	Haiti	Ch 4	Discussion Post
9/27	The Hmong	Ch 5	Quiz 5
9/29	The Hmong	Ch 5	Discussion Post
10/4	Exam 1		Exam 1
10/6	The Ju/'hoansi	Ch 6	Quiz 6
10/11	The Kaluli	Ch 7	Quiz 7
10/13	The Kaluli	Ch 7	Discussion
10/18	The Minangkabau	Ch 8	Quiz 8
10/20	The Minangkabau	Ch 8	Discussion Post
10/25	The Nuer	Ch 9	Quiz 9
10/27	The Nuer	Ch 9	Discussion Post
11/1	The Ojibwa	Ch 10	Quiz 10
11/3	The Ojibwa	Ch 10	Discussion Post
11/8	Exam 2		
11/10	The Roma	Ch 11	Quiz 11
11/15	The Samoans	Ch 12	Quiz 12
11/17	The Samoans		Discussion Post
11/22	The Tiwi	Ch 13	Quiz 13
11/24	The Tiwi		Discussion Post
11/29	The Trobriand Islanders	Ch 14	Quiz 14
12/1	The Yanomamo	Ch 15	Discussion Post
12/6	Exam 3		Exam 3

\*The syllabus and course schedule are subject to change and revision.

# Syllabus

## **ANT3241-0W60 - Magic, Ritual, and Belief Fall 2022**

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

Course Syllabus

### Contacting the Professor

Office Hours:1:00PM-2:00PM Tuesdays, or by appointment

Zoom Office Hours:1:00PM-2:00PM Tuesdays (non-mandatory)

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: [Ty.Matejowsky@ucf.edu](mailto: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.

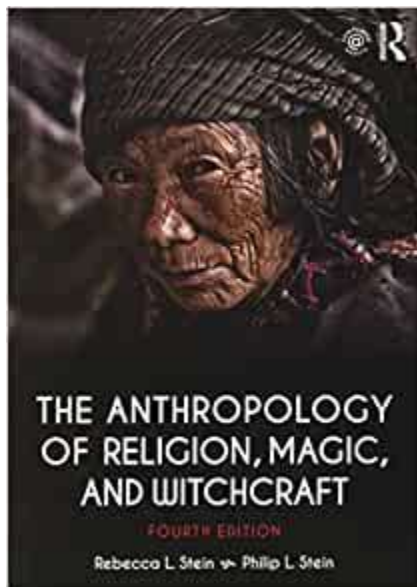
## Course Objectives

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,</p> <ul style="list-style-type: none"> <li>• Follows assignment</li> <li>• postings of at least</li> <li>• Does not repeat (i. with classmates an</li> <li>• Applies course info readings and week</li> <li>• Critical thinking (i.e. not simply recite in</li> </ul>
4 points (B)	Above Average in criteria listed consistent with, criteria for an
3.5 points (C)	Adequate in criteria listed for materials and analysis.
3 points (D)	Serious insufficiency in criteria of discussion topic. Also include classmates.
0 points (F)	Failing is earned when student

## Course Assignments:

1. Completion of **nine** on-line discussion assignments (each discussion assignment counts for 5% of total grade )= **45%** total
2. **Three** non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = **55%** total

## Discussion Assignments

1. There are 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- 0W60 Fall 2022  
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
8/22/22	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday August 26 at 11:59pm Eastern Time.
8/29/22	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-31) <b>Complete on-line assignment for Module 1.</b>	On-line assignment for Module 1 due Friday September 2 at 11:59pm Eastern Time.
9/5/22	Module 2: Religious Specialists	Read <i>Religious Specialists</i> (pp.127-144) <b>Complete on-line assignment for Module 2.</b>	On-line assignment for Module 2 due Friday September 9 at 11:59pm Eastern Time.
9/12/22	Module 3: Rituals and Symbols	Read <i>Religious Symbols</i> (pp. 58-81); <i>Ritual</i> (pp. 82-109) <b>Complete on-line assignment for Module 3.</b>	On-line assignment for Module 3 due Friday September 16 at 11:59pm Eastern Time.
9/19/22	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday September 23 at 11:59pm Eastern Time
9/26/22	Module 4: Witchcraft & Sorcery	Read <i>Witchcraft</i> (pp. 233-250) <b>Complete on-line assignment for Module 4.</b>	On-line assignment for Module 4 is due Friday September 30 at 11:59pm Eastern Time.

10/3/22	<b>Module 5: Magic &amp; Divination</b>	Read <i>Magic and Divination</i> (pp. 145-170) <b>Complete on-line assignment for Module 5.</b>	On-line assignment for Module 5 is due Friday October 7 at 11:59pm Eastern Time.
10/10/22	<b>Module 6: Religious Use of Drugs</b>	Read <i>Altered States of Consciousness</i> (pp. 110-126) <b>Complete on-line assignment for Module 6.</b>	On-line assignment for Module 6 is due Friday October 14 at 11:59pm Eastern Time.
10/17/22 & 10/24/22	<b>Exam Two</b>	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday October 28 at 11:59pm Eastern Time
10/31/22	<b>Module 7: Ethnomedicine</b>	Read <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (downloaded document) <b>Complete on-line assignment for Module 7</b>	On-line assignment for Module 7 is due Friday November 4 at 11:59pm Eastern Time.
11/7/22	<b>Module 8: Death: Ghosts, Souls &amp; Ancestors</b>	Read <i>Souls, Ghosts, and Death</i> (pp. 172-204) <b>Complete on-line assignment for Module 8</b>	On-line assignment for Module 8 is due Friday November 11 at 11:59pm Eastern Time.
11/14/22	<b>Module 9: Revitalization Movements</b>	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); <b>Complete on-line assignment for Module 9</b>	On-line assignment for Module 9 is due Friday November 18 at 11:59pm Eastern Time.
11/21/22 & 11/28/22	<b>Exam Three</b>	Take on-line exam 3 covering Modules 7-9	Exam Three is due Friday December 2 at 11:59pm Eastern Time.

# Protocols

## Protocols and Policies

### ANT3241 - Magic, Ritual, & Belief

#### Exam/Quiz Protocols

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

#### Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .

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

## Discussion Protocols

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

# Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[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](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.

# 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](http://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.



# Sex, Gender, and Culture

## ANT 3302: 0W60

**Class Format:** online

**Instructor:** Dr. Russell Manzano

**Email:** Russell.manzano@ucf.edu

**Office Location:** HPH 309E

**Office Hours:** Tuesday and Thursday: 10:00am- 11:30am, and by appointment

Please email me if you plan to attend office hours.

**TA:** Konok Das

**Email:** konokchapa95@Knights.ucf.edu

### Course Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective.

In this class you will learn about different perspectives about sex and gender across cultures. The course will examine basic concepts of sex and gender and then explore sex and gender from a cross-cultural perspective.

**Prerequisites:** Sophomore standing

### Learning Outcomes:

- Students will understand concepts about sex and gender from both a United States and global perspective.
- Students will demonstrate critical thinking skills about sex and gender using an anthropological lens.
- Students will understand the differences between sex and gender.
- Students will understand changing gender roles both in the U.S. and across the world.

### Required Course Materials

Book: *Gender Diversity: Cross-cultural Variations 2nd ed* – Serena Nanda

Films: Students are required to see all films/videos shown in and out of class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

### Grading System

Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error. I do not round up grades but there will be extra credit opportunities throughout the semester.

95-100 A      85-89 B      75-79 C+      65-69 D      + <60 F

90-94 A-          80-84 B-          70-75 C          60-65 D-

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

### **Course Assignments**

The following assignments will make up your grade. Please note that quizzes will not be dropped.

Quizzes	30%
Exams	45%
Discussion	25%

### **Quizzes**

There will be one quiz for each reading online that you can access via Canvas. Quizzes are due the day that the reading is due by 11:59pm. Late quizzes will not be accepted without prior arrangements with the instructor.

### **Exams**

There will be three exams worth 15% each that you will complete online. These exams will be open book and open notebook. You may not work together. All exams will be completed on Canvas.

### **Discussion**

In this class you will write short discussion posts about the subject material for the module and respond to at least one other classmate.

### **Course Policies:**

#### **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/>

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>> and have been adopted by UCF's Department of Writing & Rhetoric.

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

For more information about UCF's Rules of Conduct, see <https://scai.sdes.ucf.edu/>.

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

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

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

## Course Accessibility Statement

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

## Campus Safety Statement

While this class is online and emergency situations are rare, you may encounter an emergency situation at UCF.

Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

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

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) 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 (<https://youtu.be/NIKYajEx4pk>) 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.

### Attendance

This class is fully online and there is no attendance policy for this class.

### Late Assignment Policy

Late assignment submissions must be discussed with the instructor prior to the assignment due date.

### Steps for academic continuity in the event of campus closure:

In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main UCF, College, and department websites, and emails for important general information.

### Illness Policies

Students should contact their instructor as soon as possible if they require accommodations for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor before assignment due dates.

### Other Policies

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to

demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

### Course Schedule

Date	Topic	Reading	Assignment
8/23	Course introduction	Syllabus	Academic activity record
8/25	Course introduction		
8/30	What is anthropology?		
9/1	Cultural anthropology		Discussion Post
9/6	Sex, Gender, and Culture Introduction	Introduction	Introduction Quiz
9/8	Sex, Gender, and Culture Introduction		Discussion Post
9/13	Native Americans and Gender	Ch 1	Quiz 1
9/15	Native Americans and Gender	Ch 1	Discussion Post
9/20	Hijra and Sathin	Ch 2	Quiz 2
9/22	Hijra and Sathin	Ch 2	Discussion Post
9/27	Sex and Gender in Brazil	Ch 3	Quiz 3
9/29	Sex and Gender in Brazil	Ch 3	Discussion Post
10/4	Gender Roles in Polynesia	Ch 4	Quiz 4
10/6	Gender Roles in Polynesia	Ch 4	Discussion Post
10/11	Exam Review		
10/13	Exam 1		Exam 1
10/18	Transgender and Thailand and the Philippines	Ch 5	Quiz 5
10/20	Transgender and Thailand and the Philippines	Ch 5	Discussion Post
10/25	Euro-American Cultures	Ch 7	Quiz 7
10/27	Euro-American Cultures	Ch 7	Discussion Post
11/1	Variations on a Theme	Ch 8	Quiz 8
11/3	Variations on a Theme	Ch 8	Discussion Post
11/8	Exam Review		
11/10	Exam 2		Exam 2
11/15	Sex, Gender, and the Media	Reading on Canvas	Quiz 9
11/17	Sex, Gender, and the Media		Discussion Post

11/22	Reproduction and Rights	Reading on Canvas	Quiz 10
11/24	Reproduction and Rights		Discussion Post
11/29	Intersectionality	Reading on Canvas	Quiz 11
12/1	Intersectionality		Discussion Post
12/6	Exam 3		Exam 3

\*The syllabus and course schedule are subject to change and revision.

