

# Syllabus Spring 2021

Ant 4034 History and Theory of Anthropology Spring 2021

Monday, Wednesday, 2:30 - 3: 20 NSC 101 and online (this is an M class)

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311C

Office Hours online in class chat: 10 am - 12 Friday

Phone: 407-823-3779

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

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## Credit Hours: 3

Prerequisite(s): [ANT 2410Links to an external site.](#) or C.I. Corequisite(s): None.

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

Catalogue description: The exploration of the intellectual foundations of modern anthropology.

Course Description: This course will trace the rise of anthropology and its various major theoretical schools. Anthropology is the discipline that attempts to take a natural historical approach to the study of human beings and consequently, addresses the issue of

what are the similarities and differences (in biology and behavior) among members of the species Homo sapiens. The history of anthropology is largely the history of different approaches to this question. The theoretical schools that have arisen represent these different approaches. Theories, and theoretical approaches are important because they guide the formation of hypotheses, the focus on certain kinds of data to the exclusion of other data, and hence methods for doing research. The approach this class will take is to focus on four basic theoretical issues that have arisen and still persist to this day in anthropology. These four basic issues are:

1. nature versus nurture
2. individual versus groups
3. ideational versus materialistic
4. deterministic versus contingent theories

We will see throughout the course how various anthropologists have been led to choose which of side of the dichotomies they consider best explains the big question that anthropology addresses.

Text

Anthropological Theory: An Introductory History by McGee and Warms - available online (week 1 as a pdf)

Laughter Out Of Place by Goldsmith

The Immortal Life of Henrietta Lacks by Skloot

### Grading

There will be two exams each worth 100 points = 200 points

There will be 10 assignments worth 10 points each = 100 points

There will be one 5 page papers each worth 50 points = 50 points

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Total 400 points

Grading Scale: 90 - 100 = A, 80-90 = B, 70-80 = C, 60-70 = D, Below 60 = F

### 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 Conduct](#) [Links to an external site.](#) for further action. See the [UCF Golden Rule](#) [Links 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](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in

this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#)(click on link from menu on left). (insert class specific information if appropriate)

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



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

shooter situation on campus or elsewhere.

) about how to manage an active

## 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: Jan 11: Introduction and The Purpose of Theory

Assignment 1 due 1/19 11 59 pm

Week 2: Jan 19: Setting the Stage: Early attempts to explain the differences with biology.

Readings: Haller and Gould

Assignment 2 due 1/25 11 59 pm

Week 3: Jan 25: Nineteenth Century Evolutionism

Reading: Intro, spencer, typor, morgan, marx engels.

Assignment 3 due 2/1 11 59 pm

Week 4: 2/1: Foundations of Sociological Thought

Reading: Intro, durkheim 1 and 2, weber

Week 5: Feb 8 Historical Particularism  
Reading: Intro, boas, kroeber

Assignment 4 due 1/15 11 59 pm

Week 6: Feb 15: Functionalism  
Reading: Intro, malinowski, redcliffe-brown, gluckman

Paper 1 Due:

Week 7: Feb 22: Culture and Personality  
Reading: benedict, mead

Week 8: 3/1: Return of Evolutionary Theories  
Reading: white, steward

Assignment 5 due Mar 8 11 59 pm

Exam 1 3/6 8 am - 3/8 11 59 pm

Week 9: Mar 8: Neomaterialism: ecological, functionalist, marxist  
Reading: fried, Harris, Rappaport, Wolf, Fried

Assignment 6 due 3/15 11 59 pm

Week 10: Mar 15: Structuralism  
Reading: Intro, Strauss, Tyler, Dubisch, Ortner

Week 11: Cognitive Anthropology  
Reading online  
Assignment 7 due 3/29 11 59 pm

Week 12: Mar 29:  
Gender and Anthropology,  
Reading: Slocum, Leacock, Turner, Geertz

Assignment 8 and 9 due 4/19 11 59 pm

Week 13: April 5: Symbolic Anthropology  
Reading: Turner, Geertz

Assignment 8 and 9 due 4/19 11 59 pm  
Spring Break 4/11 - 4/18

Week 14: April 19: Postmodernism, Globalization  
Reading: D'Andrade, Ong, Appadurai

