

Course Syllabus

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ANT 3016: FANTASTIC ARCHAEOLOGY AND PSEUDOSCIENCE

SPRING 2022 (W); PROF. M. CALLAGHAN
GTA: G. MICHELETTI

Course Information

Course name:	Fantastic Archaeology and Pseudoscience
Course ID:	ANT 3016-0001
Credit hours:	3.0 hours
Semester/year:	Spring 2022
Location & time:	Online

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	T 9:30-11am Zoom, and by appt.
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

This course critically examines pseudoscience, cult archaeology, and creationism from a scientific perspective. Through case studies and research, students learn that a strong adherence to scientific

investigation can uncover facts about prehistory that are even more interesting than myths and mysteries. **Prerequisites:** ANT 2000 or CI

Course Overview

Fantastic archaeology comprises reconstructions of the human past which do not follow the accepted rules of evidence and argument, but which assert that they have scientific support, use science terminology, or claim scientific validity. These can be called pseudoscientific reconstructions. They can be also called cult archaeology when they provide the core beliefs of a group or community. When they attach to religious beliefs questioning human evolution or they use pseudoscientific evidence to promote a religious belief in a supernatural creation event in the past, then they pertain to Creationism. We will look at all of these matters in this class. But the issues surrounding Fantastic Archaeology are by no means always clear-cut. In several archaeological arenas, legitimate controversies among scientists about what is known and knowable grade into speculations about the past that go beyond any possibility of documentation. Sometimes these frontiers between the legitimate and the lunatic are the most dynamic and interesting of all. Finally, we consider, thematically and periodically throughout the course, the difference between legitimate controversies within scientific archaeology, what is termed a “Paradigm controversy”, and controversy pitting scientists against pseudoscientists and charlatans. As Ken Feder describes in the first two chapters of his book, *Frauds, Myths and Mysteries*, a controversy between legitimate scientists operates by clear and consistent rules of evidence, even if those scientists have very different interpretations of evidence. A controversy between scientists and charlatans (people who capitalize on the gullibility in others) pits people working with such rules against people who ignore them.

In this course we will critically examine pseudoscience, cult archaeology and creationism from a scientific perspective. Through the close examination of case studies we will dispel archaeological myths and mysteries, which are often depicted as fantastic or cult archaeology. This course will demonstrate that a strong adherence to scientific investigation can uncover facts about prehistory that are as interesting as the myths.

Through the course of the class students will learn to:

- Identify pseudoscientific claims, particularly about the human past involving archaeology
- Distinguish legitimate controversies within scientific archaeology from fraudulent debates and interpretations proposed by pseudoscientists
- Examine and interrogate how pseudoscientific archaeological claims are used to legitimate authoritarian political regimes, racism, nationalism, and exploitative dominant ideologies

What materials will I need?

There is one text required for the course: Feder, Kenneth L. 2020. *Frauds, Myths, and Mysteries*:

Science and Pseudoscience in Archaeology, 10th Edition, McGraw Hill, New York.

Weekly readings may also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

What are the course requirements?

This course begins on **January 10, 2022** and ends on **May 3, 2022**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Complete 10 out of 12 weekly reading quizzes
- Complete 10 out of 12 weekly assignments
- Complete 1 Midterm Exam
- Complete 1 Final Exam
- Write a short research paper (5 pages) including a prospectus, annotated bibliography, outline, and final draft

All graded work ***will be submitted online***. Please note the due dates carefully. It is ***your responsibility to be aware of all due dates*** for this course. ***Late assignments will be marked down 10% each day they are late.***

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is ***your responsibility to check on your grades throughout the course***. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score ***after the grade column has been released***, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed ***within two weeks of the grade being released***.

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

Assignment	Points	Percentage
Reading Quizzes (10)	50	12.5
Assignments (10)	50	12.5
Midterm Exam	100	25

Final Exam	100	25
Prospectus	10	2.5
Annotated Bibliography	20	5
Outline	20	5
Final Paper	50	12.5
TOTAL	400	100

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

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

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

What if I miss a quiz or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting

and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must ***notify me ASAP*** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) ***prior to any scheduled class presentations***. If you are participating in an official UCF event (e.g., sports or academic events) or

class presentations. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for missing work will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. **Only work submitted on time will be graded.** It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically submitted and reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **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

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All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials **must utilize the Canvas or UCF Knight's Mail system**.

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

How do I receive disability accommodations?


The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

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





You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. [.\(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. [\(http://learn.ucf.edu/support/\)](http://learn.ucf.edu/support/)

What about copyright and third-party software?

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you ***will not*** need to make any personally identifying information on any public site. ***Do not*** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or OnlineSupport@UCF. [.\(http://learn.ucf.edu/support/\)](http://learn.ucf.edu/support/)

Statements Regarding COVID-19

General Statement

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

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> [_ \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)_.](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

*I will allow only 1 extension of a module due to illness with COVID-19 with proper documentation and an email from the Vice Provost after you have documented your case with the UCF COVID line above. If further extensions are needed you must do a medical withdrawal from the course, I have found in previous courses students are not able to catch up after prolonged illness. I would staying on top of coursework, and working ahead if I'm able to open modules early, to provide yourself a cushion in case you fall ill.

Statement on Florida HB 233

Because this is an online course and NOT an in person "lecture" course, students may NOT record or copy any portion of this class. 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. As a note for your other in person "lecture" classes **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, and invited guest speakers is prohibited.** Recordings may not include the image or voice of other students

in the class, 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 and may be cause for disciplinary action.** Lectures used for other purposes or recordings that are published without the permission of the instructor **may allow the**

purposes, or recordings that are published without the permission of the instructor, may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000" ([FL Senate 2021:6-7 lines 150-151](#)).
<https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF>)

Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**

Week	Dates	Topic	Feder	Additional Readings
1	10-Jan	Science and Pseudoscience	1	Shermer 1998 (chapter 1) small.pdf ↓ https://webcourses.ucf.edu/courses/1401902/files/90951564/download/download_frd=1)
2	17-Jan	Epistemology: How You Know What You Know	2	Sagan Ch 12.pdf ↓ https://webcourses.ucf.edu/courses/1401902/files/91165683/download/download_frd=1) ; Shermer 1998 (chapter 3) OCR.pdf ↓ https://webcourses.ucf.edu/courses/1401902/files/91165728/download/download_frd=1)
3	24-Jan	GIANTS! Anatomy of an Archaeological Hoax	3	
4	31-Jan	Dawson's Dawn Man: The Hoax at Piltdown	4	
5	7-Feb	Who Discovered America?	5	
6	14-Feb	Who's Next? After the Indians, before Columbus	6	

7	21-Feb	The Myth of the Mound Builders	7	
8	28-Feb	MIDTERM EXAM		
9	7-Mar	NO CLASS - SPRING BREAK		
10	14-Mar	Lost: One Continent - Reward	8	
11	21-Mar	Prehistoric E.T.: The Fantasy of Ancient Astronauts	9	
12	28-Mar	The Mystery of Ancient Civilizations: How did People Get so Smart?	10	
13	4-Apr	Good Vibrations: Psychics and Archaeology	11	
14	11-Apr	Old-Time Religion, New Age Visions, and Paranormal Predictions	12	
15	18-Apr	Epilogue: A Past We Deserve	13	
16	25- A	FINAL EXAM		

Course Summary:

Date	Details	Due
Mon Jan 10, 2022	 ASSIGNMENT 1A: Birthday (https://webcourses.ucf.edu/courses/1401902/assignments/7432793)	due by 11:59pm
	 ASSIGNMENT 1B: Astrological Reading (https://webcourses.ucf.edu/courses/1401902/assignments/7432795)	due by 11:59pm
	 QUIZ 1: Survey of Beliefs (https://webcourses.ucf.edu/courses/1401902/assignments/7432792)	due by 11:59pm
Wed Jan 19, 2022	 QUIZ 2: Feder Chapter 2 (https://webcourses.ucf.edu/courses/1401902/assignments/7471595)	due by 11:59pm
Fri Jan 21, 2022	 ASSIGNMENT 2: Logical Fallacies - You Make the Call! (https://webcourses.ucf.edu/courses/1401902/assignments/7471688)	due by 11:59pm
Fri Mar 25, 2022	 Prospectus (https://webcourses.ucf.edu/courses/1401902/assignments/7432798)	due by 11:59pm
Fri Apr 1, 2022	 Annotated Bibliography (https://webcourses.ucf.edu/courses/1401902/assignments/7432794)	due by 11:59pm
Fri Apr 8, 2022	 Outline (https://webcourses.ucf.edu/courses/1401902/assignments/7432797)	due by 11:59pm
Mon Apr 18, 2022	 Final Paper (https://webcourses.ucf.edu/courses/1401902/assignments/7432796)	due by 11:59pm

ANT 3052: Disaster Anthropology

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office Location: Howard Phillips Hall, Room 311C

Virtual Office Hours: Tuesdays 10:00am-11:30am or by appointment.

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

Learn more about your instructor [here](#)!

Graduate Teaching Assistant (GTA): Jonathan Barkmeier

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Mail

Virtual Office Hours: TBD

Required Textbooks

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

Course Description

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

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

- Be able to theorize what constitutes a disaster.
- Understand the difference between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.

- Appreciate the vital role anthropology plays in disaster planning, preparedness, and recovery.
- Understand how ethnography and archaeology participate in disaster planning, preparedness, and recovery.

GroupMe & Social Media Policy

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

My Approach to Online Teaching

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

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

Grading

Grades will be determined from the following:

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

Total Possible Points: 100

Breakdown of Grading

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

[Possible Points: 15]

Research Assignments: Students will complete research projects that connect readings and their semester project. Each research project will be discussed in detail during online lectures.

Associated assignments in WebCourses will be updated with detailed instructions as we near each assignment's date (along with the posting of online lecture the week before).

[Possible Points: 30]

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

[Possible Points: 55]

Course Grading Scale

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

Extra Credit Opportunities

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

Late Assignment Policy

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

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

Contacting the Instructor

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

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

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

Semester Calendar

Week 1: Jan 10 - 14

Topic: Course Introduction

Readings: None

Assignments: [Syllabus Quiz](#)

Week 2: Jan 17 - 21

Topic: Introduction to the Anthropology of Disaster

Readings: Oliver-Smith, Anthony. 1999. ["What Is A Disaster?": Anthropological Perspectives on a Persistent Questions](#). In *The Angry Earth*...

Oliver-Smith, Anthony and Susanna Hoffman. 2002. [Introduction: Why Anthropologists Should Study Disasters](#). In *Catastrophe & Culture*...

Hoffman, Susanna. 2010. [Of Increasing Concern: Disaster and the Field of Anthropology \(Links to an external site.\)](#). *Anthropology News*.

Assignment: Online Activity 1: UCF's Hurricane History

Week 3: Jan 24 - 28

Topic: Longitudinal Studies of Disaster

Readings: Oliver-Smith, Anthony. 1994. [Peru's Five Hundred Year Earthquake](#).

Garcia-Acosta, Virginia. 2002. [Historical Disaster Research](#). In *Catastrophe & Culture*...