Syllabus Fall 2022

Syllabus Fall 2022

Syllabus: ANT 3312 Ethnography of North American Indians

Instructor: Vance Geiger, PhD

Online Office Hours in class chat: Tuesday 7 – 9 pm in the class chat

Office: Main Campus Office Phillips Hall 3rd floor 311C

Office Hours M - Th 12 - 2

Phone: 407-823-3779

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

The best way to contact me is through e mail. It is now a requirement that all students have a knights mail account. If you do not now have one you need to request one. All communication to the whole class, such as exam notices will be through class announcements and through myucf which goes only to knights mail accounts.

TA - None

Optional Zoom lecture Th 7 - 8 pm - this is an optional zoom lecture (attendance is optional) covering the week's material and time for questions

Texts:

Native Peoples of North America available as pdf

Keatley Creek available as a pdf

The Cheyenne by Moore

The Navajo by Downs

This class will be an ethnographic survey of the Native Americans of different regions or culture areas in North America. The culture areas we will discuss will be: The Southeast, The Northeast, The Plains, The Southwest and the Northwest. There are five books required for the class. These books cover some of the areas we will discuss, but not all of them. Consequently, the material for the course will come from both the books and the online material.

The Texts: There are two reasons for the texts. One is that in reading the various books you can get a sense of how anthropologists conduct research on a population. Some of the books (The Iroquois, The Cheyenne) include a lot of prehistory, history (post- contact) and then ethnography on modern populations. Other books focus primarily on specific ritual or the conditions of modern populations and conducting research among them (the Navajo). The other reason for the texts is the coverage of the people this course covers, in essence the information on the various groups. The books are required and you will need to read them. I will provide summaries of the texts online but the summary will not

completely make up for having read the book. You will also notice that some texts are longer than others. I have built in more time during the semester for you to read the longer books.

### 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 Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

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

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

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have 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 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e-mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.



7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is

: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

#### Explanatory Note

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

There will be Three exams in this course. Each exam will be worth 100 points.

There will be 10 assignments. Each assignment will be worth 10 points..

Grading: Three 100 point exams = 300 points

10 assignments 10 points each = 100 points

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Total Possible = 400 points

Grading scale:

90 – 100 A, 80 – 89 B, 70 – 79 C, 60 – 69 D, 60 below = F

### Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. In week 2 there is an introduction to archaeology and the early archaeology of Native American North America.

The Keatley Creek document provides a good view of how archaeologists work and how they reach conclusions

based on what they find. Week 3 is in introduction to the prehistory of the Southeast. Week 4 begins the discussion of specific groups, this one being the Cherokee. Subsequent weeks provide an introduction to other cultural areas in North America, the Northeast, the Plains, the Southwest and Northwest.

### Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your

instructor's way of providing a kind of lecture. Consequently, there will be a substantial amount of material from the modules on the three exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

### 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 a specified time to complete it. At the end of the time it will automatically close.

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### On-Line assignments

Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case

something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the

list.

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.

Another important note: unless you are asked for a specific list or definition DO NOT give one sentence answers to assignment questions. These are not tweets. Paragraph per question (some assignments have more than one question) should be adequate.

Warning

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

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

There will be NO makeup exams. Those who take all three regularly scheduled exams are exempted from the Make-Up Exam. Anyone who misses a regularly scheduled exam MUST TAKE THE Make Up EXAM. The

Make Up Exam will be CUMULATIVE.

## Academic Integrity

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

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

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

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

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/Links to an external site.>

#### Unauthorized Use of Class Materials

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

#### Unauthorized Use of Class Notes

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

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

#### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who

need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#)[Links to an external site.](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## Campus Safety Statement

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

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

## 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.

## Make-Up Assignments for authorized University Events or Co-curricular activities

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

## Religious Observances

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

## SCHEDULE

Week 1: 8/22 Introduction to Anthropology; Native Peoples of North America (NPNA)

Introduction to Ethnography of North American Indians

Reading NPNA chapters introduction, 1 - 3; online material

**What is anthropology assignment and NPNA assignment 1 due 8/29 11:55 pm**

Week 2: 8/29: Pre-Historical Overview; NPNA chapter 4 - 6

Archaeology

Environment

Reading NPNA chapters 4 - 6; online material

**NPNA Assignment 2 due 9/5 11:55 pm**

Week 3: 9/5: The Southeast

The Earliest Settlement, Mound-builders to Tribes

Archaic

Woodland

Mississippian

Reading: Online material

**Southeast prehistory Assignment due 9/12 11:55 pm**

Week 4: 9/12 The Cherokee

Online material

**Cherokee Assignment due 9/19 11:55 pm**

Week 5: 9/19 The Northeast: General Overview

Reading: The Iroquois Chapters 1 – 4

**Iroquois Assignment 1 due 9/26 11 55 pm**

**Exam 1: 9/24 8 am – 9/26 11:55 pm**

Week 6: 9/26: The Iroquois

Reading: The Iroquois Chapters 5- 10

Week 7: 10/3: The Iroquois

Reading: The Iroquois Chapters 11 – 13

**Iroquois Assignment 2 due 10/10 11 55 pm**

Week 8: 10/10: The Plains: General Overview

Reading: The Cheyenne by Moore Chapters 1 – 4

**Cheyenne Assignment 1 due 10/17 11 55 pm**

Week 9: 10/17 The Cheyenne

Reading: The Cheyenne Chapters 5 – 12

**Cheyenne Assignment 2 Due 10/24 11 55 pm**

Week 10: 10/24: The Southwest: General Overview

Reading: On line Material

**Exam 2: 10/29 8 am – 10/31 11:55 pm**

Week 11: 10/31: The Navajo

Reading: The Navajo by Downs

**Navajo Assignment due 11/7 11 55 pm**

Week 12: 11/7:



The Northwest General Overview

Reading: The NW by Kehoe

Week 13: 11/14

Keatley Creek

Reading: Keatley Creek and Keatley Creek doc

Week 14: 11/21 The Kwakiutl

Reading: Kwakiutl Religion, Winter Ceremony

**Kwakiutl Assignment Due 11/28 11 55 pm**

**12/3 Last day of class – all assignments late or on time due at 11 55 pm 12/3**

**Exam 3: 12/2 8 am – 12/3 11:55 pm**

**Make Up Exam 12/4 8 am - 11 55pm**

Welcome to ANT 3330!

Dr. John H. Walker



*Reconstruction of anthropogenic landscape in the Bolivian Amazon*

**[Modules \(https://webcourses.ucf.edu/courses/1411076/modules\)](https://webcourses.ucf.edu/courses/1411076/modules)**

**[Assignments](https://webcourses.ucf.edu/courses/1411076/assignments)**

**<https://webcourses.ucf.edu/courses/1411076/assignments>**

**[Files \(https://webcourses.ucf.edu/courses/1411076/files\)](https://webcourses.ucf.edu/courses/1411076/files)**

**[Syllabus](https://webcourses.ucf.edu/courses/1411076/assignments/syllabus)**

**<https://webcourses.ucf.edu/courses/1411076/assignments/syllabus>**

Catalog Description: The historical ecology and archaeology of indigenous Amazonians, including evidence from archaeological, ethnographic and linguistic studies.

Prerequisites: Sophomore Standing or C.I.

This is a face-to-face class--If you feel sick, stay home and stay healthy!

Tuesdays and Thursdays, 3:00-4:15 PM

Classroom Building I, room 307

Dr. John Walker

john.walker@ucf.edu

409o Howard Phillips Hall

**Office Hours:** Tuesdays and Thursdays, 10:00 AM-12:00 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. All email communication must take place either in Webcourses or using a Knights E-mail account.

### **Course description**

The towering rainforests of the Amazon evoke images of a pristine wilderness. In reality, indigenous peoples have lived in the interior of South America for millennia and have modified the landscape by farming, building and harvesting. In this course, we explore the relationship between humans and the environment which is basic to understanding the Amazon, but about which there is little agreement. The course will use data from linguistic, biological, and cultural anthropology together with archaeological data to describe sequence of change and development in each of several distinctive case studies, drawn from across the continent. Throughout the course, we relate Amazonian environments and cultures to issues of conservation, development and indigenous rights around the world.

### **Course goals**

- To examine the cultures and societies of pre-Columbian Amazonia

- To connect the archaeological study of the past to anthropological ideas about society in the present.

- To understand how history, archaeology, and laboratory science can work together in the field.

- To use new technologies to find, use and critique information.

### **Textbooks and Software**

Please note that there are NO required textbooks for this class. However, course readings will be found on the webcourses site for this course, which you must monitor. This is not a web-based course, but we will be using the webcourses site for assignments and updates to this syllabus. In addition, there are two resources that you may want to consider:

- Google Earth [<http://earth.google.com/download-earth.html>] Note that you only need to download the free software. You could also try ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] which is also free.

Many articles and book excerpts will also be assigned, some of which we will use in class

discussions. These are listed in a separate section. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

**You are expected to complete the required readings before class on the first day of each unit.** Stay informed by coming to class.

## Course Requirements

The requirements for this course are weighted as follows:

Class participation	100 points: attendance and participation
Final	200 points: 1 exam
Midterm	200 points: 1 exam
Portfolio	500 points: weekly writing homework
Total	1000 points

Exams—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.

The term list that we will be using to study for the midterm and the final will be generated by the students and the professor in consultation. Students will use the list to prepare for the exams, and the professor will use the list to write the exams.