Assignment 10 due 4/26 11 59 pm

Week 15: Apr 26 (Last Day of Class) Summing Up: Paper 2 Due

Exam 2 - 4/24 8 am - 4/26 11 59 pm  
Make up exam 4/28 8 am - 4/29 11 55 pm

# Course Syllabus

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# History of Anthropological Thought

ANT 4034 (0W60) • Fall 2022

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

## Course Information

**Course Name:** History of Anthropological Thought  
**Course ID:** ANT 4034 (0W60) / Fall 2022  
**Credit Hours:** 3.0 hours  
**Location/time:** Online instruction via WebCourse@UCF

## Professor Contact

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

## GTA Contact

**GTA:** Charlotte Robinson  
**Main Office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** TBA via Chat  
**E-mail:** via WebCourses Inbox messaging

## Syllabus Quick Links

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## University Catalog Description

The exploration of the intellectual foundations of modern anthropology. **Prerequisite:** ANT 2410 or CI.

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

### What is this course about?

Are you familiar with the phrase "survival of the fittest"? It was first used by Herbert Spencer in his 1864 book *Principles of Biology*. Have you ever thought about whether technology is a good measure of society's development? Lewis Henry Morgan did in *Ancient Society*, which he published in 1877. Modern anthropology is built on the work of earlier generations of researchers who were thinking deeply and critically about understanding others and understanding ourselves, asking questions similar to the ones we ask today.

History of Anthropological Thought includes everything you'll need to get acquainted with the theoretical approaches and debates that inform and inspire inquiry and form the discipline of Anthropology. Together, we will be investigating perspectives on such topics as evolution, culture, social structure, agency, cognition, identity, power, and representation. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand the processes, meanings and motivations behind who we are and what we do as anthropologists.

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

You will be **developing analytical skills necessary to critically examine primary works, review theoretical developments, and evaluate individual experiences of theorists to provide context for social and historical circumstances in which the works were produced, interpreted, and used**. After successfully completing this course, you should be able to:

- Recognize and explain major theoretical developments and concepts used within all four fields of anthropological inquiry.
- Identify and outline key figures, schools of theory, and seminal works that have contributed to modern anthropological research.
- Engage in dialogue about how anthropologists use theoretical frameworks when shaping their patterns of inquiry.
- Critically review and evaluate processes of theory building and different paradigms resulting from these processes.
- Contribute in a meaningful and scholarly manner to discussions concerning use (and abuse) of anthropological theory in the contemporary 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 textbook will I need?

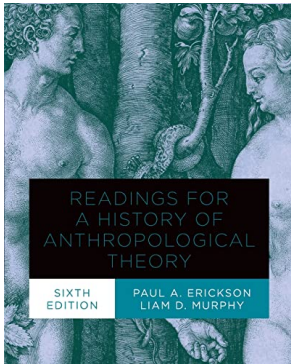
When a textbook is required, faculty strive to choose the most affordable option that fits the course objectives. The course textbook, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to **regularly access the textbook for study throughout the term**. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

The **sixth edition of the textbook is required** for successful completion of this course. **Do NOT attempt to complete the course with any earlier editions of the textbook** – these contain different readings, and you will not have the materials you need for your assignments or exams. If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN provided for the READINGS textbook** - these same authors have also published a history textbook (NOT required) that



looks very similar but does not contain readings!

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



### ***Readings for a History of Anthropological Theory***

Authors: Paul A. Erickson and Liam D. Murphy

Edition: **6th**

Year: 2022

Publisher: University of Toronto Press

ISBN: 9781487526320

**Available in rental, paperback, and eTextbook formats**

## ***What is WebCourses@UCF?***

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

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

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

This course examines theoretical frameworks anthropologists use to study behavior, beliefs, and lifestyles of people, and, for many of you, the process of theoretical inquiry and interpretation may be unfamiliar. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around **three hours of class time each week with online lectures and other assigned media**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, review, and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 10:00-11:30am EST via Chat (or scheduled Zoom appointment)**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

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

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

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

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

## *What are the course requirements?*

The Fall 2022 semester begins on **AUG 22, 2022** and ends on **DEC 11, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 6 of 8 Point-of-View discussion assignments (two lowest scores are dropped);
- submit 3 of 4 Theory Framework discussion assignments (lowest score is dropped);
- submit 3 online written exams.