Assignment: Research Project 1: Collecting Historical Evidence

Week 4: Jan 31 - Feb 4

Topic: Forensic Investigations of Disaster (FORIN)

Readings: Burton, Ian. 2010. [Forensic Disaster Investigations in Depth](#).
[FORIN Report](#)

Week 5: Feb 7 - 11

Topic: Why Disaster Response Fails

Readings: Hoffman, Susanna M. [Defining Disaster upon Disaster...](#) In Disaster Upon Disaster.
Barrios, Roberto E. [Unwieldy Disasters](#). In Disaster Upon Disaster.

Assignment: Semester Project 1: Statement of Intent

Week 6: Feb 14 - 18

Topic: Interviewing Disaster Survivors, Part I

Readings: Slim, Hugo et al. 2006. [Ways of Listening](#), in The Oral History Reader.

Anderson, Kathryn and Dana C. Jack. 2006. [Learning to Listen: Interview Techniques and Analysis](#), in The Oral History Reader.

Assignment: Online Activity 2: Remote Interviewing Resources

Week 7: Feb 21 - 25

Topic: Interviewing Disaster Survivors, Part II

Readings: Sanford, Victoria. 2006 ["Introduction" and "Excavations of the Heart: ..."](#) In Engaged Observer: Anthropology, Advocacy, and Activism.

Hammersley, Martyn and Paul Atkinson. 1995. [Insider Accounts: Listening and Asking Questions](#), in Ethnography 2nd Edition, pp. 124-156.

Week 8: Feb 28 - Mar 4

Topic: Plights, Problems, and Quandaries

Readings: Fiske, Shirley J. and Elizabeth Marino. 2020. [Slow-Onset Disaster...](#) In Disaster Upon Disaster.

Oliver-Smith, Anthony. 2020. [Resettlement for Disaster Risk Reduction...](#) In Disaster Upon Disaster.

Assignment: Research Project 2: Oral History Interview (Recording)

Mar 8 - 12 - Spring Break

Week 9: Mar 14 - 18

Topic: So-Called Natural Disasters, Part I

Readings: Moseley, Michael E. 2002. [Modeling Protracted Drought...](#) In Catastrophe & Culture.

McCabe, J. Terrance. 2002. [Impact of and Response to Drought among Turkana Pastoralists...](#) In Catastrophe & Culture.

Assignment: Research Project 2: Oral History Interview (Transcript)

Week 10: Mar 21 - 25

Topic: So-Called Natural Disasters, Part II

Readings: Button, Gregory V. and Erin R. Eldridge. 2016. [A Poison Runs Through It...](#) In Contextualizing Disaster.

Bankoff, Greg and George Emmanuel Borrinaga. 2016. [Whethering the Storm...](#) In Contextualizing Disaster.

[Week 11: Mar 28 - Apr 1](#)

Topic: Archaeological Approaches to Sudden Environmental Change, Part I

Readings: Sheets, Payton and Jago Cooper. 2012. Introduction: Learning to Live with the Dangers of Sudden Environmental Change. In [Surviving Sudden Environmental Change \(Links to an external site.\)](#).

Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail. In [Surviving Sudden Environmental Change \(Links to an external site.\)](#).

Assignment: Online Activity 3: Storm Surge Threats to Florida's Cultural Heritage

[Week 12: Apr 4 - 8](#)

Topic: Archaeological Approaches to Sudden Environmental Change, Part II

Readings: Dugmore, Andrew and Orri Vesteinsson. 2012. Black Sun, High Flame, and Flood. In [Surviving Sudden Environmental Change \(Links to an external site.\)](#).

Nelson, Margaret C. et al. 2012. Long-Term Vulnerability and Resilience. In [Surviving Sudden Environmental Change \(Links to an external site.\)](#).

[Week 13: Apr 11 - 15](#)

Topic: Revamping Apparatus and Outcome

Readings: Hoffman, Susanna M. 2020. [The Scope and Importance of Anthropology...](#) In Disaster Upon Disaster.

Bergman, Ann. 2020. [Future Matter Matters...](#) In Disaster Upon Disaster.

Assignment: Semester Project 2: Annotated Bibliography

[Week 14: Apr 18 - 22](#)

Topic: Work on Semester Projects

Readings: None

Assignments: Semester Project 3: Presentation

[Week 15: Apr 26](#)

Topic: Semester Projects Due

Readings: None

Assignments: Semester Project 4: Final Paper

[Important UCF Dates for Spring 2021](#)

January 15, 2021 - Last Day to Drop and Request Full Refund

January 15, 2021 - Drop/Swap Deadline

January 15, 2021 - Add Deadline

March 26, 2021 - Withdrawal Deadline

Statement on Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site.>](https://scai.sdes.ucf.edu/student-rules-of-conduct/Links%20to%20an%20external%20site.>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <[https://goldenrule.sdes.ucf.edu/Links to an external site.>](https://goldenrule.sdes.ucf.edu/Links%20to%20an%20external%20site.>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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

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

In-Class Recording Statement

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

Course Accessibility Statement

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

Campus Safety Statement

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.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.

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>Links to an external site.>.

UCF Ethics

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

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

Copyright

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

Course Syllabus



Course Information

Course Name: Blood and Valor in the Viking World
Course ID: ANT 3107 (0W60) / Spring 2022
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Tuesday 9:30-11:00 AM EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTAs: Melissa Gomez
Main office: UCF Main Campus - Phillips Hall 309 (by appointment only)
Online Office: TBA via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

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

University Catalog Description

Examines anthropological and archaeological themes of Norse daily life, belief systems, mortuary treatment, material culture, and culture contact history. **Prerequisite:** Sophomore standing or C.I.

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

What is this course about?

In popular culture, Vikings are little more than horn-helmeted, blood-thirsty raiders who plundered their way across Europe in the Middle Ages. For three hundred years, the Norse dominated the peoples of “civilized” Europe, whose negative view of them as violent barbarians has been passed down to us.

But Vikings did much more – they brought empires to their knees; they traded and settled deep into Poland and Russia; they fought as mercenaries and explored the uncharted waters of the North Atlantic, becoming the first Europeans to venture into North America. By AD 1100 the Norse had fundamentally altered the social, political, religious, economic and military life in much of the known world.

Blood and Valor in the Viking World includes everything you'll need to separate fact from fiction by critically examining anthropological themes in preserved material culture, archaeological sites, and place-name evidence alongside historical texts. Together, we will be uncovering the real stories behind the popular view of the Viking World. Your task in this course is to take a fresh look at what we know about the Vikings and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of the Viking world.

What skills will I develop in this course?

You will be developing analytical skills necessary to critically examine scientific literature and mass media statements about archaeological evidence and people of the Viking World. After successfully completing this course, you should be able to:

- Identify key artifacts and art styles, archaeological sites and events in the Viking World.
- Reframe the single, monolithic entity of ‘Viking’ portrayed in modern media into the highly regionalized lifeways of Scandinavia
- Describe cultural interactions, economics, and settlement of early Norsemen and their assimilation after leaving

Scandinavia.

- Discuss the nature of ancient Viking afterlife and proper treatment of the dead.
- Explain how society, politics and religious ideology evolved through three centuries of Viking history.
- Critically engage with the contradictory and complementary nature of archaeological, historical, and textual sources concerning the Viking world.

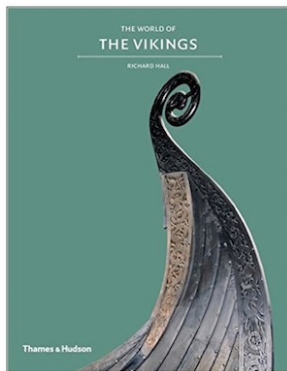
You will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

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

What textbooks will I need?

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

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



The World of the Vikings

Author: Richard Hall

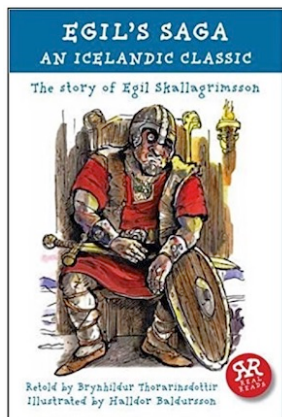
Edition: 1st Edition

Year: 2013

Publisher: Thames & Hudson

ISBN: 9780500290514

Available in paperback format



Egil's Saga: An Icelandic Classic

Author: Brynhildur Thorarinsdottir

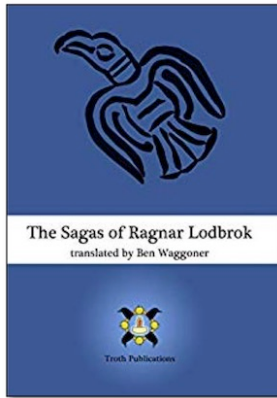
Edition: 1st

Year: 2016

Publisher: Real Reads

ISBN: 9781906230876

Available in paperback format



The Sagas of Ragnar Lodbrok

Author: Ben Waggoner

Edition: 1st edition

Year: 2009

Publisher: The Troth

ISBN: 9780578021386

Available in paperback and ebook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu [.\(http://my.ucf.edu\)](http://my.ucf.edu) and then the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) [.\(https://cdl.ucf.edu/support/student/knights-online/\)](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 examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **three hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to success in this course. All due dates for graded work (e.g., assignments, quizzes and exams) are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Tuesdays from 9:30-11:00 AM EST via Chat (or Zoom appointment)**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2022 semester begins on **JAN 10, 2022** and ends on **MAY 03, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts, practice materials and study guides;
- participate in 3 of 5 Point-of-View online discussions (two lowest scores are dropped);
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 3 Rune Activity assignments;
- submit 3 online written exams.

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

for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

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

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Introduction Quiz](#) in the COURSE INTRO module by **11:59pm EST on JAN 14, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Quizzes (12)	130	20%
Point-of-View Discussions (3)	30	20%
Rune Activity Assignments (3)	150	15%
Exams (3)	300	45%
<i>Total Possible</i>	<i>610</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify art styles and archaeological evidence, locate prominent archaeological sites or regions related to the Viking World, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning information contained in this course syllabus and your COURSE INTRO module. **You will need to score at least 8/10 when completing the activity. This score cannot be dropped from your quizzes grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to Viking life and current debates presented in course materials. **You are required to participate in and submit at least 3 of the 5 Point-of-View discussion assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 5 possible discussion grades when calculating your final grade.
- **Rune Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you develop basic introductory skills in working with runic text and Old Norse translations, understanding the role of language and text in the Viking World, and how these texts are used in anthropological research. **You are required to submit all 3 Rune Activity assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and archaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

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

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

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

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

How do I view my grades?