Writing Portfolio— Each week you have written homework. You must choose one of four options, each of which has different expectations and a different point value. Your portfolio grade will be calculated by dividing your total score by 500. Additionally, you must hand in **at least 3 of each of the four types of assignment** by the end of the semester. Doing well in the course means completing homework every week. You may complete more than one assignment in a given week. I will return writing assignments with feedback through webcourses within one week.

The **Finding** option means using the library to locate an academic article relevant to that weeks topic, and write a 100-word summary of its contents, which could be used by your fellow students to evaluate the article for their own use. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how useful the summary is for other students. [10 points]

The **Mapping** option means using the library to locate an academic article relevant to that weeks topic, that is linked to a specific location in the Amazon. An example would be an ethnographic account of a particular group of people. The assignment is to use Google Earth to make a placemark that links that location to either the library database or the pdf version of the file. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how accurate and useful the placemark is for other students. [10 points]

The **Evaluating** option is to take one of the assigned readings and write a 200 word evaluation of the arguments presented in that text, or an analysis of how that text might be part of an argument about anthropological issues in the Amazon. These assignments will be evaluated according to two criteria: first, how useful the summary of the article is for other students, and second, how much the evaluation engages with the argument of the article. [20 points]

The **Connecting** option is to take one or more of the assigned readings, including at least one format hat week, and write a 500 word essay that connects the argument of the reading to a larger argument, perhaps an argument that stretches across several weeks of the class. These assignments will be evaluated according to two criteria: first, how well does the essay represent thoughtful reading of the article or articles, and second, how well developed is the argument of the essay (not of the article or articles). [50 points]

Portfolio—At the end of the semester I will review all of the written work of each student and assign a grade to the entire portfolio. This assessment will be based on consistent effort throughout the semester, completing 3 of each kind of assignment, and improvement in your writing through responding to instructor feedback.

During the semester we will discuss possibilities for other kinds of assignments that students could complete to add to their writing portfolios for extra credit.

Grading scheme—the +/- system will be used. The point totals correspond to the following letter grades.

A	940-1000
A-	900-939
B+	870-899
B	840-869
B-	800-839
C+	770-799
C	740-769
C-	700-739
D+	670-699
D	640-669
D-	600-639
F	<600

### Strategies for studying

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work.

These guidelines will help you do this and earn a good grade:

1) Come to class every day. Don't cut class and expect to be able to make up the work late in the

semester. This class is set up to require constant attention, and cramming for the final project and final exam will only help you with 30% of your final grade (see the “grading” section above).

- 2) Take notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 3) Keep up with the reading assignments—there will be days when we don't get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in later weeks.
- 4) Please see me if you have any questions about strategies for studying (or anything else, for that matter).

### Classroom decorum

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

Seating and engagement—in the event that the room is much larger than the enrollment of the class, students are expected to sit such that they can easily see and hear all of their classmates.

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

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

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

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Knights handbook for UCF rules regarding cheating.

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

### Revisions and the syllabus

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

The schedule could be modified by the interests of the class, in the sense that a topic might be extended if there is sufficient interest. The schedule will certainly be modified in the event of a major hurricane, and so we will remain ready to change our calendar if necessary.

Although this is a face-to-face class, it is a requirement that all students stay in contact with the webcourses site for this course. At that site you will turn in your assignments, and communicate with your fellow students and the professor.

## A Guide to Course Topics

This course draws from scholarship both inside and outside of anthropology, often out of necessity. South America was once called “The least known continent,” and scholars of Amazonia are not in a position to ignore any information. This makes the evaluation and criticism of information sources very important.

### Introduction

**[One River](https://webcourses.ucf.edu/courses/1411076/pages/one-river)** (<https://webcourses.ucf.edu/courses/1411076/pages/one-river>)—The Amazon River is by every measure the largest river in the world, crossing two hemispheres and cycling 1/5 of the fresh water on the planet. We will introduce this complex geography and read some of the first written accounts of travel down the Amazon, from the 16th century.

### Big Pictures of Amazonia

**[Counterfeit Paradise](https://webcourses.ucf.edu/courses/1411076/pages/counterfeit-paradise)** (<https://webcourses.ucf.edu/courses/1411076/pages/counterfeit-paradise>)—Betty Meggers was one of the most influential scholars of the Amazon throughout the 20th century. Her guiding idea was that the tropical forest represented not a bountiful environment, but a “counterfeit paradise.” She argued through her more than 60 year career that human achievement was one of delicate balance through adaptation, and that complex societies were not sustainable.

**[Cardiac Hypothesis](https://webcourses.ucf.edu/courses/1411076/pages/cardiac-hypothesis)** (<https://webcourses.ucf.edu/courses/1411076/pages/cardiac-hypothesis>)—

Donald Lathrap was one of the first anthropological archaeologists to work in the Amazon. His perspective was often presented as the exact opposite of Meggers. He argued that large populations of farmers migrated out from the center of the Amazon across the entire Basin in pulses or waves of migration. He saw the Amazon as a heartland of cultural creativity.

**[Landscape Perspectives](https://webcourses.ucf.edu/courses/1411076/pages/landscape-perspectives)** (<https://webcourses.ucf.edu/courses/1411076/pages/landscape-perspectives>)—In the 21st century, archaeologists and anthropologists have latched onto the concept of “landscape” as a way to deal with difficult problems such as the relationship between nature and culture, indigenous ideas about space and place, and the integration of information from many academic disciplines.

### Ways of Life

**[Trekking the Terra Firme](https://webcourses.ucf.edu/courses/1411076/pages/trekking-the-terra-firme)** (<https://webcourses.ucf.edu/courses/1411076/pages/trekking-the-terra-firme>)

—The Terra Firme is a term for the forested areas between the main tributaries of the Amazon. Many Amazonian societies from the Terra Firme, when they came to the attention of European scholars, lived nomadically, with a gathering and hunting economy. The significance of these ways of life have been extensively debated, with interpretations ranging between trekkers as impoverished remnants

of larger societies, to trekkers as ancient adaptations.

### [Domestication: plants, animals, fire, and water](https://webcourses.ucf.edu/courses/1411076/pages/domestication-plants-animals-fire-and-water)

[\(https://webcourses.ucf.edu/courses/1411076/pages/domestication-plants-animals-fire-and-water\)](https://webcourses.ucf.edu/courses/1411076/pages/domestication-plants-animals-fire-and-water)—

Amazonian agriculture includes the use of a wide range of plants, but a much smaller range of animals species. Additionally, fire and water were controlled to shape communities of plants, and move populations of animals. These practices blur the line between nature and culture.

[Anthrosol \(https://webcourses.ucf.edu/courses/1411076/pages/anthrosol\)](https://webcourses.ucf.edu/courses/1411076/pages/anthrosol)—some of the most sophisticated environmental practices in the Amazon Basin were the creation and maintenance of terra preta or anthrosols, artificial soils that are so productive that they are mined as potting soil in Brazil today. Anthrosols represent a category of soils to soil scientists, and they represent huge archaeological sites to archaeologists.

## Histories

[The Andean Piedmont \(https://webcourses.ucf.edu/courses/1411076/pages/the-andean-piedmont\)](https://webcourses.ucf.edu/courses/1411076/pages/the-andean-piedmont)—

The Amazon has long been appreciated but little studied by Andean archaeologists. Recent discoveries in Ecuador and elsewhere add fuel to the argument about how important societies located on the eastern slope of the Andes and the western (or Upper) Amazon were to the history of “civilization” in the Andes and the Pacific coast.

[Language and History \(https://webcourses.ucf.edu/courses/1411076/pages/language-and-history\)](https://webcourses.ucf.edu/courses/1411076/pages/language-and-history)—

The Amazon (especially the southwestern Amazon) is the setting for one of the two most diverse concentrations of languages in the world. The patterns in this diversity might represent the deep history of movements of peoples across the continent, and linguistic patterns are essential to understanding a variety of cultural questions.

[Amazonian Cities \(https://webcourses.ucf.edu/courses/1411076/pages/amazonian-cities\)](https://webcourses.ucf.edu/courses/1411076/pages/amazonian-cities)?—Michael Heckenberger has argued that intensity of settlement in the Xingu represents a trend that should be described as urban, at least in some senses. The meaning of this term might be expanded by looking at Amazonian examples. In any case, examining precolumbian settlements might give some insight into cities in the region today.

## Habits of Thought

[Captive Slavery \(https://webcourses.ucf.edu/courses/1411076/pages/captive-slavery\)](https://webcourses.ucf.edu/courses/1411076/pages/captive-slavery)—Historical and ethnohistorical information from across the continent has been used by Santos-Granero to argue for long standing institutions of “captive slavery,” arrangements in which societies are permanently split into two classes, which are marked by exclusive use of language.

[Cannibalism and Community \(https://webcourses.ucf.edu/courses/1411076/pages/cannibalism-and-community\)](https://webcourses.ucf.edu/courses/1411076/pages/cannibalism-and-community)—In southwestern Brazil, Beth Conklin lived with the Warí, and spoke with many people who had a living memory of cannibalism. Her book, Consuming Grief gives a compelling account of a cultural logic of cannibalism, and contrasts sharply with accounts of cannibalism based on economics.

[Ontology and Perspectivism \(https://webcourses.ucf.edu/courses/1411076/pages/ontology-and-perspectivism\)](https://webcourses.ucf.edu/courses/1411076/pages/ontology-and-perspectivism)—Some cultural anthropologists are building a new anthropology based on



Amazonian ethnography. Instead of “culture,” they focus on “ontology,” the way people define objects in the world and organize them into categories. This has implications for anthropological theory, but more important for us, for understanding Amazonians.

## Amazonian Futures

[Fordlandia \(https://webcourses.ucf.edu/courses/1411076/pages/fordlandia\)](https://webcourses.ucf.edu/courses/1411076/pages/fordlandia)—From rubber plantations, railways, steamboats, to alligator hides, petroleum, and cocaine, economic history since the 1500s has revolved around extracting resources, with little or no concern for the inhabitants of the Amazon. Today, the attention of the world occasionally focuses on the region, usually in the context of climate change, deforestation, language extinction, and the environmental cost of resource extraction. We conclude with a look at how anthropology might be a part of these futures, and consider the various ways forward.