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, practice quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts, study guides, and review media to assist you in preparing for your practice quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

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

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

UCF requires faculty to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to provide an initial discussion response to the [REQUIRED ACTIVITY: Humor and Theory](#) in the COURSE INTRO module

by **11:59 PM EST** on **AUG 26, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to the MODULE 1 learning materials.

## How will I be evaluated and graded?

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) & POV Discussions (6)	105	30%
Theory Framework assignments (3)	75	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>480 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, connect theorists with theories, explain theoretical and applied concepts and describe examples from course materials in exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. **This score cannot be dropped from your discussions grade.**
- **Point-of-View discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current applications. You are required to fully participate in **at least 6 of the 8 Point-of-View discussions** located in the learning modules. **WebCourses will automatically drop the 2 lowest scores from the 8 possible grades.**
- **Theory Framework assignments:** These discussion assignments are designed around recognizing theoretical concepts and learning about their application in everyday literature, which will help further develop an understanding of anthropological theory. You will also have an opportunity to reflect on your experience in building your skills in problem solving, analysis, and critical and creative thinking. You are required to fully participate in **at least 3 of the 4 Theory Framework assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 4 possible grades.**
- **Exams:** You will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions.. **You are required to submit 3 exams** located in the modules.

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

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

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

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

the 'I' grade will automatically be recorded as an 'F' on your transcript.

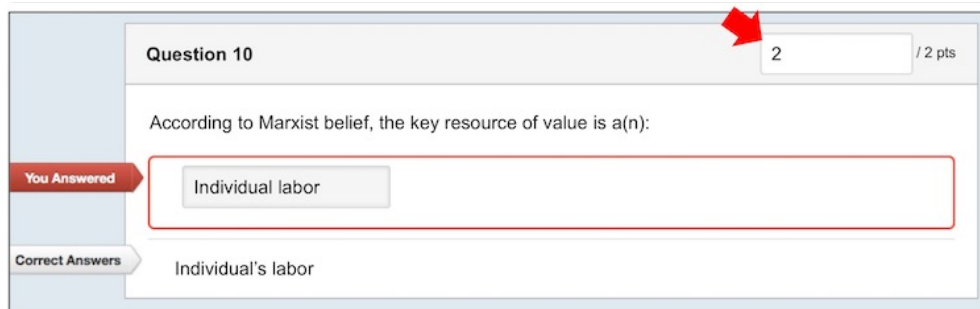
## How do I view my grades?

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

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

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

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



The screenshot shows a question interface for 'Question 10' worth 2 points. The question text is 'According to Marxist belief, the key resource of value is a(n):'. The user's answer is 'Individual labor', which is highlighted with a red border and a red arrow pointing to it. The correct answer is 'Individual's labor'. The score '2 / 2 pts' is displayed in the top right corner.

Correct answers for each practice quiz and exam will be available for a **limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

## What if I miss a graded assignment or exam due date?

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-

mode and face-to-face courses.

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

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

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

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

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

### **Illness Notification**

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

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

### **Flexibility and Accountability**

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

## *What resources are available to help me with life challenges?*

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

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

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

Other resources at UCF include:

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

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

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

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

## *How is respect for diversity and inclusion maintained?*

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

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

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

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at UCF's [Let's Be Clear website \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) and the [UCF Cares website \(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/).

## *How is academic integrity maintained?*

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

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

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

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

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools (e.g., study groups) for assistance. **Webcourses@UCF quiz audit logs will be monitored** for compliance and **failure to only access the exam and allowed materials during testing will result in an academic integrity violation.**
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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

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

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

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

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

**WARNING: If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** Many online study groups have experienced added benefits and avoided these issues by inviting the a graduate teaching assistant or the course instructor to join in!