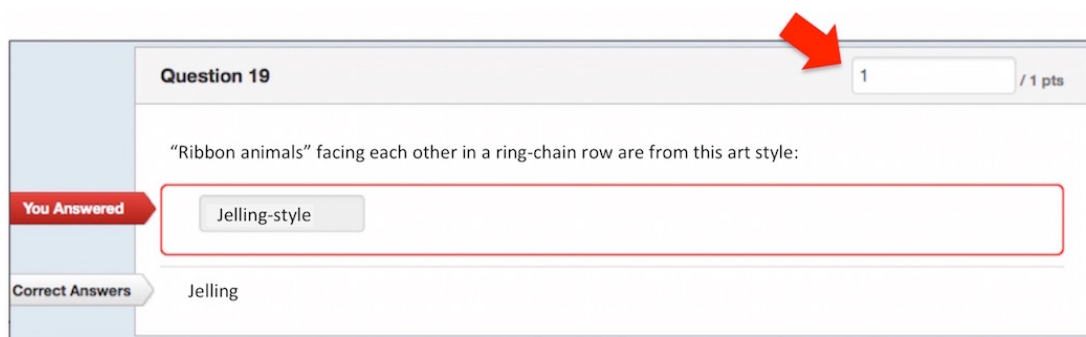
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For discussions, rune activities and exams, grades will be available within

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

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, individual and overall class performance comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within five calendar days of the grade being released**.

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

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



The screenshot shows a question interface for 'Question 19'. In the top right corner, there is a score display '1 / 1 pts'. A red arrow points to this score. The question text is: "Ribbon animals" facing each other in a ring-chain row are from this art style:. Below the question, there are two sections: 'You Answered' and 'Correct Answers'. The 'You Answered' section shows the user's response 'Jelling-style' in a text box. The 'Correct Answers' section shows the correct answer 'Jelling'.

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make

up missed coursework. Family members and/or students also need to contact [Student Care Services \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.

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

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

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

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

Armor Up at UCF!

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

Notice of Changes to Course Modality

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

Knights email about changes specific to this course.

Illness Notifications

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

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

Flexibility and Accountability

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

What academic and career resources are available to me?

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

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

What resources are available to help me with life challenges?

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

can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu/> [\(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) and <http://cares.sdes.ucf.edu/> [\(http://cares.sdes.ucf.edu/\)](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) [_ \(http://catalog.ucf.edu/content.php?catoid=2&navoid=4\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](http://osc.sdes.ucf.edu/process/roc) [_ \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc), students are prohibited from engaging in:

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' grade](http://goldenrule.sdes.ucf.edu/zgrade) [_ \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade) for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](http://osc.sdes.ucf.edu/fag#students) [_ \(http://osc.sdes.ucf.edu/fag#students\)](http://osc.sdes.ucf.edu/fag#students), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](http://goldenrule.sdes.ucf.edu/) [_ \(http://goldenrule.sdes.ucf.edu/\)](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 for assistance. The Webcourses@UCF **quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Quiz Audit Logs

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

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

ATTN: Your GTA and instructor will regularly monitor quiz audit logs for academic integrity compliance. **Failure to comply with these instructions will result in an academic integrity violation.**

How can I use study groups and external materials responsibly?

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

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!

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

- **Taking a screen shot of an online quiz or exam question and posting it to GroupMe or WhatsApp, and/or asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic**

misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a **violation of UCF Rules of Conduct**. Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course.

WARNING: Use these materials at **your own risk**.

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

Why should I use WebCourses Email Inbox?

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

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

All communication between student and instructor, between student and GTA, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](http://guides.ucf.edu/c.php?g=78577&p=517810) [_ \(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/c.php?g=78577&p=517810) [_ \(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)
- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) [_ \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers

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

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

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

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

- **Technical assistance** is available through phone, email and live chat through [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) [_ \(https://cdl.ucf.edu/support/webcourses/\)](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 "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

What do I do if there is a campus emergency?

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

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

- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to **locate** [_ \(http://www.ehs.ucf.edu /AEDlocations-UCF\)](http://www.ehs.ucf.edu/AEDlocations-UCF) 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:

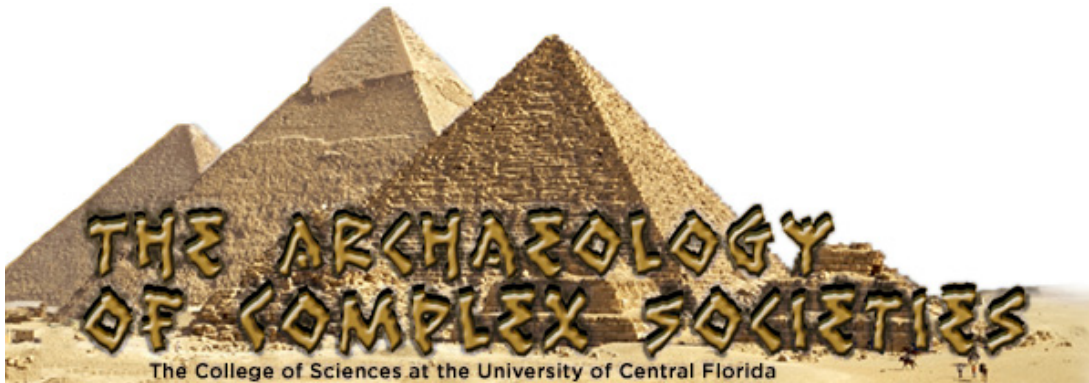
Date	Details	Due
Fri Jan 14, 2022	 REQUIRED ACTIVITY: Introduction Quiz (https://webcourses.ucf.edu/courses/1394845/assignments/7394974)	due by 11:59pm
Mon Jan 17, 2022	 QUIZ 1: Meet the Vikings (https://webcourses.ucf.edu/courses/1394845/assignments/7394975)	due by 11:59pm
Thu Jan 20, 2022	 POV1: A Mighty Society? (https://webcourses.ucf.edu/courses/1394845/assignments/7394982)	due by 11:59pm
Mon Jan 24, 2022	 POV1: Group Response (https://webcourses.ucf.edu/courses/1394845/assignments/7394983)	due by 11:59pm
	 QUIZ 2: Society and Politics (https://webcourses.ucf.edu/courses/1394845/assignments/7394965)	due by 11:59pm

Date	Details	Due
Thu Jan 27, 2022	 POV2: Modern Viking Hero? (https://webcourses.ucf.edu/courses/1394845/assignments/7394981)	due by 11:59pm
Mon Jan 31, 2022	 POV2: Group Response (https://webcourses.ucf.edu/courses/1394845/assignments/7394984)	due by 11:59pm
	 QUIZ 3: Heros and Sagas (https://webcourses.ucf.edu/courses/1394845/assignments/7394963)	due by 11:59pm
Mon Feb 7, 2022	 QUIZ 4: Ships and Trade (https://webcourses.ucf.edu/courses/1394845/assignments/7394972)	due by 11:59pm
Mon Feb 14, 2022	 EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1394845/assignments/7394959)	due by 11:59pm
	 QUIZ 5: Berzerking and Raiding (https://webcourses.ucf.edu/courses/1394845/assignments/7394956)	due by 11:59pm
Mon Feb 21, 2022	 QUIZ 6: Art Styles and Words (https://webcourses.ucf.edu/courses/1394845/assignments/7394967)	due by 11:59pm
Thu Feb 24, 2022	 POV3: Your Viking Destiny? (https://webcourses.ucf.edu/courses/1394845/assignments/7394980)	due by 11:59pm
Mon Feb 28, 2022	 POV3: Group Response (https://webcourses.ucf.edu/courses/1394845/assignments/7394985)	due by 11:59pm
	 QUIZ 7: Pagan Worlds (https://webcourses.ucf.edu/courses/1394845/assignments/7394966)	due by 11:59pm
	 RUNE ACTIVITY 1: Runes and Old Norse (https://webcourses.ucf.edu/courses/1394845/assignments/7394962)	due by 11:59pm

Date	Details	Due
Mon Mar 14, 2022	 QUIZ 8: Feasts and Fires (https://webcourses.ucf.edu/courses/1394845/assignments/7394961)	due by 11:59pm
	 RUNE ACTIVITY 2: Funerary Odes (https://webcourses.ucf.edu/courses/1394845/assignments/7394968)	due by 11:59pm
Thu Mar 17, 2022	 POV4: Is It Really Rollo? (https://webcourses.ucf.edu/courses/1394845/assignments/7394979)	due by 11:59pm
Mon Mar 21, 2022	 POV4: Group Response (https://webcourses.ucf.edu/courses/1394845/assignments/7394986)	due by 11:59pm
	 QUIZ 9: Conflict and Conquest (https://webcourses.ucf.edu/courses/1394845/assignments/7394976)	due by 11:59pm
Tue Mar 22, 2022	 EXAM 2: Modules 6 through 9 (https://webcourses.ucf.edu/courses/1394845/assignments/7394971)	due by 11:59pm
Mon Mar 28, 2022	 QUIZ 10: Invading the East (https://webcourses.ucf.edu/courses/1394845/assignments/7394957)	due by 11:59pm
Mon Apr 4, 2022	 QUIZ 11: Settling Down Again (https://webcourses.ucf.edu/courses/1394845/assignments/7394973)	due by 11:59pm
Thu Apr 7, 2022	 POV5: Life of Egil (https://webcourses.ucf.edu/courses/1394845/assignments/7394978)	due by 11:59pm
Mon Apr 11, 2022	 POV5: Group Response (https://webcourses.ucf.edu/courses/1394845/assignments/7394987)	due by 11:59pm
	 QUIZ 12: The North Atlantic (https://webcourses.ucf.edu/courses/1394845/assignments/7394964)	due by 11:59pm

Date	Details	Due
	 RUNE ACTIVITY 3: New Lands, Old Ways (https://webcourses.ucf.edu/courses/1394845/assignments/7394960)	due by 11:59pm
Mon Apr 18, 2022	 QUIZ 13: Great Transitions (https://webcourses.ucf.edu/courses/1394845/assignments/7394969)	due by 11:59pm
Mon Apr 25, 2022	 QUIZ 14: New Found Land (https://webcourses.ucf.edu/courses/1394845/assignments/7394977)	due by 11:59pm
Sat Apr 30, 2022	 EXAM 3: Modules 10 through 14 (https://webcourses.ucf.edu/courses/1394845/assignments/7394970)	due by 11:59pm

Course Syllabus

[Jump to Today](#) [Edit](#)

Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Online Office Hours: T and Th 10-11 AM (I can meet in person during these hours with advanced notice!) and by appointment at other times-in order to meet via zoom with your TA or me, please email us during the hours and we will send you a zoom link.
- Phone: 407-823-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)
(<mailto:brigitte.kovacevich@ucf.edu>)

T.A. Contact

- T.A.: Aaron Ott
- Phone: 407-823-2227
- E-mail: aaron.ott@ucf.edu (<mailto:aaron.ott@ucf.edu>)
- Virtual office hours (email for zoom link): Friday 10AM-12PM

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3
- Semester/Year: Spring 2022
- Location: W

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied

on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world- Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica- human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT 2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

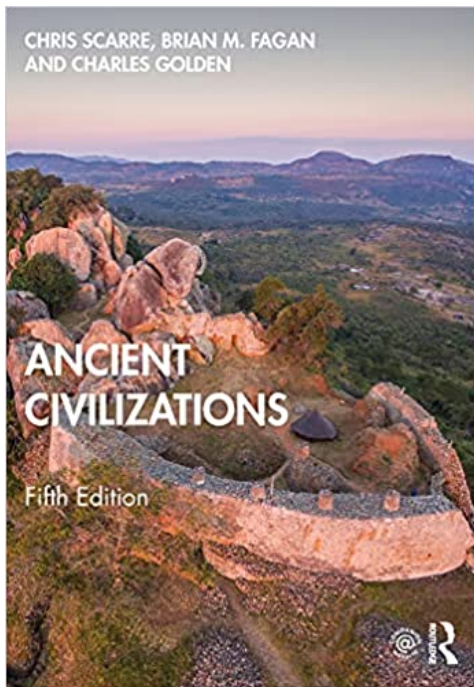
Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials



Ancient Civilizations, 5th Ed. (2021) C. Scarre, B. Fagan, C. Golden. Routledge Press- Print OR Digital version may be purchased.