# Course Syllabus

[Jump to Today.](#)

 [Edit](#)



## Biobehavioral Anthropology

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

ANT 3541 (0W60) • Fall 2022

Department of Anthropology • College of Sciences  
University of Central Florida

### Course Information

**Course Name:** Biobehavioral Anthropology  
**Course ID:** ANT 3541 (0W60) / Fall 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:** Brianna Muir  
**Main Office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** TBA via Chat  
**E-mail:** via WebCourses Inbox messaging

### Syllabus Quick Links

- [Course Description](#)
  - [Skill development](#)
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  - [Course requirements](#)
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## 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:

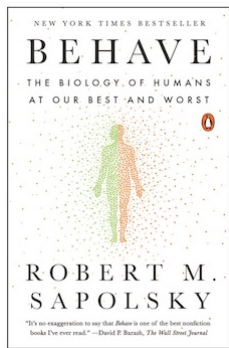
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion 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?

When a textbook is required, faculty strive to choose the most affordable option that fits the course objectives. The course textbook, 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**. Any 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 if using this vendor.



***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](http://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, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a fully online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

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

This course is based on concepts and methods from social neuroscience, biological anthropology and cultural anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending around **three 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-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your 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**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to 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) (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 Fall 2022 semester begins on **AUG 22, 2022** and ends on **DEC 11, 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 3 Behavior Study responses (requires online participation in IRB-approved research and class discussion);
- submit 3 online written exams (with ProctorHub active during testing)

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, graded assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts, study guides and review media to assist you in preparing 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 instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF 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. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Neuromythology](#) in the COURSE INTRO module by **11:59 PM EST** on **AUG**

**26, 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:

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) & Quizzes (13)	140	30%
Behavior Study responses (3)	75	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>515 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify anatomical structures and systems related to behavioral responses, 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 and reflect on 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 3 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 3 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:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
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.

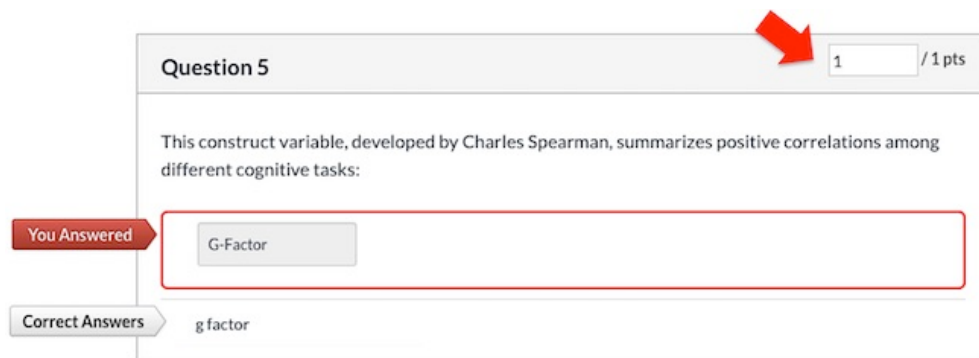
## How do I view my grades?

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 five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, 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 your instructor or your GTA using WebCourses Inbox, and your concern will be addressed as soon as reasonably possible. Questions regarding individual assignment scores must be addressed **within five calendar days of the grade being released**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as 'incorrect' when your response does not exactly match the correct answer provided in the grading key. **Your GTA will be individually grading these questions on each 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. A red arrow points to the score. The question text is: "This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:". Below the question is a text input field containing "G-Factor". To the left of the input field is a red arrow pointing right with the text "You Answered". Below the input field is a grey arrow pointing right 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** 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 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 **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as

possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

## *What are the COVID-related policies?*

### **Illness Notification**

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 still 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 \(http://ucfcares.com\)](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/>), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

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

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

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

- **Writing help** from the [University Writing Center](http://uwc.cah.ucf.edu/) (<http://uwc.cah.ucf.edu/>), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](http://sarconline.sdes.ucf.edu/) (<http://sarconline.sdes.ucf.edu/>), (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](https://apps.ucf.edu/) (<https://apps.ucf.edu/>), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com/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/>) 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. This course will be conducted in a way that respects **all aspects of diversity** (<http://www.diversity.ucf.edu/>). 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](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>).

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe**. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be

given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior **will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions.**

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 UCF's [Let's Be Clear \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) and the [UCF Cares \(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/).

## *How is academic integrity maintained?*

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

Your enrollment in this course means that you will adhere to the [UCF Creed \(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/), students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z**' [grade \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade) for the entire course). All academic integrity issues will be subject to appropriate referral to [Student Conduct and Academic Integrity \(SCAI\) \(https://scai.sdes.ucf.edu/academic-integrity/\)](https://scai.sdes.ucf.edu/academic-integrity/), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule \(http://goldenrule.sdes.ucf.edu/\)](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 (e.g., study groups) for assistance. **Webcourses@UCF quiz audit logs will be monitored** for compliance and **failure to only access the exam and allowed materials during testing will result in an academic integrity violation.**
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Your instructor and 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.

## *ProctorHub and Exams*

**ProctorHub** (<https://proctorhub.cdl.ucf.edu/proctorhub>) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

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

**It is your responsibility** to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the exams start. You can set up and **test your webcam** ([https://proctorhub.cdl.ucf.edu/proctorhub/test\\_webcam/](https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/)) before to your exam. For assistance with setup, contact **WebCourses@UCF Support** (<https://cdl.ucf.edu/support/webcourses/>) at 407-823-0407.

- There is also a **ProctorHub practice quiz** included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST on SEP 23, 2022**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

During an exam, if your webcam stops working or you have other issues with your webcam:

- **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** (<https://cdl.ucf.edu/support/webcourses/contact/>) 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 \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/c.php?g=78577&p=517810) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A **compatible web browser** (<https://cdl.ucf.edu/support/webcourses/browser/>)
- Audio input, built-in, or external computer speakers
- **Webcam access for ProctorHub use during exams**

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (e.g., through [Office 365 \(https://extranet.cst.ucf.edu/office365selfsvc/\)](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](mailto:WebCourses@UCF Support) (<https://cdl.ucf.edu/support/webcourses/>) for technical support assistance with the most current versions of these products.

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your 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/)
- 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).
- 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 \(https://ehs.ucf.edu/automated-external-defibrillator-aed-locations\)](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) 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) 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>).





## 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 Aug 26, 2022	 <a href="#">REQUIRED ACTIVITY: Neuromythology</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660275">https://webcourses.ucf.edu/courses/1404160/assignments/7660275</a> )	due by 11:59pm
Sun Aug 28, 2022	 <a href="#">QUIZ 1: Brain Behavior</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660280">https://webcourses.ucf.edu/courses/1404160/assignments/7660280</a> )	due by 11:59pm
Sun Sep 4, 2022	 <a href="#">QUIZ 2: Neurobiology</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660278">https://webcourses.ucf.edu/courses/1404160/assignments/7660278</a> )	due by 11:59pm
Sun Sep 11, 2022	 <a href="#">QUIZ 3: Sensory Triggers</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660272">https://webcourses.ucf.edu/courses/1404160/assignments/7660272</a> )	due by 11:59pm
Mon Sep 12, 2022	 <a href="#">BEHAVIOR STUDY 1: Activity Response</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660283">https://webcourses.ucf.edu/courses/1404160/assignments/7660283</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="#">BEHAVIOR STUDY 1: Group Response &amp; Reflection Statement</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660284">https://webcourses.ucf.edu/courses/1404160/assignments/7660284</a> )	due by 11:59pm
Sun Sep 18, 2022	 <a href="#">QUIZ 4: Hormone Effects</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660266">https://webcourses.ucf.edu/courses/1404160/assignments/7660266</a> )	due by 11:59pm
Mon Sep 19, 2022	 <a href="#">ProctorHub Practice Quiz Reminder!</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660288">https://webcourses.ucf.edu/courses/1404160/assignments/7660288</a> )	due by 11:59pm
Sun Sep 25, 2022	 <a href="#">QUIZ 5: Memory and Plasticity</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660261">https://webcourses.ucf.edu/courses/1404160/assignments/7660261</a> )	due by 11:58pm

Date	Details	Due
	 <b>EXAM 1: Modules 1 through 5</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660269">https://webcourses.ucf.edu/courses/1404160/assignments/7660269</a>	due by 11:59pm
Sun Oct 2, 2022	 <b>QUIZ 6: Growing Into Behaviors</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660276">https://webcourses.ucf.edu/courses/1404160/assignments/7660276</a>	due by 11:59pm
Sun Oct 9, 2022	 <b>QUIZ 7: Roots of Behavior</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660263">https://webcourses.ucf.edu/courses/1404160/assignments/7660263</a>	due by 11:59pm
Mon Oct 10, 2022	 <b>BEHAVIOR STUDY 2: Activity Response</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660282">https://webcourses.ucf.edu/courses/1404160/assignments/7660282</a>	due by 11:59pm
Fri Oct 14, 2022	 <b>BEHAVIOR STUDY 2: Group Response &amp; Reflection Statement</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660286">https://webcourses.ucf.edu/courses/1404160/assignments/7660286</a>	due by 11:59pm
Sun Oct 16, 2022	 <b>QUIZ 8: Behavior Genetics</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660281">https://webcourses.ucf.edu/courses/1404160/assignments/7660281</a>	due by 11:59pm
Sun Oct 23, 2022	 <b>QUIZ 9: Culture Matters</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660258">https://webcourses.ucf.edu/courses/1404160/assignments/7660258</a>	due by 11:59pm
Sun Oct 30, 2022	 <b>QUIZ 10: Evolutionary Behavior</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660256">https://webcourses.ucf.edu/courses/1404160/assignments/7660256</a>	due by 11:58pm
	 <b>EXAM 2: Modules 6 through 10</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660277">https://webcourses.ucf.edu/courses/1404160/assignments/7660277</a>	due by 11:59pm
Sun Nov 6, 2022	 <b>QUIZ 11: Hierarchy and Obedience</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660257">https://webcourses.ucf.edu/courses/1404160/assignments/7660257</a>	due by 11:59pm
Sun Nov 13, 2022	 <b>QUIZ 12: Morality</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660279">https://webcourses.ucf.edu/courses/1404160/assignments/7660279</a>	due by 11:59pm
Mon Nov 14, 2022	 <b>BEHAVIOR STUDY 3: Activity Response</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7661519">https://webcourses.ucf.edu/courses/1404160/assignments/7661519</a>	due by 11:59pm
Fri Nov 18, 2022	 <b>BEHAVIOR STUDY 3: Group Response &amp; Reflection Statement</b> <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7661540">https://webcourses.ucf.edu/courses/1404160/assignments/7661540</a>	due by 11:59pm