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

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

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



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

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

## *Why should I use WebCourses Email Inbox?*

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

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

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

## *What are the technology and software requirements?*

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

- Access to a reliable laptop or desktop computer **at least three 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/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/)
- 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 (e.g., through [Office 365 \(https://extranet.cst.ucf.edu/office365selfsvc/\)](https://extranet.cst.ucf.edu/office365selfsvc/)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](mailto:WebCourses@UCF Support) (<https://cdl.ucf.edu/support/webcourses/>) for technical support assistance with the most current versions of these products.

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

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

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

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support \(https://cdl.ucf.edu](mailto:WebCourses@UCF Support)

[/support/webcourses/](#)

- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

## What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate \(http://www.ehs.ucf.edu/AEDLocations-UCF\)](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 Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614342">REQUIRED ACTIVITY: Humor and Theory (https://webcourses.ucf.edu/courses/1404159/assignments/7614342)</a>	due by 11:58pm
	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614339">DISCUSSION 1: Proto-Anthropology (https://webcourses.ucf.edu/courses/1404159/assignments/7614339)</a>	due by 11:59pm

Date	Details	Due
Mon Aug 29, 2022	 <b>REQUIRED ACTIVITY: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614351">https://webcourses.ucf.edu/courses/1404159/assignments/7614351</a> )	due by 11:58pm
	 <b>DISCUSSION 1: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614343">https://webcourses.ucf.edu/courses/1404159/assignments/7614343</a> )	due by 11:59pm
Fri Sep 2, 2022	 <b>DISCUSSION 2: Cultural Evolutionism</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614334">https://webcourses.ucf.edu/courses/1404159/assignments/7614334</a> )	due by 11:59pm
Mon Sep 5, 2022	 <b>DISCUSSION 2: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614344">https://webcourses.ucf.edu/courses/1404159/assignments/7614344</a> )	due by 11:59pm
Tue Sep 6, 2022	 <b>THEORY FRAMEWORK 1: Click Clack Moo Marxism</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614333">https://webcourses.ucf.edu/courses/1404159/assignments/7614333</a> )	due by 11:59pm
Fri Sep 9, 2022	 <b>THEORY FRAMEWORK 1: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614352">https://webcourses.ucf.edu/courses/1404159/assignments/7614352</a> )	due by 11:59pm
Fri Sep 16, 2022	 <b>DISCUSSION 3: Assumptions and Ethnology</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614335">https://webcourses.ucf.edu/courses/1404159/assignments/7614335</a> )	due by 11:59pm
Mon Sep 19, 2022	 <b>DISCUSSION 3: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614345">https://webcourses.ucf.edu/courses/1404159/assignments/7614345</a> )	due by 11:59pm
Sun Sep 25, 2022	 <b>EXAM 1: Modules 1 through 5</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614327">https://webcourses.ucf.edu/courses/1404159/assignments/7614327</a> )	due by 11:59pm
Fri Sep 30, 2022	 <b>DISCUSSION 4: Cultural Diversity</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614336">https://webcourses.ucf.edu/courses/1404159/assignments/7614336</a> )	due by 11:59pm
Mon Oct 3, 2022	 <b>DISCUSSION 4: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614346">https://webcourses.ucf.edu/courses/1404159/assignments/7614346</a> )	due by 11:59pm
Fri Oct 14, 2022	 <b>DISCUSSION 5: Emics and Etics</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614337">https://webcourses.ucf.edu/courses/1404159/assignments/7614337</a> )	due by 11:59pm
Mon Oct 17, 2022	 <b>DISCUSSION 5: Group Response &amp; Reflection</b> ( <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614347">https://webcourses.ucf.edu/courses/1404159/assignments/7614347</a> )	due by 11:59pm