This is a concise and comprehensive text describing the most recent archaeological discoveries on the rise of the first civilizations in Mesopotamia, Egypt, India, China, Mexico, and the Andes.

This book can be purchased as EITHER print OR digital format. You don't need to have both, but I wanted to give you options. The digital version is fully searchable, so if you are looking for a term it can

be easily found. It also allows you to make flash cards as you read.

There are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of 465 **total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 95 points, and 3 exams worth a total of 300 points. Modules close weekly every Monday, with the exception of the "Getting Started Module" which closes on the first Friday, then you Module 1 will be due on the 2nd Monday, so start and work ahead of you have time. **I will not open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open when you have taken the previous quiz. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page. You can work ahead at your own pace if you would like, but please note we will not grade exams and assignments until after the due date and you may need to return to discussions to comment after colleagues have posted to get full credit.

Academic Activity Assignment: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [Syllabus Quiz](#) ([%24CANVAS_COURSE_REFERENCE%24/assignments/%24CANVAS_OBJECT_REFERENCE%24/quizzes/ie](#)) by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday of the first week of class at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

Quizzes: Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

It is your responsibility to check on your grades. Automatically graded quizzes should be

available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will always close on Fridays, but as long as you finish the previous modules you can take the exam anytime before the due date. I have posted a Study Guide in the exam module and there is a discussion board there to post questions about the exam.

Module Assignments: These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Course Schedule

Timetable for assignments and quizzes

Module	# of Mini Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	5	5	Friday, January 14th, 11:59 PM
1	5	10	Monday, January 24, 11:59 PM
2	5	5	Monday, January 31, 11:59 PM
3	5	5	Monday, February 7, 11:59 PM
4	5	0	Monday, February 14, 11:59 PM

Exam 1	100	0	Friday, February 18th, 11:59 PM
5	5	10	Monday, February 21, 11:59 PM
6	5	10	Monday, February 28, 11:59 PM
7	5	0	Monday, March 14, 11:59 PM
8	5	10	Monday, March 21, 11:59 PM
Exam 2	100	0	Friday, March 25, 11:59 PM
9	5	0	Monday, March 28, 11:59 PM
10	5	10	Monday, April 4, 11:59 PM
11	5	10	Monday, April 11, 11:59 PM
12	5	10	Monday, April 18, 11:59 PM
13	5	10	Monday, April 25, 11:59 PM
Final Exam	100	0	Friday, April 29, 11:59 PM
Total Points	370	95	

Grading

grading scale

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

Grading scale

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
60-69	D
0-59	F

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill or attending a sanctioned University activity. Documentation (doctor's note with dates, obituary, program verification form for University activities, etc.) of these incidences MUST be provided in order for a make-up to be allowed.

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

<https://webcourses.ucf.edu/courses/1395976/assignments/syllabus>

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>.)

*I will allow only 1 extension of a module due to illness with COVID-19 with proper documentation and a email from the Vice Provost after you have documented your case with the UCF covid line above. If further extensions are needed you must do a medical withdrawal from the course, I have found in previous courses students are not able to catch up after prolonged illness. I would recommend working ahead to provide yourself a cushion in case you fall ill.

*****If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken. Please be aware that I can see when you leave a test to view other pages and/or if your browser freezes!**

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: There will be no group work in this course.

Grade Dissemination: All grades will be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case, the professor will produce a solution.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

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

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

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

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

class

Academic Conduct Policy: Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in 0 for that assignment (and may, depending on the severity of the case, lead to a Z or a failing grade for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turinitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

<http://www.turnitin.com> [.\(http://www.turnitin.com\)](http://www.turnitin.com).

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Diversity and Inclusion: In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you

make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct.

If there are aspects of the design, instruction, and/or experiences with other students in this course that result in barriers to your inclusion please notify the instructor as soon as possible. The following are

some resources for diversity and inclusion at UCF and if you need help understanding or navigating them feel free to contact your professor:

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

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

Resources promoting diversity in archaeology

Research Opportunities for Underrepresented groups through NSF REU	https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054 (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)
SAA Travel Scholarship for Underrepresented Groups	https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships)
SAA Native American Scholarship	https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)
Black Trowel Collective Microgrants	https://blacktrowelcollective.wordpress.com/ (https://blacktrowelcollective.wordpress.com/)
AIA Travel Grant	https://www.archaeological.org/grant/diversity-student-travel/ (https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/ (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/ (https://ifrglobal.org/students/scholarships/)

Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/ (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award .(https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621 (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)
Florida Education Fund McKnight Doctoral Fellowship	https://www.fefonline.org/mdf.html .(https://www.fefonline.org/mdf.html)
Association of Black Anthropologists John Gwaltney Scholarship	http://aba.americananthro.org/the-gwaltney-scholarship-fund (http://aba.americananthro.org/the-gwaltney-scholarship-fund/)
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award .(http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

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

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

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

<http://www.ehs.ucf.edu/emergency-preparedness>

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> [.\(http://www.ehs.ucf.edu/AEDlocations-UCF\)](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> [.\(https://my.ucf.edu/\)](https://my.ucf.edu) > and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (< [You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

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

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

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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the

learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

Third-Party Software and Privacy

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







Third-Party Software from Panopto and Zoom may be used in this class, follow these links for accessibility statements:

<https://support.panopto.com/s/article/Learn-About-Accessibility-Features>


<https://support.panopto.com/s/article/Learn-About-Accessibility-Features>

<https://zoom.us/accessibility> <https://zoom.us/accessibility>

Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 Academic Activity Syllabus Quiz	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353444	
Mon Jan 24, 2022	 Introduction Discussion	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353454	
Mon Jan 24, 2022	 Archaeology of Your Room	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353456	
Mon Jan 31, 2022	 Module 1 Quiz	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353445	
Mon Jan 31, 2022	 Module 2 Quiz	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353446	
Mon Jan 31, 2022	 Tweets from Social Theorists	due by 11:59pm
	https://webcourses.ucf.edu/courses/1395976/assignments/7353452	

Date	Details	Due
Mon Feb 7, 2022	 Heterarchy Discussion (https://webcourses.ucf.edu/courses/1395976/assignments/7353453)	due by 11:59pm
	 Module 3 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353442)	due by 11:59pm
Mon Feb 14, 2022	 Module 4 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353448)	due by 11:59pm
Fri Feb 18, 2022	 Exam 1 (https://webcourses.ucf.edu/courses/1395976/assignments/7353437)	due by 11:59pm
Mon Feb 21, 2022	 Flow Chart (https://webcourses.ucf.edu/courses/1395976/assignments/7353459)	due by 11:59pm
	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353447)	due by 11:59pm
Mon Feb 28, 2022	 Ancient Egyptian Monopoly (https://webcourses.ucf.edu/courses/1395976/assignments/7353455)	due by 11:59pm
	 Module 6 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353451)	due by 11:59pm
Mon Mar 14, 2022	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353449)	due by 11:59pm
Mon Mar 21, 2022	 Indus Script Assingment (https://webcourses.ucf.edu/courses/1395976/assignments/7353460)	due by 11:59pm
	 Module 8 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353439)	due by 11:59pm
Fri Mar 25, 2022	 Exam 2 (https://webcourses.ucf.edu/courses/1395976/assignments/7353450)	due by 11:59pm
Mon Mar 28, 2022	 Module 9 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353443)	due by 11:59pm
Mon Apr 4, 2022	 Module 10 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353435)	due by 11:59pm

Date	Details	Due
	 Space and Place Assignment (https://webcourses.ucf.edu/courses/1395976/assignments/7353464)	due by 11:59pm
	 Module 11 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353438)	due by 11:59pm
Mon Apr 11, 2022	 Evidence for Trade in the Maya Rise of Complexity (https://webcourses.ucf.edu/courses/1395976/assignments/7417492)	due by 11:59pm
	 Module 12 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353440)	due by 11:59pm
Mon Apr 18, 2022	 Evidence for Ideology in the Rise of Maya Complexity (https://webcourses.ucf.edu/courses/1395976/assignments/7417735)	due by 11:59pm
	 Module 13 Quiz (https://webcourses.ucf.edu/courses/1395976/assignments/7353436)	due by 11:59pm
Mon Apr 25, 2022	 Rise of Maya Complexity Discussion (https://webcourses.ucf.edu/courses/1395976/assignments/7417881)	due by 11:59pm
Fri Apr 29, 2022	 Exam 3 (https://webcourses.ucf.edu/courses/1395976/assignments/7353441)	due by 11:59pm
	 Extra Credit #1 (https://webcourses.ucf.edu/courses/1395976/assignments/7353457)	
	 Extra Credit #2 (https://webcourses.ucf.edu/courses/1395976/assignments/7353458)	

Course Syllabus

[Jump to Today](#) [Edit](#)

Professor: Stacy Barber

Office: Howard Phillips Hall 409

Course-Related Email: Webcourses Email Client (forwards to secondary email)

Secondary Email: sarah.barber@ucf.edu (<mailto:sarah.barber@ucf.edu>) (use for letters of reference requests)

Phone: (407) 823-2207

Office Hours: Tuesday 12:00 - 1:30 pm, or by appointment

Catalog Description

The precolumbian history of the Native peoples of the U.S. Southwest, from the region's first colonists to indigenous populations of the Contact era.

Introduction

This course will address the complicated mosaic of human occupation in the US Southwest and Northwest Mexico from 12,000 B.C. to the arrival of the Spanish. The Greater Southwest is a regional of remarkable cultural diversity in a harsh environment. We will tackle this diversity by exploring important cultural developments, including: human adaptation to arid environments, the adoption of agriculture and sedentism long-distance interaction and the origins of social complexity

Objectives

This course has four goals. By the end of the semester, students should be able: 1) to recognize the different geographical, ecological, and cultural entities within the precolumbian Greater Southwest; 2) to understand how humans adapted to arid environments and how societies changed over time in the Greater Southwest; 3) to draw conclusions about the philosophical and ethical implications of studying the past; and 4) to use archaeological data to draw conclusions about the past.