Date	Details	Due
Sun Nov 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660273">QUIZ 13: Empathy and Awfulness</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660273">https://webcourses.ucf.edu/courses/1404160/assignments/7660273</a> )	due by 11:59pm
Sun Nov 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660274">QUIZ 14: Crime and Free Will</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660274">https://webcourses.ucf.edu/courses/1404160/assignments/7660274</a> )	due by 11:59pm
Sun Dec 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660260">QUIZ 15: War and Peace</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7660260">https://webcourses.ucf.edu/courses/1404160/assignments/7660260</a> )	due by 11:59pm
Thu Dec 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7661465">EXAM 3: Modules 11 through 15</a> ( <a href="https://webcourses.ucf.edu/courses/1404160/assignments/7661465">https://webcourses.ucf.edu/courses/1404160/assignments/7661465</a> )	due by 11:59pm



# Course Syllabus

[Jump to Today](#)



## Primatology

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

### ANT3550C (0M01) Primatology

Dr. Sandra Wheeler • Fall 2022 • 3.0 Credit Hours

Lecture: Thursdays in CB2 105 at 9:00-10:15am

Lab 1-3: Tuesdays in MSB 149 at (Lab 1) 9:00-10:15am, (Lab 2) 10:30-11:45am, (Lab 3) 12-1:15pm

### Professor Contact

Professor: [Dr. Sandra Wheeler](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)  
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-2227  
Office Hours: Thursdays 11am-12:30pm in HPH 309F and by appointment for private in-person or virtual office hours  
Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; please allow 24-48 hours response time on weekdays

### Graduate Teaching Assistant (GTA) Contact

GTAs: Karla Cordona and Kelly McGehee  
Office Hours: Kelly: Mondays 11am-12pm in Chat; Karla: TBA  
Contact: Webcourses Inbox or TA Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click here OR click here the [Course Topic and Readings Snapshot](#) for a full list of readings by module. For the most up-to-date due dates, scroll down to the [Course Schedule](#). Click here for the [in-person and online Lab Schedule](#).

### University Catalogue Description

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

### Course Description

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

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

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

### Learning Outcomes

By the end of this course you will:

- Understand which features and traits differentiate primates from other mammals and how they are classified
- Explore how primatologists conduct fieldwork and how they research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different ecological settings
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation
- Contribute to citizen science initiatives by participating in active field research projects and through the creation of a primatological infographic

### Course Requirements

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

To do well in this course you will need to:

63 You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

[Reset Student](#)

[Leave Student View](#)

- Complete all primate infographic assignments by their due dates
- Complete three exams by their due dates
- Learn awesome things about primates! Did you know some mouse lemurs hibernate (well close, they go into torpor)?

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

## Required Text (there isn't one!)

**No book is required for this course.** All readings are provided electronically in the INTRODUCTION pages of the course modules. You are responsible for all the readings.

## Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	70-76%	D	60-66%
		B-	80-83%			F	>59%

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

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

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

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

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

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

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

## Other Important Syllabus Things

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

## Weekly Schedule

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Quizzes due by 11:59pm</b></li> <li>• Finish module readings</li> </ul>	<ul style="list-style-type: none"> <li>• Finish lab assignment from previous week</li> </ul>	<ul style="list-style-type: none"> <li>• Attend labs in MSB 149 when scheduled</li> <li>• <b>Labs due by 11:59pm</b></li> <li>• <b>Exams close by 11:59pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• Watch any video or media in your modules</li> <li>• Water your plants</li> </ul>	<ul style="list-style-type: none"> <li>• Attend class for lecture</li> <li>• Start new module and readings</li> </ul>	<ul style="list-style-type: none"> <li>• Work on lab assignments</li> <li>• Read module materials</li> <li>• Review lecture notes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exams open at 8am</b></li> <li>• Dance!</li> </ul>

## What About Make-Up Work?

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

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th/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a rus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-r quiz due dates, and other similar circumstances **do not** qualify as extreme.

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

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

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

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

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

## The UCF Mobile App

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

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter.

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

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

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 UCF's [Let's Be Clear \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) website.

## Statements Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed.

### Notifications in Case of Changes to Course Modality

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

### COVID-19 and Illness Notification

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

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

### In Case of Faculty Illness

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

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

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

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Attempting to convey the impression that such work is the student's own. 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/>).

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 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 and Academic Integrity](https://scai.sdes.ucf.edu/) (<https://scai.sdes.ucf.edu/>) for further action. See [UCF Golden Rule](https://goldenrule.sdes.ucf.edu/) (<https://goldenrule.sdes.ucf.edu/>) and the [UCF Rules of Conduct](http://osc.sdes.ucf.edu/process/roc) (<http://osc.sdes.ucf.edu/process/roc>). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else, including copying and pasting from the Internet. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade** (<http://goldenrule.sdes.ucf.edu/zgrade>). Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

**GroupMe and other chat platforms:** The mis-use of study groups such as GroupMe can be considered academic misconduct and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct. So don't do it!

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

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

## Respect for Diversity and Inclusion

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

UCF (and me!) 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.

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. **These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe.** Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

## 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/>) (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.

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.

## Campus Safety

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

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

## Deployed Active Duty Military Students

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

## Religious Observances

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religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5> isFINALJan19.pdf>.

## Copyright

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

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



















## Third-Party Software and FERPA

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

## Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, Planet of the Apes becomes realized, the primates take their revenge on all of us). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates for assignments can be found in the table below. Look in the [Modules](#) for a complete listing of the course schedule and materials.

## Course Summary:

Date	Details	Due
Fri Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531277">Required Activity: Getting Started Discussion</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531273">Required Activity: Getting Started Quiz!</a>	due by 11:59pm
Sun Sep 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531268">Quiz 1 Primate</a>	due by 11:59pm
Tue Sep 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531279">Lab 1: Instructions</a>	due by 11:59pm
Sun Sep 11, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531255">Quiz 2 Taxonomy</a>	due by 11:59pm
Tue Sep 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531254">LAB 2: Classification and Taxonomy</a>	due by 11:59pm
Sun Sep 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531272">Quiz 3 Parts</a>	due by 11:59pm
Tue Sep 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531249">LAB 3: Comparative Osteology</a>	due by 11:59pm
Sun Sep 25, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531269">Quiz 4 Evolution</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531274">Quiz 5 Apes</a>	due by 11:59pm
Tue Sep 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531263">Exam 1</a>	due by 11:59pm
Wed Sep 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531267">LAB 4: Primate Evolution</a>	due by 11:59pm
Sun Oct 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531285">Primate Infographic Topic Approval</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531271">Quiz 6 Sociality &amp; Ecology</a>	due by 11:59pm
Tue Oct 11, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531260">LAB 5: Comparative Dentition</a>	due by 11:59pm
Sun Oct 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531270">Quiz 7 Evolution &amp; Sex</a>	due by 11:59pm
Tue Oct 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531265">LAB 6: Primate Diet and Dentition</a>	due by 11:59pm
Sun Oct 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531252">Quiz 8 OW Monkeys &amp; Tarsiers</a>	due by 11:59pm



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due by 11:59pm

Date	Details	Due
Sun Oct 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531257">Quiz 9 Communication &amp; Cognition (https://webcourses.ucf.edu/courses/1405040/assignments/7531257)</a>	due by 11:59pm
Tue Nov 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531250">Exam 2 (https://webcourses.ucf.edu/courses/1405040/assignments/7531250)</a>	due by 11:59pm
Sun Nov 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531284">Primate Infographic Draft (https://webcourses.ucf.edu/courses/1405040/assignments/7531284)</a>	due by 11:59pm
Sun Nov 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531251">Quiz 10 Platyrrhines (https://webcourses.ucf.edu/courses/1405040/assignments/7531251)</a>	due by 11:59pm
Tue Nov 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531281">Lab 8: Primate Observation (https://webcourses.ucf.edu/courses/1405040/assignments/7531281)</a>	due by 11:59pm
Sun Nov 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531276">Primate Infographic UPLOAD FINAL and PEER REVIEW: UPLOAD PNG or JPG (https://webcourses.ucf.edu/courses/1405040/assignments/7531276)</a>	due by 11:59pm
Tue Nov 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531282">Lab 9: Zooniverse Citizen Science (https://webcourses.ucf.edu/courses/1405040/assignments/7531282)</a>	due by 11:59pm
Sun Nov 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531266">Quiz 12 Conservation (https://webcourses.ucf.edu/courses/1405040/assignments/7531266)</a>	due by 11:59pm
Tue Nov 29, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531278">Lab 10: Primatology Meme (https://webcourses.ucf.edu/courses/1405040/assignments/7531278)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531283">Peer Review Due of Infographic (https://webcourses.ucf.edu/courses/1405040/assignments/7531283)</a>	due by 11:59pm
Sun Dec 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531275">Quiz 11 Strepsirrhines (https://webcourses.ucf.edu/courses/1405040/assignments/7531275)</a>	due by 11:59pm
Thu Dec 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1405040/assignments/7531263">Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1405040/assignments/7531263)</a>	due by 11:59pm

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# Course Topic and Readings Snapshot: Fall 2022