Date	Details	Due
Tue Oct 25, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614332">THEORY FRAMEWORK 2: French Structuralism and Ogres</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614332">https://webcourses.ucf.edu/courses/1404159/assignments/7614332</a>	due by 11:59pm
Fri Oct 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614354">THEORY FRAMEWORK 2: Group Response &amp; Reflection</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614354">https://webcourses.ucf.edu/courses/1404159/assignments/7614354</a>	due by 11:59pm
Sun Oct 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614328">EXAM 2: Modules 6 through 10</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614328">https://webcourses.ucf.edu/courses/1404159/assignments/7614328</a>	due by 11:59pm
Fri Nov 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614340">DISCUSSION 6: Gendered Anthropology</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614340">https://webcourses.ucf.edu/courses/1404159/assignments/7614340</a>	due by 11:59pm
Mon Nov 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614348">DISCUSSION 6: Group Response &amp; Reflection</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614348">https://webcourses.ucf.edu/courses/1404159/assignments/7614348</a>	due by 11:59pm
Tue Nov 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614331">THEORY FRAMEWORK 3: Gender, Princes and Princesses</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614331">https://webcourses.ucf.edu/courses/1404159/assignments/7614331</a>	due by 11:59pm
Sat Nov 12, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614338">DISCUSSION 7: Symbols and Interpretation</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614338">https://webcourses.ucf.edu/courses/1404159/assignments/7614338</a>	due by 11:59pm
Sat Nov 12, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614356">THEORY FRAMEWORK 3: Group Response &amp; Reflection</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614356">https://webcourses.ucf.edu/courses/1404159/assignments/7614356</a>	due by 11:59pm
Mon Nov 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614349">DISCUSSION 7: Group Response &amp; Reflection</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614349">https://webcourses.ucf.edu/courses/1404159/assignments/7614349</a>	due by 11:59pm
Fri Nov 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614341">DISCUSSION 8: Postmodernity and Postcolonialism</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614341">https://webcourses.ucf.edu/courses/1404159/assignments/7614341</a>	due by 11:59pm
Mon Nov 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614350">DISCUSSION 8: Group Response &amp; Reflection</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614350">https://webcourses.ucf.edu/courses/1404159/assignments/7614350</a>	due by 11:59pm
Tue Nov 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614330">THEORY FRAMEWORK 4: Bourdieu Meets the Sneetches</a> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614330">https://webcourses.ucf.edu/courses/1404159/assignments/7614330</a>	due by 11:59pm
Mon Nov 28, 2022	 <a href="#">THEORY FRAMEWORK 4: Group Response &amp; Reflection</a>	due by 11:59pm

Date	Details	Due
Thu Dec 8, 2022	<a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614358">https://webcourses.ucf.edu/courses/1404159/assignments/7614358</a>   <b>EXAM 3: Modules 11 through 15</b> <a href="https://webcourses.ucf.edu/courses/1404159/assignments/7614329">https://webcourses.ucf.edu/courses/1404159/assignments/7614329</a>	due by 11:59pm

# ANT4051-22Fall 0001

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 [Edit](#)

## Environmental Anthropology

Dr. John H. Walker, PhD

Tuesdays and Thursdays, 12:00 noon to 1:15 PM

Classroom Building 1 (CB1) 0307

This is a FACE TO FACE class



[https://upload.wikimedia.org/wikipedia/commons/c/ca/Branch\\_growth\\_from\\_tree\\_stump\\_in\\_Hatfield\\_Forest\\_Essex\\_England.jpg](https://upload.wikimedia.org/wikipedia/commons/c/ca/Branch_growth_from_tree_stump_in_Hatfield_Forest_Essex_England.jpg)

[https://upload.wikimedia.org/wikipedia/commons/c/ca/Branch\\_growth\\_from\\_tree\\_stump\\_in\\_Hatfield\\_Forest\\_Essex\\_England.jpg](https://upload.wikimedia.org/wikipedia/commons/c/ca/Branch_growth_from_tree_stump_in_Hatfield_Forest_Essex_England.jpg)

<https://www.theguardian.com/science/2020/nov/29/sistine-chapel-of-the-ancients-rock-art-discovered-in-remote-amazon-forest>

<https://www.theguardian.com/science/2020/nov/29/sistine-chapel-of-the-ancients-rock-art-discovered-in-remote-amazon-forest>

Catalog Description: Relationships between human cultures and societies and the environment from an anthropological perspective.

Prerequisites: ANT 2140 or Junior Standing.