Required Texts

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Cordell, Linda S. and Maxine E. McBrinn Howard

2012 Archaeology of the Southwest, 3rd ed. Routledge, New York.

Useful Web Sites

- Society for American Archaeology: [saa.org \(http://www.saa.org/\)](http://www.saa.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites):
<http://www.americanarchaeology.com/aawelcome.html>
[\(http://www.americanarchaeology.com/aawelcome.html\)](http://www.americanarchaeology.com/aawelcome.html)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org \(http://www.shovelbums.org/\)](http://www.shovelbums.org/)
- Chaco Research archive: <http://www.chacoarchive.org/cra/> (<http://www.chacoarchive.org/cra/>)
- Crowy Canyon Archaeological Center: <https://www.crowcanyon.org/> (<https://www.crowcanyon.org/>)
- Archaeology Southwest: <https://www.archaeologysouthwest.org/>
[\(https://www.archaeologysouthwest.org/\)](https://www.archaeologysouthwest.org/)
- The Digital Archaeological Record (tDAR): <https://core.tdar.org/> (<https://core.tdar.org/>)

Evaluation

Your grade in this course will be derived from two examinations, participation, several assignments, and a final project. The projects will be discussed in class and instructions will also be available on-line. Exams are cumulative. Your grade will be calculated as follows:

Your grade will be based on the following:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
	Getting Started Module		

Quiz	100% score required to open Module 1 Due January 14 at 11:59pm	1	10
Midterm	Based on first 1/2 of class February 22, in BA1, Room 122	200	200
Final Exam	Cumulative Tuesday, May 3 from 10:00 am -12:50pm in BA1, Room 122	22.5	225
Special Topic	Students will be responsible for producing a mini-presentation of a "Special Topic" during one class session.	8.5	85
Assignments	Assignments associated with the on-line modules (values vary). Due on Wednesdays at 11:59pm, see schedule.	180	180
Research Project	7-10 page research project in which students analyze archaeological data. Details will be provided in-class. All associated assignments will be due on Sundays at 11:59pm. Final draft due April 22 at 11:59pm	30	300
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the instructor an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 16, you'll get 2 extra credit points
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86

B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Covid 19 Policies

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

Mask-Wearing in Classrooms

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have 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.) (<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.

Policies

Policies

Contacting Dr. Barber	<p>In this class our official mode of communication is through the email located communication between student and instructor and between student and stu professional. It is the student's responsibility to check the "coursemail" tool fr</p> <p>Teaching this course is my job, so I reserve the right not to respond after bus you email me during those times, you may not receive a response until the n</p>
Webcourses@UCF	<p>This is Mixed-Mode course, meaning that some classroom time has been re responsible for making sure that you are able to access the internet and use Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Thursday's class look at the module <i>before</i> you come to class. Note in the schedule where in- You are expected to complete assignments on-time regardless of technologi</p>
Accessing On-line Course Content	<p>Online course content is delivered through modules. To open Module 1, you Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close notes on module content if you want to study the material after that time!</p>
Quizzes and Examinations	<p>Because there is no way to proctor an on-line quiz, all quizzes for this course</p> <p>There will also be two examinations in class. Please bring a #2 pencil and a</p>
Grading and evaluation	<p><u>All assignments are due at 11:59 pm on their due date unless otherwise</u></p> <p>Graded materials will be returned to you within 10 business days of their due otherwise through a class-wide announcement. The grading scale used in th page of this syllabus. Note that your final grade is based on the total points y the semester.</p> <p>I will accept late work but deduct 10% every 24 hours a submission is late. T I will deduct 30% from your score. I will accept late work until the end of the</p> <p>Grades will be posted on-line and available to you through the "My Grades" responsible for calculating your own grade. The Webcourses gradebook is g may not be accurate because things like extra credit mess up grade average</p>
	<p>Participation is an important component of this class. While debate and diff</p>

Attendance and Participation	<p>Participation is an important component of this class. While debate and discussion are encouraged in class, remember that this is a professional setting: please be respectful and courteous.</p> <p>Your participation grade has two components: 60% comes from your "mini-presentation" and attendance. There are 10 course sessions for which your participation is expected, which works out to 3 points a class.</p>
Deadlines and Make-ups	<p>If you miss a deadline, you lose one letter grade for every 24-hour period that the 10% will be taken off of your total points every day. If an assignment is 5% or less, 5% deductions taken based on the quality of your work.</p> <p>That said, I am not completely evil. If you have an issue, email me before the deadline so we can work something out. Students who have serious extenuating circumstances may be allowed to make up missed work. You will be required to provide written documentation for the excuse. You have one week to make up an assignment once you contact the professor and receive approval.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of your degree. We will do our best to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will take action against infringements of academic integrity. Penalties can include a failing grade, suspension or expulsion from the university, and/or a "Z Designation" on a student's transcript. In the event of academic dishonesty, where the final grade for this course will be preceded by a "Z" for academic dishonesty, see http://z.ucf.edu/ (http://z.ucf.edu/).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not cheat, plagiarize, or otherwise act illegitimately or to bend or break rules for one person that will not apply to everyone.</p>
Accessibility	<p>It is my goal that this class be an accessible and welcoming experience for all students, regardless of disabilities that may impact learning in this class. The University of Central Florida is committed to access and inclusion for all persons with disabilities. This syllabus is available in accessible format. Students with disabilities who need specific access in this course, such as accommodations, should contact me as soon as possible to discuss various access options. Students should also contact the Accessibility Services (http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 7F001, mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Student Accessibility Letter may be created and sent to professors, which informs faculty of potential accommodations that might be reasonable. You are welcome to talk to me at any point in the semester regarding your concerns, but it is always best if we can talk at least one week prior to the need for accommodations.</p>
Campus Safety Statement	<p>Emergencies on campus are rare, but if one should arise during class, every student should be aware of their surroundings and familiar with some basic safety procedures.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on the wall.


	<p>should make a note of the guide's physical location and review the online <http://emergency.ucf.edu/emergency_guide.html <http://emergency.ucf.edu/emergency_guide.html></p> <ul style="list-style-type: none"> • Students should know the evacuation routes from each of their classroom in case of an emergency. • If there is a medical emergency during class, students may need to access an External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (click on link from menu <http://www.ehs.ucf.edu/AEDLocations-UCF>) • To stay informed about emergency situations, students can sign up to receive UCF Alerts <https://my.ucf.edu <https://my.ucf.edu/> and logging in. Click on "Student Alerts" on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" link, click on "UCF Alert", fill out the information, including e-mail address 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 the instructor at the start of class. • To learn about how to manage an active-shooter situation on campus or video (<https://youtu.be/NIKYajEx4pk>) <p>You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)</p>
Active Duty Military Personnel	Students who are deployed active duty military and/or National Guard personnel should contact their instructors as soon as possible after the semester begins for notification of deployment to make related arrangements.

Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.









Class Date:	Topic and readings for class:	Learning Module:	Assignments Due at 11:59 pm on:
Do this first	Getting Started Module	Getting Started	Jan 14 100% score on quiz required to open Module 1
Jan 11	Course Introduction	Module 1: Environments and	






		Resources of the Southwest	
Jan 18	Cultural Geography of the Southwest Read: Cordell and McBrinn, Chapter 1	Module 2: The Modern Cultural Diversity of the Southwest Using eHRAF	
Jan 25	Archaeology, its methods, and applications to the Greater Southwest Read: Cordell and McBrinn 61-73, 84-95	Module 3: Paleoindian and Archaic Southwest	Jan 26: Module 1 Map Assignment
Feb 1	The Adoption of Agriculture Skim: Cordell and McBrinn 129-136 Read: Cordell and McBrinn 136-154	Module 4: Post-Archaic Archaeological Cultures of the Southwest	Feb 2: Module 2 Cultural Diversity Assignment
Feb 8	Early Village Life Read: Cordell and McBrinn 155-177; graded discussion of Module 5 reading. Special topic: Ceramics Special topic: Pithouse-to-pueblo	Module 5: Complex Society in the Southwest	Feb 8: Graded in-class discussion.
Feb 15	Review	Module 6: Review	Feb 13:

		Materials	Archaeological Cultures Map Assignment
Feb 22	First exam in class, February 20	Work on your projects	
Mar 1	Chaco Canyon is cool Read: Cordell and McBrinn 185-197 Special topic: Student projects!	Module 7: Long-distance Exchange	Mar 1: Possible project topics due in class
March 8	Woo-Hoo Spring Break!		
March 15	The Chaco World Read: Cordell and McBrinn 197-202; additional reading to be announced Special Topic: What was Chaco? Special Topic: Gender in the Southwest	Module 8: Mimbres Mogollon	March 13: Preliminary bibliography due
March 22	Hohokam Complex Societies Read: Cordell and McBrinn 202-208 Special Topic: The Ethics of Collecting	Module 9: After Chaco	March 23: Resource map assignment due

	Special Topic: Warfare		
March 29	Mobility and Depopulation Read: Cordell and McBrinn Chapter 8; graded in-class discussion of Module 9 reading. Special Topic: Chaco Collapse	Module 10: Hohokam Classic	March 29: Graded in-class discussion
April 5	Paquime Read: Cordell and McBrinn 273-277 Special Topic: The Katsina Cult	Module 11: The Rio Grande Pueblos	
April 12	The Colonial Period Read: Cordell and McBrinn 284-299	Module 12: Athapaskan Speakers	April 10: Data set due
April 17	Course summary and review	Module 13: Review	April 24: (%24CANVAS_OBJECT_REFERENCE%24/assignments Final Project due
May 1	Final Exam 1pm, BA2-Room 207	Exam	

Course Summary:

Date	Details	Due
Tue Jul 6, 2010	 Dating Techniques Assignment (https://webcourses.ucf.edu/courses/1395008/assignments/7363842)	due by 6:59pm
Sun Feb 11, 2018	 AIA Extra Credit (https://webcourses.ucf.edu/courses/1395008/assignments/7363838)	due by 11:59pm
Tue Feb 20, 2018	 Midterm (https://webcourses.ucf.edu/courses/1395008/assignments/7363847)	due by 1:30pm
Tue Feb 27, 2018	 Research Question (https://webcourses.ucf.edu/courses/1395008/assignments/7363849)	due by 1pm
Sun Mar 11, 2018	 Preliminary Bibliography (https://webcourses.ucf.edu/courses/1395008/assignments/7363848)	due by 11:59pm
Wed Mar 28, 2018	 Violence (https://webcourses.ucf.edu/courses/1395008/assignments/7363835)	due by 1:15pm
Sun Apr 8, 2018	 Data Set (https://webcourses.ucf.edu/courses/1395008/assignments/7363841)	due by 11:59pm
Sun Apr 22, 2018	 Final Project (https://webcourses.ucf.edu/courses/1395008/assignments/7363845)	due by 11:59pm
Tue May 1, 2018	 Final (https://webcourses.ucf.edu/courses/1395008/assignments/7363844)	due by 11:59pm
Fri Jan 14, 2022	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1395008/assignments/7363834)	due by 11:59pm
Sun Jan 16, 2022	 Syllabus EC (https://webcourses.ucf.edu/courses/1395008/assignments/7363852)	due by 11:59pm
Tue Jan 25, 2022	 Archaeological Dating Techniques (https://webcourses.ucf.edu/courses/1395008/assignments/7363837)	due by 10am
Wed Jan 26, 2022	 Southwest Geography Map Assignment (https://webcourses.ucf.edu/courses/1395008/assignments/7363850)	due by 11:59pm