## Course Topic and Readings Snapshot: Fall 2022

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

Module	Topic and Readings
Module 1	<p>What is a Primate?</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Introduction to Primate Studies (pages 1-35). <i>Primate Behavioral Ecology</i>, 5<sup>th</sup> ed. Routledge.</li> <li>• Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> </ul>
Module 2	<p>Primate Taxonomy</p> <p>Required Reading</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). <i>Primate Behavioral Ecology</i>, 5<sup>th</sup> ed. Routledge.</li> </ul>
Module 3	<p>Primate Parts</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: <a href="https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children">https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children</a> (<a href="https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children">https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children</a>)</li> <li>• A New View Into The Primate Birthing Process. NPR story by Barbara King: <a href="https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process">https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process</a> (<a href="https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process">https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process</a>)</li> <li>• Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>
Module 4	<p>Primate Evolution</p> <p>Required Reading</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Primates Past to Present (pages 73-100). <i>Primate Behavioral Ecology</i>, 5<sup>th</sup> ed. Routledge.</li> </ul>
Module 5	<p>The Apes</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective</i> 2<sup>nd</sup> ed. Oxford University Press.</li> <li>• Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> </ul>
<b>EXAM 1 ONLINE!</b>	
Module 6	<p>Primate Sociality and Community Ecology</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> <li>• Smuts B. 1998. What Are Friends For? (pages 36-43). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>
Module 7	<p>Evolution and Sex</p> <p>Required Reading</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Evolution and Sex (pages 4-475). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> </ul>

63 You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

[Reset Student](#)  
[Leave Student View](#)

Module 8	<p>Old World Monkeys and Tarsiers</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Thierry P.J. The Macaques: A Double-Layered Social Organization (pages 229-241). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> <li>• Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall.</li> <li>• Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>
Module 9	<p>Primate Communication and Cognition</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Communication and Cognition (pages 311-346). <i>Primate Behavioral Ecology</i>, 5<sup>th</sup> ed. Routledge.</li> <li>• Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> </ul>
<b>EXAM 2 ONLINE!</b>	
Module 10	<p>New World Monkeys</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> <li>• Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall.</li> <li>• Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>
Module 11	<p>Strepsirrhines</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Nekaris KA, Bearder SK. 2011. The Loriform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> <li>• Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology</i>. Prentice Hall.</li> <li>• Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>
Module 12	<p>Primate Conservation</p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Conservation (pages 373-398). <i>Primate Behavioral Ecology</i>, 5<sup>th</sup> ed. Routledge.</li> <li>• Campbell CJ et al. 2011. Where We Have Been, Where We Are, and Where We Are Going: The Future of Primatological Research (pages 687-691). In: <i>Primates in Perspective</i>, 2<sup>nd</sup> ed. Oxford University Press.</li> </ul>
<b>EXAM 3 (FINAL EXAM) ONLINE DURING FINALS WEEK!</b>	



## ANT 3610: Language and Culture Spring 2021



### Instructor Contact

**Instructor** Chelsea Daws

**Office** Howard Phillips Hall 101

Fridays 11 AM-1 PM EST, or by  
appointment

### Office Hours

OH are via Webcourse Chat or  
Scheduled Private Conference

**Phone** 407-823-2227

**E-mail**

- [Chelsea.Daws@ucf.edu](mailto:Chelsea.Daws@ucf.edu), or via  
Webcourses Inbox

### Graduate Teaching Assistant (GTA)

Send Tori a message via Webcourses Inbox Messages only

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

### Course Information

**Course Name** Language and Culture

**Course ID & Section** ANT 3610 0M01

**Credit Hours** 3

<b>Semester/Year</b>	Spring 2021
<b>Location</b>	VAB 0132 and Online
<b>Prerequisites</b>	Sophomore standing or higher

### **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.

Course information is published in UCF's **Undergraduate Catalog**. The Link: <https://catalog.ucf.edu/Links to an external site.>

### **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. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library. [You may read it online by following this link. Links to an external site.](#)*
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library.*

### **Supplemental Texts**

Links to other required supplemental course materials (i.e., PDFs, web links, etc.) can be found in each module of this course.

### **Course Activities**

- Read the assigned materials each week.
- Attend weekly lectures
- Participate in group discussions
- Complete all required assignments

- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

### **Activity Submissions**

All course activities will take place on Webcourses@UCF. All quizzes, exams, discussions, and papers will be submitted via [Webcourses@UCF](#).

### **Required Tools**

Since all course quizzes, exams, discussions, and papers will be submitted via [Webcourses@UCF](#), you will need access to a laptop or desk top computer, consistent broadband internet access (please report outages or technology errors), and a compatible web browser.

### **Course Schedule**

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

### **Missed Assignments/Make-Ups/Extra Credit**

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

### **Late Work**

All written assignments --graded discussions and papers-- have a **3**-day grace period. 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
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

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

Assignment Group	Weight
Graded Discussions	40
Paper	25
Quizzes	15
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](#)[Links to an external site.](#). 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. \(Links to an external site.\)](#)

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, see <http://goldenrule.sdes.ucf.edu/zgrade>Links to an external site..

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#)Links to an external site. (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.

### Required Statement Regarding COVID-19

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>Links to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#)Links to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

## Notifications in Case of Changes to Course Modality

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

## COVID-19 and Illness Notification

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

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

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

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

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

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

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

### **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)Links to an external site.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, 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>Links to an external site. (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)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."
- 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 \(Links to an external site.\)](#)



[site.](#))

### 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 by 11:59pm
Fri Jan 15, 2021	Assignment <a href="#">Introduction Assignment</a>	due by 11:59pm
	Assignment <a href="#">Orientation Quiz</a>	due by 11:59pm
Sun Jan 31, 2021	Assignment <a href="#">Group Discussion 1</a>	due by 11:59pm



<b>Date</b>	<b>Details</b>	
Mon Feb 1, 2021	Assignment <a href="#">Online Quiz 1</a>	due by 11:59pm
Mon Feb 15, 2021	Assignment <a href="#">Online Quiz 2</a>	due by 11:59pm
Sun Feb 28, 2021	Assignment <a href="#">Group Discussion 2</a>	due by 11:59pm
Sun Mar 14, 2021	Assignment <a href="#">Group Discussion 3</a>	due by 11:59pm
Mon Mar 15, 2021	Assignment <a href="#">Midterm Examination</a>	due by 11:59pm
Mon Mar 29, 2021	Assignment <a href="#">Online Quiz 3</a>	due by 11:59pm
Tue Mar 30, 2021	Assignment <a href="#">Group Discussion 4</a>	due by 11:59pm
Sun Apr 11, 2021	Assignment <a href="#">Group Discussion 5</a>	due by 11:59pm
Mon Apr 12, 2021	Assignment <a href="#">Online Quiz 4</a>	due by 11:59pm
Fri Apr 23, 2021	Assignment <a href="#">TED talk paper (extra credit)</a>	due by 11:59pm
	Assignment <a href="#">Endangered Language Profile</a>	due by 11:59pm
Sat May 1, 2021	Assignment <a href="#">Final Examination</a>	due by 11:59pm
	Assignment <a href="#">Multifunctionality Matching</a>	

**Date**

**Details**

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Assignment [Small Group Lounge](#)

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**Course Syllabus**  
**ANT 3610: Language and Culture**  
**Fall 2022**

Instructor     Professor Whitney D. Margaritis  
Office         Howard Phillips Hall 116E  
Office Hours   Tuesdays, 10:00 am -12:00 pm EST, Online and By Appointment  
Phone         407-823-2227  
E-mail         whitney.margaritis@ucf.edu

**Course Information**

Course Name         Language and Culture  
Course ID & Section   ANT 3610 - 0W01  
Credit Hours         3  
Semester/Year Fall   2022  
Location             Online

**Course Description**

The study of language in a non-western setting; language and behavior; language and perception.  
Prerequisites: Sophomore Standing.

**Course Objectives**

This course provides a study of language through various anthropological approaches focusing on language, behavior, and perception. You will learn how language both reflects and shapes thought, culture, and power. The prerequisite for this course is sophomore standing.

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and critically think about 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 978-1-1196-0814-1.
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. Tucson: University of Arizona Press. ISBN 978-0-8165-3768-6. (The digital version of this textbook is available for free through the UCF Library. You may view it on the Web or download a PDF version to read offline.)

**Course Activities**

- Read the assigned materials each week.
- Complete all required assignments on Webcourses@UCF and Yellowdig.

- Follow all class protocols.

### **Evaluation and Grades**

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

Grades will be calculated using the following scheme:

- YellowDig (50%)
- Papers (40%)
- Discussion Posts (10%)

### **Late Work Policy**

- YellowDig does not allow late work so please stay on top of your engagement each week.
- All assignments within Webcourses will be open for two days after the due date. Late work may be turned in during this time but will subtract 10% each day.

## Course Schedule

The schedule is subject to change at any time.

Week/Dates	Topic	Assignments	Due Dates
Week 1 Aug 22-Aug 26	What is linguistic anthropology?	Welcome Module 1 <ul style="list-style-type: none"><li>• Ahearn Ch. 1</li></ul>	Introduction Post in Yellowdig
Week 2 Aug 29-Sep 2	Non-verbal communication: Gestures and Sign Languages	Module 2 <ul style="list-style-type: none"><li>• Ahearn Ch. 2</li><li>• Kusters 2009</li></ul>	Discussion 1 Post in Yellowdig
Week 3 Sep 5-Sep 9	The Research Process in Linguistic Anthropology	Module 3 <ul style="list-style-type: none"><li>• Ahearn Ch. 3</li><li>• FILM: The Linguists</li></ul>	Endangered Language Selection Post in Yellowdig
Week 4 Sep 12-Sep 16	Language Acquisition and Socialization	Module 4 <ul style="list-style-type: none"><li>• Ahearn Ch. 4</li></ul>	Discussion 2 Post in Yellowdig
Week 5 Sep 19-Sep 23	Language, Thought, and Culture	Module 5 <ul style="list-style-type: none"><li>• Ahearn Ch. 5</li><li>• Cohn 1987</li></ul>	Post in Yellowdig
Week 6 Sep 26-Sep 30	Global Communities of Multilingual Language Users	Module 6 <ul style="list-style-type: none"><li>• Ahearn Ch. 6</li><li>• Meyerhoff 1999</li><li>• Dreifus 2011</li></ul>	Discussion 3 Post in Yellowdig
Week 7 Oct 3-Oct 7	Literacy Practices	Module 7 <ul style="list-style-type: none"><li>• Ahearn Ch. 7</li><li>• Baquedano-Lopez 2004</li></ul>	Language Autobiography Post in Yellowdig