Dr. John H. Walker

[john.walker@ucf.edu](mailto:john.walker@ucf.edu) (<mailto:jzwalker@mail.ucf.edu>)

409O Howard Phillips Hall

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

## Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

### *Course Goals*

- To place 21<sup>st</sup> century environmental issues in local context through anthropological research.
- To look at anthropological scholarship in the context of academic debate.
- To help students critically evaluate anthropological arguments.
- To practice using the art of writing to develop and communicate ideas

### *Required Textbooks*

*The Mushroom at the End of the World*. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

This book is the "case study" that we will be reading and discussing all semester. Feel free to get it and start reading it right away.

Books you might want to know about:



*Environmental Anthropology: A Historical Reader*. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

*Environmental Anthropology: From Pigs to Policies* (3rd edition), by Patricia Townsend. Long Grove, IL: Waveland.

These books used to be required textbooks, but now we are using much of the same content in the format of downloads from our most excellent UCF library. If you like using hard copy, or if this is a subject related to your possible future graduate studies, I would consider investing in these two books, because they have a lot of useful content gathered in one place.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

## Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone's participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
- Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the

chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.

- Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1" margins all around. Use page numbers, and make the final product look neat and clear.
- Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions.**
- In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.
- There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- The essays will be graded on a simple 10-point scale (7=not so good, 8=good, 9=very good, 10=excellent).

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

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	<60

## Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropologists are on Twitter and other social media outlets.

American Anthropological Association ([www.aaanet.org](http://www.aaanet.org) (<http://www.aaanet.org>))

UCF Library ([library.ucf.edu](http://library.ucf.edu) (<http://library.ucf.edu>))

see especially the Anthropology Plus database and online journals

Google Earth ([earth.google.com](http://earth.google.com) (<http://earth.google.com>))

ArcGIS online (<https://ucfonline.maps.arcgis.com/home/index.html> (<https://ucfonline.maps.arcgis.com/home/index.html>))

Anthro{dendum} (<https://anthrodendum.org/>) (<https://anthrodendum.org/>)

Sapiens (<https://www.sapiens.org/>) (<https://www.sapiens.org/>)

HAU (<https://www.haujournal.org/index.html>)

# Strategies for studying

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- Prepare for each class by doing all of the **readings before class**.
- Come to **every**
- Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

## Writing Center

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

## Classroom decorum

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

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or ring before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

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

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

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

## Revisions and the syllabus

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

## UCF Core Syllabus Statements

**Academic Integrity** [\\_\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)\\_](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> [\\_\(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)\\_](https://scai.sdes.ucf.edu/student-rules-of-conduct/)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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

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

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

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

**[Course Accessibility Statement](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)** [\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

**[Campus Safety Statement](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)** [\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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 <https://centralflorida-prod.modolabs.net/student/safety/index> (<https://centralflorida-prod.modolabs.net/student/safety/index>)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations> (<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>)>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<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>  
>).

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

### [Deployed Active Duty Military Students](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/) [\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

### [Make-Up Assignments for Authorized University Events or Co-curricular Activities](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/) [\(https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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](https://policies.ucf.edu/documents/4-401.pdf)>

### [Religious Observances](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/) [\\_<https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/\)](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

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












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












## Course Summary:












Date	Details	Due
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Date	Details	Due
Fri Aug 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603256">Syllabus Quiz</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603256">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603256">https://webcourses.ucf.edu/courses/1411075/assignments/7603256</a>)</a>	due by 11:59pm
Tue Aug 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603247">Paper #1 Nature/Culture</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603247">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603247">https://webcourses.ucf.edu/courses/1411075/assignments/7603247</a>)</a>	due by 12pm
Tue Sep 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639036&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639036&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639036&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639036&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603248">Paper #2 Ecology/Society</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603248">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603248">https://webcourses.ucf.edu/courses/1411075/assignments/7603248</a>)</a>	due by 12pm
Thu Sep 8, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639037&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639037&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639037&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639037&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Sep 13, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639042&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639042&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639042&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639042&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603249">Paper #3 Mushroom book 1</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603249">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603249">https://webcourses.ucf.edu/courses/1411075/assignments/7603249</a>)</a>	due by 12pm
Thu Sep 15, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639046&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639046&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639046&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639046&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Sep 20, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639043&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639043&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639043&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639043&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603250">Paper #4 Ecology and Social Organization</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603250">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603250">https://webcourses.ucf.edu/courses/1411075/assignments/7603250</a>)</a>	due by 12pm
Thu Sep 22, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639047&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639047&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639047&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639047&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm

Date	Details	Due
Tue Sep 27, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639049&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639049&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639049&amp;include_contexts=course_1411075)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603251">Paper #5 Ecosystems with Humans</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603251">(https://webcourses.ucf.edu/courses/1411075/assignments/7603251)</a>	due by 12pm
Thu Sep 29, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639048&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639048&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639048&amp;include_contexts=course_1411075)</a>	10am to 12pm
Tue Oct 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639051&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639051&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639051&amp;include_contexts=course_1411075)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603252">Paper #6 Disasters?</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603252">(https://webcourses.ucf.edu/courses/1411075/assignments/7603252)</a>	due by 12pm
Thu Oct 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639052&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639052&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639052&amp;include_contexts=course_1411075)</a>	10am to 12pm
Tue Oct 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639038&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639038&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639038&amp;include_contexts=course_1411075)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603253">Paper #7 Mushroom book 2</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603253">(https://webcourses.ucf.edu/courses/1411075/assignments/7603253)</a>	due by 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603239">Midterm Exam</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603239">(https://webcourses.ucf.edu/courses/1411075/assignments/7603239)</a>	due by 4:30pm
Tue Oct 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639033&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639033&amp;include_contexts=course_1411075">(https://webcourses.ucf.edu/calendar?event_id=2639033&amp;include_contexts=course_1411075)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603254">Paper #8 Slash and Burn</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603254">(https://webcourses.ucf.edu/courses/1411075/assignments/7603254)</a>	due by 12pm

Date	Details	Due
Thu Oct 20, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639053&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639053&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639053&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639053&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Oct 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639044&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639044&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639044&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639044&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603255">Paper #9 Cybernetics</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603255">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603255">https://webcourses.ucf.edu/courses/1411075/assignments/7603255</a>)</a>	due by 12pm
Thu Oct 27, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639045&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639045&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639045&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639045&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Nov 1, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639054&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639054&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639054&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639054&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603240">Paper #10 Mushroom Book 3</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603240">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603240">https://webcourses.ucf.edu/courses/1411075/assignments/7603240</a>)</a>	due by 12pm
Thu Nov 3, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639055&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639055&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639055&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639055&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Nov 8, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639056&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639056&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639056&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639056&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603241">Paper #11 Bounded and Balanced</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603241">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603241">https://webcourses.ucf.edu/courses/1411075/assignments/7603241</a>)</a>	due by 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603237">Extra Credit paper 1</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603237">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603237">https://webcourses.ucf.edu/courses/1411075/assignments/7603237</a>)</a>	due by 11:59pm
Thu Nov 10, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639057&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639057&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639057&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639057&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm

Date	Details	Due
Tue Nov 15, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639039&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639039&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639039&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639039&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603242">Paper #12 Indigeneity and Politics</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603242">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603242">https://webcourses.ucf.edu/courses/1411075/assignments/7603242</a>)</a>	due by 12pm
Thu Nov 17, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639058&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639058&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639058&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639058&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Mon Nov 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603236">Class Participation</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603236">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603236">https://webcourses.ucf.edu/courses/1411075/assignments/7603236</a>)</a>	due by 10:30am
Tue Nov 22, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639059&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639059&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639059&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639059&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603243">Paper #13 Campaigns and Collaborations</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603243">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603243">https://webcourses.ucf.edu/courses/1411075/assignments/7603243</a>)</a>	due by 12pm
Thu Nov 24, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639060&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639060&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639060&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639060&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Nov 29, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639035&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639035&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639035&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639035&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603244">Paper #14 Mushroom book 4</a> <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603244">(<a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603244">https://webcourses.ucf.edu/courses/1411075/assignments/7603244</a>)</a>	due by 12pm
Thu Dec 1, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639040&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639040&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639040&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639040&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm
Tue Dec 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639041&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2639041&amp;include_contexts=course_1411075">(<a href="https://webcourses.ucf.edu/calendar?event_id=2639041&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639041&amp;include_contexts=course_1411075</a>)</a>	10am to 12pm