Date	Details	Due
Wed Feb 2, 2022	 Cultural Diversity Assignment (https://webcourses.ucf.edu/courses/1395008/assignments/7420283)	due by 11:59pm
Tue Feb 8, 2022	 Graded In-Class Discussion 1 (https://webcourses.ucf.edu/courses/1395008/assignments/7466171)	due by 10:30am
Sun Feb 13, 2022	 Archaeological Cultures Map (https://webcourses.ucf.edu/courses/1395008/assignments/7363839)	due by 11:59pm
Wed Mar 23, 2022	 Mapping Resources and Trade (https://webcourses.ucf.edu/courses/1395008/assignments/7363846)	due by 11:59pm
Tue Mar 29, 2022	 Graded In-Class Discussion 2 (https://webcourses.ucf.edu/courses/1395008/assignments/7466183)	due by 10:30am
Fri Apr 29, 2022	 Class Discussion (https://webcourses.ucf.edu/courses/1395008/assignments/7363840)	due by 11:59pm
	 Special Topic Presentation (https://webcourses.ucf.edu/courses/1395008/assignments/7363851)	due by 11:59pm
	 Pithouse to Pueblo (https://webcourses.ucf.edu/courses/1395008/assignments/7363836)	

Syllabus




ANT 3164: Ancient Incas

Syllabus

Instructor Contact

<p>Instructor</p>	<div data-bbox="386 1016 712 1423"> </div> <div data-bbox="716 1024 1101 1415"> </div> <p>Dr. Amanda Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours(Virtual)</p>	<p>Various methods for contacting me during office hours:</p> <ol style="list-style-type: none"> 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <p>Office hours: Tuesdays and Wednesdays 10am-12pm</p>

	For phone or virtual calls, please make an appointment first!!
Phone	Dept Phone: 823-3757
E-mail/Response Time	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
GTA	Jane Holmstrom
GTA E-Mail	Jane.Holmstrom@ucf.edu
GTA Office Hours	<p>TBA</p> <p>***Office hours are held in HPH 309 or via online</p> <p>***Subject to change during Week 1</p>

Course Information

Course Name	ANT 3164 Ancient Incas
Credit Hours	

	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Spring 2022
Location	100% Online

Course Description and Scope

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

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

Find Course Protocols here: [Protocols](#)

<https://webcourses.ucf.edu/courses/1394302/pages/protocols>

Course Goals

The specific objectives for this course are to:

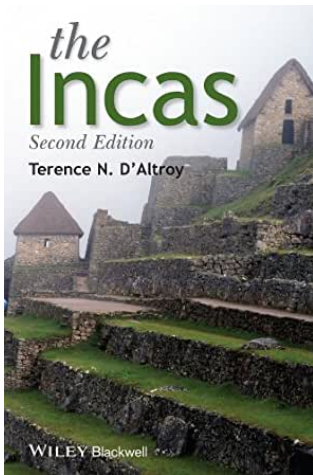
- Understand what archaeology is, and what makes it unique as a discipline;
- Describe the achievements of pre-Contact (pre-Columbian) Andean peoples;
- Understand the variety of sources used to study the Andean past;
- Learn basic features of Andean geography and ecology;
- Understand basic features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

- Enhance understanding of the Spanish Invasion of the Andes

Course Organization by Module



Required Text



Title: The Incas

Author: Terence D'Altroy

Edition: 2nd

ISBN: 978-1444331158

Publisher: Wiley Blackwell

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

****Digital version available for reduced price:** <https://www.wiley.com/en-us/The+Incas%2C+2nd+Edition-p-9781118610596> [_ \(https://www.wiley.com/en-us/The+Incas%2C+2nd+Edition-p-9781118610596\)](https://www.wiley.com/en-us/The+Incas%2C+2nd+Edition-p-9781118610596)

Required Tools

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

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

Course Requirements

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

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

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 14
1	5	10	January 28
2	5	15	January 28
3	5	15	February 11
4	5	10	February 11
Exam 1	100		February 13
5	5	15	February 25

6	5	10	February 25
7	5	10	March 18
8	5	5	March 18
Exam 2	100		March 20
9	5	0**	April 1
10	5	0**	April 1
11	5	50	April 22
Exam 3 (Final)	100		April 29
TOTAL	365	140	

****Keep working on final artifact project!**

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

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

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running 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.

Video Lectures

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

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

Final Project

Take a deep breath...it isn't that bad!! Plus, you will have a month to work on it. Basically, you will be filling out a catalog sheet on an artifact of your choice, drawing this artifact (yep, with graph paper

and all!), and then writing me a life history of this artifact. Trust me, it's not like traditional paper writing!!

Grading Scheme

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

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

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

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting

until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Important Dates and Information

Add class deadline Friday, January 14 ; Drop class deadline: Friday, January 14

Withdrawal deadline for this course: Friday, March 25

Final course closing date: Friday, April 29 (Final Exam deadline)

First Assignment and Your Financial Aid

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

24-Hour for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses

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

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

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

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

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

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

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

COVID-19 and Illness Notification

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

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

[ncov/symptoms-testing/symptoms.html \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).)

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

In case of Faculty Illness

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

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you,

therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that 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.](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) [_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)_](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [_\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work

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

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

Deployed Active Duty Military Students

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

Copyright

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

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

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

Third-Party Software and FERPA

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

My expectations of you for taking Ancient Incas

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

What You Can Expect From Me

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

Final Comments

If you cannot accept the requirements for this course after reading this syllabus, you may want to

rethink taking this course. Hope you enjoy the class!

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

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3173 Archaeology of Sex

Section 0M01

Spring 2022 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 10-May 3, 2021

Class Location: BA1 0122

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

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

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

2a. Contacting the professor:

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

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

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

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

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

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

In person Office Hours held in HPH 309M:

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

- Thursdays 3:00 pm - 4:00 pm [in person]

3. Course Description:

This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of Homo sapiens as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures.

4. Learning Outcomes:

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

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

I. Three Exams—300 points (100 points each)

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

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

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

III. M Mode Module Assignments—130 points

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

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

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

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

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

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

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

7. Course Materials:

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

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

8. Course-Specific Policies.

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

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

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

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

Syllabus Part 2: University Policies and Protocols

ANT 3173 Archaeology of Sex

Spring 2022 (3 credits)

9. University Core Policies

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
[_ \(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0\)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637330242478547676&sdata=6p9sJF0WrpWwUfpbm5U%2FKxscfiCpEvTwp2YsiTrU9y0%3D&reserved=0))

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> [_ \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

Any of the following are academic integrity violations:

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized distribution of Class notes:

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

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

Enforcement: Quiz Audit Log

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

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

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

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

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

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://registrar.ucf.edu/ferpa> (<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** [_\(http://www.ucf.edu\)_](http://www.ucf.edu) will help find UCF resources
- **UCF Computer Service Desk** [_\(http://servicedesk.ucf.edu/\)_](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **Learning Online** [_\(http://learn.ucf.edu\)_](http://learn.ucf.edu) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/> [_\(http://www.cstore.ucf.edu/\)_](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** [_\(http://learn.ucf.edu/webcourses/support.html\)](http://learn.ucf.edu/webcourses/support.html)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Week	Class Date	Topic	Module # (Opens 7 am every Monday)	And that Module is due Sunday at 11:59pm on this date:
Week 1	1/13	Introduction to the course. What is sex, sexuality, and gender?	1	1/16
Week 2	1/20	Evolution of Sex: Non-Human Primates	2	1/23
Week 3	1/27	Evolution of Sex: hominins to modern forager societies	3	1/30
Week 4	2/3	Changes in sex and gender during the Neolithic	4	2/6
Week 5	2/10	Bronze Age Mediterranean and Middle East	5	2/13
Week 6	2/17	EXAM 1 IN CLASS	--	--
Week 7	2/24	The Classical world and Ancient Greece	6	2/27
Week 8	3/3	Romans Part I	7	3/6
Week 9	3/10	Spring Break	--	--
Week 10	3/17	Romans Part II	8	3/13
Week 11	3/24	Romans Part III EXAM 2 OPENS AFTER CLASS AT 2:00 PM ON THURSDAY 3/24 AND IS DUE BEFORE THE NEXT CLASS AT 12:00 PM ON THURSDAY 3/31.	9	3/27
Week 12	3/31	The Islamic World	10	4/3
Week 13	4/7	19 th Century American Prostitution	11	4/10
Week 14	4/14	Same-Sex Attraction and Evolution	12	4/17
Week 15	4/21	Unique Sexualities	13	4/24
Week 16		FINAL EXAM: Thursday, April 28 from 10:00 am to 12:50 pm	--	--

Drop/Add : January 10-14

Withdrawal Date: March 26.

Syllabus Peoples of the World

Ant 3212 Peoples of the World Fall 2021

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	In Office M,W 3 - 5 pm Online in class chat Wednesday evening 7-9 pm
Phone	407-823-3779
Email	vance.geiger@ucf.edu
TA	Jane Holmstrom

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Fall 2021
Location	Online

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

UCF catalogue description:

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

Course Description

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

Course Objectives

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

Learning Outcomes

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

Required Text

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

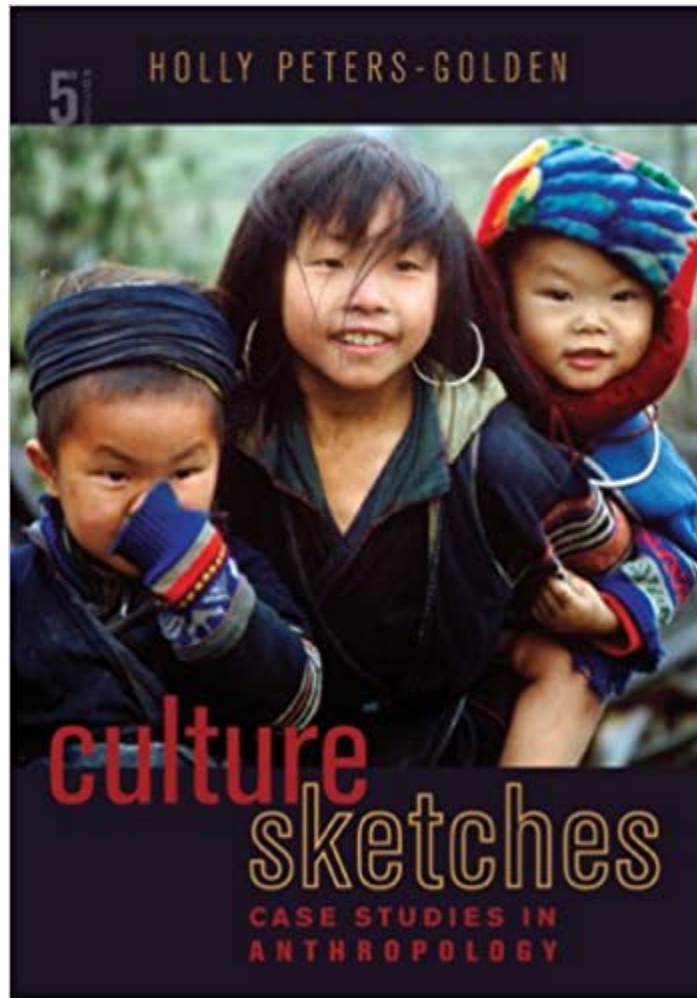
CULTURE SKETCHES

SIXTH EDITION



CASE STUDIES IN ANTHROPOLOGY

HOLLY PETERS-GOLDEN



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

Course Requirements

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

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
14 Online Assignments and Discussions @ 10 points each	140
3 Discussion posts and responses 20 points each	60
Total	500 points