Week 8 Oct 10-Oct 14	Online Communities	Module 8 <ul style="list-style-type: none"> <li>● Ahearn Ch.8</li> <li>● Spears-Rico 2019</li> <li>● Backe 2020</li> </ul>	Discussion 4 Post in Yellowdig
Week 9 Oct 17-Oct 21	Language Endangerment and Revitalization	Module 9 <ul style="list-style-type: none"> <li>● Ahearn Ch. 12</li> <li>● Lillehaugen 2019</li> </ul>	Endangered Language Outline Post in Yellowdig
Week 10 Oct 24-Oct 28	Performance, Performativity, and the Constitution of Communities	Module 10 <ul style="list-style-type: none"> <li>● Ahearn Ch. 9</li> <li>● Farnell 2002</li> </ul>	Discussion 5 Post in Yellowdig
Week 11 Oct 31-Nov 4	Language and Gender	Module 11 <ul style="list-style-type: none"> <li>● Ahearn Ch. 10</li> <li>● Cameron 2007</li> <li>● Kulick 1998</li> </ul>	Post in Yellowdig
Week 12 Nov 7-Nov 11	Language, Race and Ethnicity	Module 12 <ul style="list-style-type: none"> <li>● Ahearn Ch. 11</li> <li>● Urcioli 1991</li> <li>● Basso 1979</li> </ul>	Discussion 6 Post in Yellowdig
Week 13 Nov 14-Nov 18	Language, Power, and Agency	Module 13 <ul style="list-style-type: none"> <li>● Ahearn Ch. 13</li> </ul>	Endangered Language Profile Post in Yellowdig
Week 14 Nov 21-Nov 25	Ethnography	Module 14 <ul style="list-style-type: none"> <li>● Davis Intro &amp; Ch. 1-2 (Pgs. 1-75)</li> </ul>	Discussion 7 Post in Yellowdig
Week 15 Nov 28-Dec 2	Ethnography	Module 15 <ul style="list-style-type: none"> <li>● Davis Ch. 3-5 (Pgs. 76-150)</li> </ul>	
Week 16 Dec 5-Dec 9	Finals Week	Module 16	Ethnography Discussion



## University Policies

### 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. 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.



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

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

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

### **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>
- 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 toolbar, scroll down to the blue "Personal Information" heading on your

Student Center screen, click on "UCF Alert," fill out the information, including your email address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the video “You CAN Survive an Active Shooter.”

### **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.



*Welcome to:*

# Engagement & Social Change: Public Anthropology

ANT 3701M – Fall 2022

Mondays & Wednesdays: 1:30 – 2:20 pm,

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

Location: BA-1 Building, Room 122

~~~~~  
**Professor: Joanna Mishtal, Ph.D.**

**Professor of Cultural & Medical Anthropology**

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- <https://sciences.ucf.edu/anthropology/people/mishtal-joanna/>
- <https://joannamishtal.com/>

**Office Hours:** Wed. 3:45 – 5 pm (and by appointment, if needed) in Howard Phillips Hall 309  
(Anthro Dept)

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred email)

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

**If you think you're infected:** please get tested immediately and refrain from coming to class.

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

**The CDC recommends that:**

- “if you test positive for COVID-19, you stay home for at least 5 days and isolate from others in your home”
- “if you were exposed to COVID-19, you wear a high-quality mask for 10 days and get tested on day 5”

(See: <https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.html>)

**The World Health Organization “Mythbuster” about COVID:**

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/mythbusters>

**July 2022 Update: The “Long COVID” – what is it?**

- <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

**In sum**, it's true that the combination of vaccination and effective treatments have made the virus more manageable. Teaching in a mask is difficult, but I might continue to wear a mask whenever I feel I should.

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**Course Description:**

This course explores how anthropological knowledge, skills, and methods contribute to the understanding of contemporary human concerns related to health, migration, globalization, human rights, and development. As the most rapidly expanding field in anthropology, public (or applied) anthropology strives to bring public and policy attention to concerns that are often hidden or marginalized. In the words of anthropologist Robert Borofsky, it strives “to move beyond the traditional ‘do no harm’ ethos of funded research to one that strives to do good, to one that focuses on helping others.” We will therefore consider how anthropology can be engaged with the community, and explore how best to engage locally and abroad to create positive change.

→ **Credit:** This class counts toward these programs and requirements (or prereq):

- [\*Global Health Certificate\*](#)
- [\*Medical Anthropology Minor\*](#)
- *Gordon Rule Requirement*

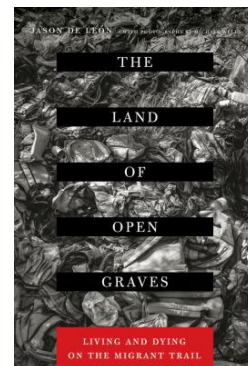
**Learning outcomes** - upon course completion, the students will:

- 1) gain knowledge of the various public interest domains in anthropological research
- 2.) become familiar with ethical considerations for anthropology work and research
- 3) gain understanding of how anthropology fits in the work of local and global organizations, and policy
- 4.) expand their scholarly writing skills, including analysis and synthesis

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**Course Materials:**

**1.) Required Book:**

- Jason De Leon and Michael Wells. *The Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press. 2015  
Access - this book is available, in addition to UCF bookstore:
  - at UCF library as an e-book (free)
  - used copies on Amazon for about \$12



**2.) Required Articles (provided):** Several articles are also required and are available to students (for free) electronically on our Canvas site. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. You can make notes and highlight on PDFs.

**3.) Required Films (provided):**

Students are required to see all films and videos shown in class and stay alert during the showings. Titles of films will be provided in class or listed on syllabus. For films/videos please close computers due to glare.

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**Expectations:**

I hope that you will want to attend this class and enjoy the material. Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to

read all the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

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

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

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

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

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

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

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**Examinations and Grading Policy:**

My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here's the breakdown.

**Summary of points:**

In-Class Component:

- 1) Exam 1: 20 points
- 2) Exam 2: 20 points
- 3) 5 of 6 Short Quizzes (2 points each): 10 points

Outside of Class/Online Component:

- 4) Book Response Paper: 10 points
- 5) Fieldwork Project proposal/set-up: 10 points
- 6) Final Fieldwork Project Report (or Research Paper): 30 points

|                         |
|-------------------------|
| <b>The Grade Scale:</b> |
|-------------------------|

|              |
|--------------|
| 94 – 100 = A |
| 90 – 93 = A- |
| 87 – 89 = B+ |
| 84 – 86 = B  |
| 80 – 83 = B- |
| 77 – 79 = C+ |
| 74 – 76 = C  |
| 70 – 73 = C- |
| 67 – 69 = D+ |
| 64 – 66 = D  |
| 60 – 63 = D- |
| 0 – 59 = F   |

Attendance record and class participation will be used to help students in borderline cases.

Total: 100 points

## Descriptions:

### 1) Exam 1 (20 points):

The exam consists of 20 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

### 2) Exam 2 (20 points):

The second exam will consist of 20 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

### 3) 5 of 6 Short Quizzes (2 points each): 10 points

Five short quizzes will be given for 2 points each based on assigned book readings for that day and will consist of 1-2 questions (narrative, fill in the blank or multiple choice) meant to assess if the student read and understood the assigned material. They will take about 5-7 min. at the start of the class. There will be no make-ups for the quizzes, because 1 quiz score will be dropped. The dropping of the lowest score is designed to help students in situations when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz.

### 4) Book Response Paper (10 points):

The ethnographic book by Jason De Leon and Michael Wells (2015), will serve as the basis for this book response paper. Students will analyze the book's content in light of the topics covered in class.

#### Specific instructions on Canvas.

These papers will have a word limit of 700 - 800. **DUE: 11/13/2022**

### 5 & 6) Public Anthropology Project (total 40 points):

**Proposal/Set-up of project** (10 points) + **Final Fieldwork Project Report** (30 points)

#### OPTION I: Fieldwork Project & Report (encouraged and preferred!)

Much of public anthropological work involves working with non-profit organizations (NGOs). In this spirit, students will complete a Fieldwork Project which will involve minimum of 16 hours of a volunteering experience with an organization of your choice during the semester. Projects can be arranged via *Volunteer UCF Center* located at the Student Union, Room 154; website: <https://osi.ucf.edu/agencies/vucf/> and <https://www.ucf.edu/services/category/community-service-volunteering/>

**\*NOTE:** Students must be approved for their choice of the organization or events by the Professor before beginning the project. **Specific instructions on Canvas.** Students will earn points for:

- **Project Proposal/Set-up** **DUE: 9/11/2022 by midnight via Canvas**
  - **Timeliness:** submitting any required information about the project on time
- **Final Report** (stands for your Final Exam & due during the finals week): discussing the experience; length **600-650 words**. **DUE: 12/5/2022 by midnight via Canvas**

#### OPTION II: Research Paper (available only if necessary)

If a student tries and is unable for some reason (with documentation) to volunteer in a community-based organization or at community events, they'll have the option of writing a Paper on a public anthropology topic. This will involve researching a topic by locating and reading 4 full-length research articles on a similar subject in these journals: *Human*

*Organization, Practicing Anthropology, and NAPA Bulletin/ Annals of Anthropological Practice*, and writing a paper based on the analysis of these texts. **Specific instructions on Canvas.**  
**\*NOTE:** topic and articles must be approved by the Professor before proceeding.  
Students earn points for:

- **Paper Proposal:** DUE: 12/5/2022 by midnight via Canvas
  - **Timeliness:** submitting required parts of the paper on time
- **Research Paper** (stands for your Final Exam & due during the finals week): length 1500-1550 words (about 6 pages double spaced), plus references cited section.  
DUE: 12/5/2022 by midnight via Canvas

~~~~~  
**A WRITING TIP:** Please take advantage of the **UCF Writing Center** before you submit your papers for grading. This is an excellent and free resource to UCF students who are writing any type of paper. <http://uwc.ucf.edu/>

**Writing Parameters:** All writing assignments should be single-spaced, 1” margins on all sides, Times New Roman size 12 or Garamond font size 12.  
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## Course Schedule

### WEEK 1:

8/22 - **Mon:** First class – introduction of the course and overview of the syllabus.