Online Exams

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

Online Assignments and Discussions

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

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other

student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

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



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

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

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

Office Hours - Face to Face and Online

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

students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Covid

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

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

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

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

Academic Honesty

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

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon

request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#)[Links to an external site.](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

located in this building, see <http://www.ehs.ucf.edu/AEDLocations-UCFLinks> to an external site.(click on link from menu on left). (insert class specific information if appropriate)

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



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

Deployed Active Duty Military Students

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

Schedule - Peoples Spring 2022

Week 1 1/10 Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 8/27 11:55 pm

Assignments 1A and 1B due 1/17 11:55 pm

Week 2 1/17 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 1/24 11:55 pm

Week 3 1/24: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 1/31 11:55 pm

Week 4 1/31: Plant and Animal domestication

Assignment 4 Due 2/7 11:55 pm

Week 5 2/7 Horticulture and Big Men

Assignment 5 Horticulture Due 2/14 11:55 pm

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

Week 6 2/14 Chieftainships and horticulture

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

Discussion 1 due 2/21 11:55 pm

Week 7 2/21: Pastoralism

Week 7 Assignment due 2/28

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

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

Spring Break 3/6 - 3/13

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

Vietnam Online material

Week 9 Assignment due 3/21 11:55 pm

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

Week 10 The Art assignment due 3/28

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

Week 11 3/28 Cultures within states - The Hutterites

Week 11 assignment due 4/4

Discussion 2 due 4/4 11:55 pm

Week 12 4/4: States - American culture

Week 12 assignment due 4/11

Week 13 4/11: Summing Up

Assignment: Scale due 4/18 11:55 pm

Week 14 4/18 TBA

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

Discussion 3 due 4/25 11:55 pm

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

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

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

Syllabus

ANT3241-OW60 - Magic, Ritual, and Belief SPRING 2022

Ty Matejowsky

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

Course Syllabus

Contacting the Professor

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

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

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Contacting the Teaching Assistant

Chelsea Daws

Office hours by appointment

Webcourses (preferred)

E-mail: Chelsea.Daws@ucf.edu

Course Description:

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

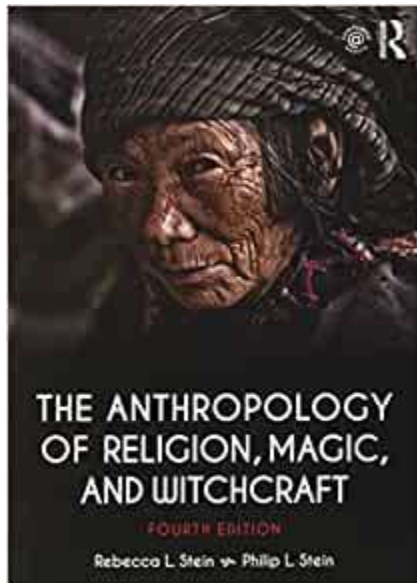
Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

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, relevant, and thoughtful responses to discussion topics.</p> <ul style="list-style-type: none"> • Follows assignment guidelines and makes quality postings of at least 150 words. • Does not repeat (i.e., restate) information with classmates and instructor. • Applies course information to readings and weekly topics. • Critical thinking (i.e., analysis and synthesis) not simply recite information.
4 points (B)	Above Average in criteria listed for 5 points, consistent with, criteria for all other points.
3.5 points (C)	Adequate in criteria listed for 5 points, materials and analysis.
3 points (D)	Serious insufficiency in criteria listed for 5 points of discussion topic. Also includes inappropriate comments to classmates.
0 points (F)	Failing is earned when student does not post or posts inappropriate comments.

Course Assignments:

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

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

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- OW60 Spring 2022
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/10/22	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday January 14 at 11:59pm Eastern Time.
1/17/22	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-31) Complete on-line assignment for Module 1.	On-line assignment for Module 1 due Friday January 21 at 11:59pm Eastern Time.
1/24/22	Module 2: Religious Specialists	Read <i>Religious Specialists</i> (pp.127-144) Complete on-line assignment for Module 2.	On-line assignment for Module 2 due Friday January 28 at 11:59pm Eastern Time.
1/31/22	Module 3: Rituals and Symbols	Read <i>Religious Symbols</i> (pp. 58-81); <i>Ritual</i> (pp. 82-109) Complete on-line assignment for Module 3.	On-line assignment for Module 3 due Friday February 4 at 11:59pm Eastern Time.
2/7/22	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday February 11 at 11:59pm Eastern Time

2/14/22	Module 4: Witchcraft & Sorcery	Read <i>Witchcraft</i> (pp. 233-250) Complete on-line assignment for Module 4.	On-line assignment for Module 4 is due Friday February 18 at 11:59pm Eastern Time.
2/21/22	Module 5: Magic & Divination	Read <i>Magic and Divination</i> (pp. 145-170) Complete on-line assignment for Module 5.	On-line assignment for Module 5 is due Friday February 25 at 11:59pm Eastern Time.
2/28/22	Module 6: Religious Use of Drugs	Read <i>Altered States of Consciousness</i> (pp. 110-126) Complete on-line assignment for Module 6.	On-line assignment for Module 6 is due Friday March 4 at 11:59pm Eastern Time.
3/7/22 & 3/14/22	Exam Two	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday March 18 at 11:59pm Eastern Time
3/21/22	Module 7: Ethnomedicine	Read <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (downloaded document) Complete on-line assignment for Module 7	On-line assignment for Module 7 is due Friday March 25 at 11:59pm Eastern Time.
3/28/22	Module 8: Death: Ghosts, Souls & Ancestors	Read <i>Souls, Ghosts, and Death</i> (pp. 172-204) Complete on-line assignment for Module 8	On-line assignment for Module 8 is due Friday April 1 at 11:59pm Eastern Time.
4/4/22	Module 9: Revitalization Movements	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);	On-line assignment for Module 9 is due Friday April 8 at 11:59pm Eastern Time.

Complete on-line assignment for Module 9

4/11/22
& Exam Three
4/18/22

Take on-line exam 3 covering Modules 7-9

Exam Three is due
Friday April 29 at
11:59pm Eastern
Time.

Protocols

Protocols and Policies

ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

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

Email Protocols

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

Discussion Protocols

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

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in

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

Campus Safety

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

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active Duty Military Students

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

Covid Policies for 2021-2022 School Year

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

Masks in Classrooms

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

Course Accessibility

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

Resources:

<https://www.ucf.edu/coronavirus/Links to an external site.>

Syllabus

`Ant 3245 Native American Religions Spring 2022

Instructor: Vance Geiger, PhD

e mail: vance.geiger@ucf.edu

Phone: 407-823-2227

Office: HPH 311C

Online Office hours: Thursday 7-9 pm

Face to Face Office hours: Monday, Wednesday 3:00-5:00 pm.

TA: Rachel Root

Location: online

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

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

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

Texts

Native Religions An Introduction by Gill (available online in the class material).

Native Religions of North America by Hultkrantz (chapters available online in class material)

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

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

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

Weekly Modules

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

Grading

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

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

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

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

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

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

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

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

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or 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 hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

Office Hours - Face to Face and Online

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

Academic Honesty

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

Accessibility Statement

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

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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



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

Deployed Active Duty Military Students

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

Schedule

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

Reading: online material, Gill chapter 1

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

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

Reading: Gill chapter 2; Hultkrantz Chapters 1 and 2

Gill assignment 1 due 1/24 11:55

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

Reading Gill chapters 3 and 4

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

Week 4 1/31: What is Brought Back From the Unseen World

Gill chapters 5 and 6

Gill Assignment 4 due 2/7 11:55

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

Reading: online material

Exam 1 2/12 8 am – 2/14 11 55 pm

Prehistory Assignment due 2/14 11:55 pm

Week 6 2/14: Prehistorical religions of the Southeast

Reading: online material

Prehistory assignment 2 due 2/21 11:55 pm

Week 7 2/21: The Cherokee

Reading: online material

Cherokee Beliefs assignment due 2/28 11:55 pm

Week 8 2/28 The Northeast and the Huron

Reading: online material

Huron assignment due 3/5 11:55 pm

Spring Break 3/6 - 3/13

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

Sioux assignment due 3/21 11:55 pm

Week 10 3/21: the Plains: the Shoshoni

Reading: Hultkrantz Chapter 3;

Exam 2 3/26 – 3/28 11 55 pm

Shoshoni and Sanapia assignment due 3/28 11:55 pm

Week 11 3/28: The Southwest, The Zuni

Reading: Hultkrantz chapter 4

Zuni assignment due 4/4 11:55 pm

Week 12 4/4: the Southwest: the Apache

Reading: online material

Week 13 4/11 The Northwest and the Potlatch

Reading: online material

Week 14 4/18: Revitalization

Reading: online material

Kwakiutl Assignment due 4/25 11:55 pm

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

Final Exam 4/23 8 am – 4/25 11 55 pm

Make Up Exam 4/27 8 am - 4/28 11:59 PM

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Spring 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: January 10 - May 3, 2022

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

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

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

2a. Contacting the professor:

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

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

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

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

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

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

In person Office Hours held in HPH 309M:

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

Course Description:

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

4. Learning Outcomes:

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

5. Course Schedule:

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

6. Course Evaluation:

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

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

6a. Assessments and Point Values:

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

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

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

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

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

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

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by January 14, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

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

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

7. Course Evaluation:

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

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

Syllabus Part 2: University Policies and Protocols

ANT 3302 Sex Gender and Culture

Spring 2022 (3 credits)

8. University Core Policies

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

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

permission of the instructor.

7. Helping another violate academic behavior standards.

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

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

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

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

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

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

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

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

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

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://registrar.ucf.edu/ferpa> (<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** [_\(http://www.ucf.edu\)_](http://www.ucf.edu) will help find UCF resources
- **UCF Computer Service Desk** [_\(http://servicedesk.ucf.edu/\)_](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **Learning Online** [_\(http://learn.ucf.edu\)_](http://learn.ucf.edu) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/> [_\(http://www.cstore.ucf.edu/\)_](http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** [_\(http://learn.ucf.edu/webcourses/support.html\)_](http://learn.ucf.edu/webcourses/support.html)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Spring 2022 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: January 10 - May 3, 2022

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

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

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

2a. Contacting the professor:

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

Tuesdays 10:30 am - 2:00 pm

Thursdays 10:30 - 11:45 am.

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

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

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

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

In person Office Hours held in HPH 309M:

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

Course Description:

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

4. Learning Outcomes:

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

5. Course Schedule:

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

6. Course Evaluation:

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

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

6a. Assessments and Point Values:

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

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

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

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

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

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

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by January 14, 2022 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

A 470 or more

A- 450-469

B+ 435-449

B 420-434

B- 400-419

C+ 385-399

C 370-384

C- 350-369

D+ 335-349

D 320-334

D- 300-319

F 299 or fewer

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

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

7. Course Evaluation:

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

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

Course Syllabus

[Jump to Today](#)



Primatology

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

ANT3550C (0M01) Primatology

Dr. Sandra Wheeler • Spring 2022 • 3.0 Credit Hours

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

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

Professor Contact

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

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

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

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

Graduate Teaching Assistant (GTA) Contact

Graduate Teaching Assistant (GTA) Contact

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

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

University Catalogue Description

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

Course Description

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

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

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

Learning Outcomes

By the end of this course you will:

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

Course Requirements

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

To do well in this course you will need to:

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

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

Required Text (there isn't one!)

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.

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

Lab Assignments: I encourage you to attend Tuesday labs **when they are scheduled in MSB 149** but if you are sick **STAY HOME**. See the tentative [LAB SCHEDULE](#) for a list of dates for in-person and online labs (these dates are subject to change due to the ongoing global pandemic!!). Please note that MSB 149 only fits 32 people at a time. There is literally **NO MORE** space in this room so only attend the lab you signed up for. This room is chilly, bring a sweater or hoodie! You will be sitting very close to other students making observations of the same

Sweater or hoodie: You will be sitting very close to other students, making observations of the same materials, so **please wear masks during in-person labs**. Labs consist of hands-on and online activities, short writing responses, and completing data collection using provided lab packets. Each student will submit their **own original** work. I will not take in-person lab attendance, but if you miss an in-person lab make a friend and maybe they will share their data collection with you. If you are very sick and miss an in-person lab, you may make it up with an alternate assignment, likely a short research paper. Lowest lab score is dropped. **We will not meet for labs on Exam weeks!** Lab assignments are worth 35% of your final grade.

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

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

NOTE: [ProctorHub](https://proctorhub.cdl.ucf.edu/proctorhub/) (<https://proctorhub.cdl.ucf.edu/proctorhub/>) is enabled for all three exams.

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

Other Important Syllabus Things

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

Lastly, read the syllabus, it really is like your best friend for this course.

Weekly Schedule

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

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

What About Make-Up Work?

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

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

If you experience an exceptional family emergency or other circumstance that affects your

coursework and/or causes you to miss assignments or an exam, please let me know so I can help you. Also contact **Student Care Services** for additional support: <https://scs.sdes.ucf.edu/services/> (<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.

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.

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.

Statements Regarding COVID-19

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility

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

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](http://osc.sdes.ucf.edu/) (<http://osc.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.

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

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

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

Student Accessibility Services

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

ACCESSIBLE COURSE EXPERIENCE.

Campus Safety

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

a religious observance. For more information, see the UCF policy at

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

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

Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 Required Activity: Getting Started Discussion (https://webcourses.ucf.edu/courses/1396321/assignments/7356032)	due by 11:59pm
	 Required Activity: Getting Started Quiz! (https://webcourses.ucf.edu/courses/1396321/assignments/7364302)	due by 11:59pm
Sun Jan 23, 2022	 Quiz 1 Primate (https://webcourses.ucf.edu/courses/1396321/assignments/7356029)	due by 11:59pm
Tue Jan 25, 2022	 Lab 1: The Rules, and Watch and Answer (https://webcourses.ucf.edu/courses/1396321/assignments/7356035)	due by 11:59pm
Sun Jan 30, 2022	 Quiz 2 Taxonomy (https://webcourses.ucf.edu/courses/1396321/assignments/7356027)	due by 11:59pm
Fri Feb 4, 2022	 LAB 2: Classification and Taxonomy (https://webcourses.ucf.edu/courses/1396321/assignments/7380455)	due by 11:59pm
Sun Feb 6, 2022	 Quiz 3 Parts (https://webcourses.ucf.edu/courses/1396321/assignments/7356018)	due by 11:59pm
Fri Feb 11, 2022	 LAB 3: Comparative Osteology (https://webcourses.ucf.edu/courses/1396321/assignments/7389171)	due by 11:59pm
Sun Feb 13, 2022	 Quiz 4 Evolution (https://webcourses.ucf.edu/courses/1396321/assignments/7356031)	due by 11:59pm
	 Quiz 5 Apes (https://webcourses.ucf.edu/courses/1396321/assignments/7356017)	due by 11:59pm

Tue Feb 15, 2022

**Exam 1**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356026>

Fri Feb 18, 2022

**Lab 4: Primate Evolution**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356038>

Sun Feb 27, 2022

**Primate Infographic Topic
Approval**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356046>**Quiz 6 Sociality & Ecology**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356020>

Fri Mar 4, 2022

**Lab 5: Comparative Dentition**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356039>

Sun Mar 13, 2022

**Quiz 7 Evolution & Sex**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356028>

Fri Mar 18, 2022

**Lab 6: Primate Diet and
Dentition**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356040>

Sun Mar 20, 2022

**Quiz 8 OW Monkeys &
Tarsiers**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356024>

Fri Mar 25, 2022

**Lab 7: Primate Locomotion**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356041>

Sun Mar 27, 2022

**Quiz 9 Communication &
Cognition**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356030>

Tue Mar 29, 2022

**Exam 2**

due by 11:59pm










<https://webcourses.ucf.edu/courses/1396321/assignments/7356015>

Sun Apr 3, 2022

**Primate Infographic Draft**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1396321/assignments/7356045>

Sun Apr 10, 2022	 Quiz 10 Platyrrhines (https://webcourses.ucf.edu/courses/1396321/assignments/7356019)	due by 11:59pm
Fri Apr 15, 2022	 Lab 8: Primate Observation (https://webcourses.ucf.edu/courses/1396321/assignments/7356042)	due by 11:59pm
Sun Apr 17, 2022	 Primate Infographic UPLOAD FINAL and PEER REVIEW: UPLOAD PNG or JPG (https://webcourses.ucf.edu/courses/1396321/assignments/7356033)	due by 11:59pm
Fri Apr 22, 2022	 Lab 9: Zooniverse Citizen Science (https://webcourses.ucf.edu/courses/1396321/assignments/7356043)	due by 11:59pm
Sun Apr 24, 2022	 Peer Review Due of Infographic (https://webcourses.ucf.edu/courses/1396321/assignments/7356044)	due by 11:59pm
	 Quiz 11 Strepsirrhines (https://webcourses.ucf.edu/courses/1396321/assignments/7356022)	due by 11:59pm
	 Quiz 12 Conservation (https://webcourses.ucf.edu/courses/1396321/assignments/7356025)	due by 11:59pm
Mon Apr 25, 2022	 Lab 10: Primatology Meme (https://webcourses.ucf.edu/courses/1396321/assignments/7356034)	due by 11:59pm
Sat Apr 30, 2022	 Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1396321/assignments/7356023)	due by 11:59pm

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Course Schedule Snapshot: Readings and Topics Spring 22

Course Lecture and Assignment Schedule

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

Module	Topic and Readings
Module 1	<p>What is a Primate?</p> <p>Required Readings</p> <ul style="list-style-type: none">• Strier KB. 2017. Introduction to Primate Studies (pages 1-35). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge.• Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press.
Module 2	<p>Primate Taxonomy</p> <p>Required Reading</p> <ul style="list-style-type: none">• Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge.
Module 3	<p>Primate Parts</p> <p>Required Readings</p> <ul style="list-style-type: none">• Camera Traps Catch Chimpanzee Moms Teaching Their Children.

	<p>NPR story by Barbara King: 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</p> <ul style="list-style-type: none"> • A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process • Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall.
Module 4	<p>Primate Evolution</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Strier KB. 2017. Primates Past to Present (pages 73-100). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge.
Module 5	<p>The Apes</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective 2nd ed</i>. Oxford University Press. • Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: <i>Primates in Perspective, 2nd ed</i>. Oxford University Press.
EXAM 1 ONLINE!	
Module 6	<p>Primate Sociality and Community Ecology</p> <p>Required Readings</p>

	<ul style="list-style-type: none"> • Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press. • Smuts B. 1998. What Are Friends For? (pages 36-43). In: <i>The Primate Anthology</i>. Prentice Hall.
Module 7	<p>Evolution and Sex</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Campbell C. 2011. Primate Sexuality and Reproduction (pages 464-475). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press.
Module 8	<p>Old World Monkeys and Tarsiers</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Thierry PJ. The Macaques: A Double-Layered Social Organization (pages 229-241). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press. • Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall. • Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall.
Module 9	<p>Primate Communication and Cognition</p> <p>Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Communication and Cognition (pages 311-346). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge. • Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press.
EXAM 2 ONLINE!	
Module 10	New World Monkeys

Module 10	<p>NEW WORLD MONKEYS</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press. • Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall. • Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall.
Module 11	<p>Strepsirrhines</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Nekaris KA, Bearder SK. 2011. The Lorisiform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: <i>Primates in Perspective</i>, 2nd ed. Oxford University Press. • Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology</i>. Prentice Hall. • Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology</i>. Prentice Hall.
Module 12	<p>Primate Conservation</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Strier KB. 2017. Conservation (pages 373-398). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge. • 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>, 2nd ed. Oxford University Press.
<p>EXAM 3 (FINAL EXAM) ONLINE TUESDAY APR 27 to SATURDAY APR 30, 2022</p>	

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Course Syllabus



ANT 3610: Language and Culture Spring 2022

Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 116e

Thursdays 12 PM-1 PM EST, or by
appointment

Office

Hours OH are via Webcourse Chat or
Scheduled Private Conference via
Zoom

Phone 407-823-2227

E-mail • Chelsea.Daws@ucf.edu, or
via Webcourses Inbox

Graduate Teaching Assistant (GTA)

Send Whitney a message via **Webcourses Inbox Messages** only.

You should contact Whitney 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
Semester/Year	Spring 2022
Location	CLB1 0307 (Tue. 12:00PM-1:15 PM) and Online
Prerequisites	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 (see link below).*

Ahearn's Living Language:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036> (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 (see link below).*

Davis' Talking Indian:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=5261328> (Links to an external site.)

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 (**except** the TED Talk extra credit assignment). 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/zgradeLinks 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 ServicesLinks to an external site.](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Statements Regarding COVID-19

General Statement

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

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

Course Accessibility COVID-19 Supplemental Statement

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

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



[external 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
Fri Jan 14, 2022	Assignment Introduction Assignment	due by 11:59pm
	Assignment Orientation Quiz	due by 11:59pm
Sun Jan 30, 2022	Assignment Group Discussion 1	due by 11:59pm
Mon Jan 31, 2022	Assignment Online Quiz 1	due by 11:59pm
Mon Feb 14, 2022	Assignment Online Quiz 2	due by 11:59pm
Sun Feb 27, 2022	Assignment Group Discussion 2	due by 11:59pm
Sun Mar 20, 2022	Assignment Group Discussion 3	due by 11:59pm

Date	Details	Due
Mon Mar 21, 2022	Assignment Midterm Examination	due by 11:59pm
Mon Apr 4, 2022	Assignment Online Quiz 3	due by 11:59pm
Tue Apr 5, 2022	Assignment Group Discussion 4	due by 11:59pm
Sun Apr 17, 2022	Assignment Group Discussion 5	due by 11:59pm
Mon Apr 18, 2022	Assignment Online Quiz 4	due by 11:59pm
Fri Apr 22, 2022	Assignment Endangered Language Profile	due by 11:59pm
Mon Apr 25, 2022	Assignment TED talk paper (extra credit)	due by 11:59pm
Sat Apr 30, 2022	Assignment Final Examination	due by 11:59pm
	Assignment Multifunctionality Matching	
	Assignment Small Group Lounge	