8/24 – **Wed:** Introduction to public anthropology.

**Read for Wed:**

“Making Anthropology Public” by N. Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.



**Browse relevant websites:**

- Center for a Public Anthropology: <http://www.publicanthropology.org/about/>
- Society for Applied Anthropology: <http://www.sfaa.net/>
- American Anthropological Association: <http://www.aaanet.org/>
- National Association for the Practice of Anthropology (NAPA): <https://practicinganthropology.org/>



**Online Component:**

→ Assignment Wk 1: Instructions on Canvas (Become familiar with the site)

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### WEEK 2: Ethics & Research: Past and Present.

8/29 - **Mon:** The Yanomami Controversy

**Read for Mon:**

“The Fierce Anthropologist: Did Napoleon Chagnon’s expeditions harm one of the world’s most vulnerable tribes?” by Patrick Tierney, *The New Yorker*, 10-9-2000



**8/31 – Wed: The Yanomami Controversy**

**Read for Wed:**

“Darkness in El Dorado: research ethics then and now” by Carolyn Fleuhr-Lobban *Ethics and the Profession of Anthropology*, pp. 85-106, 2003.

**Online Component:**

→ Assignment Wk 2: Instructions on Canvas

All students: the AAA ethics statement: review and understand concepts.

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**WEEK 3: Ethical Challenges: Anthropology and Wars**

**9/5 – Labor Day – No Class**

**9/7 – Wed: Human Terrain Project**

**Read for Wed (2 items):**

“Army Enlists Anthropology in War Zones” by David Rohde, *The New York Times*, 10-5-2007.

And

“Anthropologists or ‘technicians of power?’” by Gonzalez, Roberto (2009) *Practicing Anthropology* 31(1): 34-37



**Online Component:**

→ Assignment Wk 3 – **SUBMIT. DUE 9/11/2022 by midnight.**

Instructions on Canvas

(Option I: Proposal/Set-up of project. Option II: Paper Proposal)

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**WEEK 4: The Meanings of “Development” in the Global South and beyond**

**9/12 - Mon: Anthropology & Development – key issues**

**Read for Mon:**

“Anthropology and the development encounter: the making and marketing of development anthropology” by Arturo Escobar, *American Ethnologist*, 1991, 18(4):658-682.

**9/14 – Wed: Development & Gender**

→ *Film screening*: “Daughters of the Golden Bengal”

**Read for Wed:**

“Vernacularization on the Ground: Local Uses of Global Women’s Rights in Peru, China, India and the United States.” Peggy Levitt and Sally Merry. *Global Networks* 9(4): 441–461, 2009





**Online Component:**

→ Assignment Wk 4: Instructions on Canvas

(Option I: proceed with project; Option II: proceed with locating articles, reading and annotating)

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**WEEK 5: Medical Anthropology**

**9/19 - Mon: What does it mean to be “critical”?**

**Read for Mon:**

“Three propositions for a critically applied medical anthropology” by Nancy Scheper-Hughes, *Social Science & Medicine*, 30(2):189-197



**9/21 – Wed: No Class** – (Harvard University Presentation)

→ **Fieldwork Project Work (or Research Paper)**

→ **start reviewing for Exam 1**

**Online Component:**

→ Assignment Wk 5: Instructions on Canvas

(Option I: proceed with project; Option II: proceed with readings and annotating texts)

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**WEEK 6: Medical Anthropology (part 2) & Fieldwork Project Workshop**

**9/26 - Mon: GUEST PRESENTATION**

**Abigail Shepherd, MA, PhD Student**

UCF, Department of Anthropology

Research Case Study: “Applying Medical Anthropology in Substance Use Research”

**Double Attendance Credit**

*Extra Credit Event (3 points!): Sept. 27, 2022 (time & location TBA)*

*Dr. Thurka Sangaramoorthy, PhD, MPH – medical anthropologist*

*<https://www.thurkasangaramoorthy.com/>*

*Assignment: a brief write-up of the event (instructions given in class)*

**9/28 – Wed: Fieldwork Project Workshop**

(both Option I and II will be discussed)

**Read for Wed:** none, but please prepare any questions or concerns about your projects and we’ll discuss and help you.

**Online Component:**

→ Assignment Wk 6: – **SUBMIT this only for Option II. DUE: 10-2-22 by midnight.**

Instructions on Canvas

(Option II: Submit annotated bibliographies for 4 texts - required to move forward.)

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**WEEK 7: Exam 1 week.**

**10/3 - Mon: Review for Exam**

**10/5 – Wed: EXAM 1**

**Online Component:**

→ Assignment Wk 7: Instructions on Canvas

(Option I: proceed with project. Option II: proceed with analysis of 4 texts)

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**WEEK 8: Environmental Sustainability, Environmental Justice**

**10/10 - Mon: Environmental Sustainability**

**Read for Mon:**

→ **Short Quiz 1**

“Whose Sustainability? An Analysis of a Community Farming Program's Food Justice and Environmental Sustainability Agenda” Sarah Grace Davenport and Joanna Mishtal, *Culture, Agriculture, Food and Environment* 41(1): 56-65, 2019.



**10/12 – Wed: GUEST PRESENTATION**

**Sarah Davenport, MA, PhD Candidate**

Brown University, Department of Anthropology

Research Case Study: “Environmental Sustainability, Justice, and Food Sovereignty”

**Read for Wed:** none

**Double Attendance Credit**

**Online Component:**

→ Assignment Wk 8: Instructions on Canvas

(Option I: proceed with project; nothing to submit.

For Option II: create paper outline & **SUBMIT** - required to move forward)

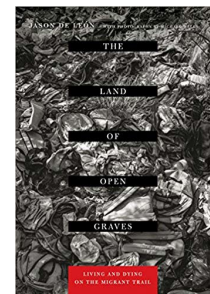
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**WEEK 9: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.  
Part 1: This Hard Land

**10/17 - Mon: Intro. & Ch. 1** (Prevention through Deterrence)

**Read for Mon:** Book pages 1 -37

→ **Short Quiz 2**



**10/19 –Wed: Chapters 2 & 3** (Dangerous Ground; Necroviolence)

**Read for Wed:** Book pages 38 - 86

→ **Short Quiz 3**



**Online Component:**

→ Assignment Wk 9: Instructions on Canvas

(Option I: proceed with project. Option II: proceed with writing)

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**WEEK 10: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.

Part 2: El Camino

**10/24 - Mon: Chapters 4 & 5** (Memo & Lucho; Deported)

**Read for Mon:** Book pages 87 – 144

→ **Short Quiz 4**

**10/26 – Wed: Chapters 6 & 7** (Technological Warfare; The Crossing)

**Read for Wed:** Book pages: 145 - 202

→ **Short Quiz 5**

**Online Component:**

→ Assignment Wk 10: Instructions on Canvas

(Option I: proceed with project; Option II: proceed with writing)

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**WEEK 11: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.

Part 3: Perilous Terrain

**10/31 - Mon: Chapters 8 & 9** (Exposure; You Can't Leave)

**Read for Mon:**

Book: Read pages: 203 – 237

→ **Short Quiz 6**

**11/2 – Wed: Chapters 10, 11, & 12** (Maricela; We Will Wait; Epilogue)

**Read for Mon:**

Book pages: 238 – 287 (finish)

**Online Component:**

→ Assignment Wk 11: Instructions on Canvas

(Option I: proceed with project; Option II: proceed with writing)

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**WEEK 12: Migrants and the Uninsured in the US Healthcare System**

**11/7 - Mon: Migrants, Vulnerability, and “Deservingness”**

**Read for Mon:**

“Migration, “illegality,” and health: Mapping embodied vulnerability and debating health-related deservingness.” *Social Science & Medicine* 74:805-811, 2012.

**11/9 – Wed: GUEST PRESENTATION**

Double Attendance Credit

**Jacqueline Devaney, MA Candidate**

UCF, Department of Anthropology

Research Case Study:

“Patients’ Chronic Illness Experiences Within a Safety-Net Clinic”

**Online Component:**

→ **DUE: Book Response Paper** Due on 11/13/22 by midnight (can submit early)

→ Assignment Wk 12: Instructions on Canvas

(Option I: proceed with project; Option II: proceed with writing)

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**WEEK 13: Public Anthropology - Current and Future Trends**

**11/14 – ONLINE WORK (No in-person class meeting) – Zoom Hour Q&A**  
**Writing up your Fieldwork Projects & Papers**

**11/16 – Wed: Public Anthropology – Looking Ahead**

**Read:** none

**Online Component:**

→ Assignment Wk 13: Instructions on Canvas

(Option I: proceed with project or writing; Option II: proceed with writing;)

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**WEEK 14: Fieldwork Project / Research Paper Wrap-Up**

**11/21 - Mon: Fieldwork Projects Discussion Day**

**Read for Mon:** None

**11/23 – Wed: “Thanksgiving Wednesday” – UCF classes not held**

**Read for Wed:** None

But please continue to advance your Projects.

**Online Component:**

→ Assignment Wk 14: No Assignment - Thanksgiving

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**WEEK 15: Exam 2 week**

**11/28- Mon: Review for Exam**

**11/30 – Wed: EXAM 2 (in last class)**

**Online Component:**

→ Assignment Wk 15: Instructions on Canvas  
(Option I: finish writing; Option II: finish writing. Use the UCF Writing Center to review your papers)

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**WEEK 16: Final Project Papers**

**12/5 – Monday: Final Fieldwork Report OR Research Paper - Due 12/5/2022 by midnight via Canvas (can submit early)**

~~~~~ End of class schedule. Have a nice winter break!! ~~~~~



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**UCF Core Syllabus Statements:**

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices” <http://wpacouncil.org/node/9>

**Responses to Academic Dishonesty, Plagiarism, or Cheating:** Students should familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript

indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>

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

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

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

### **In-Class Recording**

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

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

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

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

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

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

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

**Evidence-Based Teaching & Learning:** Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

**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>