Date	Details	Due
Thu Dec 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603245">Paper #15 Social Identity</a> ( <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603245">https://webcourses.ucf.edu/courses/1411075/assignments/7603245</a> )	due by 12pm
Thu Dec 8, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2639061&amp;include_contexts=course_1411075">ANT4051-21Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2639061&amp;include_contexts=course_1411075">https://webcourses.ucf.edu/calendar?event_id=2639061&amp;include_contexts=course_1411075</a> )	10am to 12pm
Thu Dec 8, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603238">Final Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603238">https://webcourses.ucf.edu/courses/1411075/assignments/7603238</a> )	due by 1pm
Mon Dec 12, 2022	 <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603246">Paper #16 Limits of Knowledge</a> ( <a href="https://webcourses.ucf.edu/courses/1411075/assignments/7603246">https://webcourses.ucf.edu/courses/1411075/assignments/7603246</a> )	due by 12pm

# Course Syllabus

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## ANT 4105 SAVING THE PLUNDERED PAST: ETHICS AND CONTROVERSY IN CONTEMPORARY ARCHAEOLOGY



### *Course Information*

**Course ID & Section:** ANT 4105-0M01

**Credit Hours:** 3

**Semester/Year:** F2022

**Location/Time:** online asynchronous

### *Professor Contact*

**Instructor:** Dr. Michael Callaghan

**Office:** HPH 409L

**Office Hours:** T, TH 9-10:30

**Phone:** 407-823-4964

**E-mail:** [michael.callaghan@ucf.edu](mailto:michael.callaghan@ucf.edu) (<mailto:michael.callaghan@ucf.edu>)

# *University Catalogue Description*

This course introduces students to the social, economic and political contexts surrounding contemporary archaeological research and interpretation, with an emphasis on ethics, heritage management, and law.

## *Course Description*

Archaeology is generally associated with the study of the past, but more and more, it serves a modern world. Archaeologists are frequently involved in genocide and natural disaster recovery efforts, and they work with law enforcement in high-profile trafficking crimes. They assist local communities in sustainable living projects, and they advise governments and stakeholders on a wide variety of environmental concerns. They are occasionally called upon to assist in the planning of wars, and are essential to the development of national narratives under dictatorial and democratic regimes. In the context of a world recession, archaeology generates millions of tourism dollars each year even as priceless heritage sites crumble under the lack of government funds. This course considers the sometimes-controversial nature of archaeological research in contemporary society. Through readings, films, discussions, and independent research, students analyze the ethical principles of scientific archaeology and the discipline's role in human rights and legal cases, heritage management policy, disasters, war, tourism, and illegal artifact trafficking.

## *Learning Outcomes*

- Identify the social, political, and economic forces that influence contemporary archaeology
- Explain how archaeological knowledge about the past is used by interest groups to interpret and legitimate social, economic, and political conditions in the present
- Investigate ethical standards and laws governing contemporary archaeological investigation and the management of cultural resources
- Generate scholarly work consistent with standards within the discipline of archaeology

## *Required Texts*

No texts required. All readings will be online.

## *Course Requirements*

# Summary

This course begins on **August 22, 2022** and ends on **December 11, 2022**. Over this period, you will be expected to:

- complete the introduction discussion at the start of the course
- review learning module materials, including any assigned media, learning activities and readings
- complete 10 weekly assignments
- complete a paper topic assignment
- complete an annotated bibliography
- complete a paper outline
- complete a final research paper

## Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

## Readings

Readings will be assigned for each class session and will include chapters from the assigned texts as well as articles, book chapters, and on-line references. **All required readings must be completed in order to understand and engage with weekly assignments.**

## Introduction Discussion (~2% of grade)

This is a short introductory discussion that will help us get to know one another as the course begins. It will serve as the required "academic activity" for the first week of class. As a note: **failure to complete this discussion may result in delay of financial aid disbursements.**

## Weekly Assignments (~35% of grade)

Beginning in week 2, I'll ask you to complete a 250-500 word assignment that relate to the theme and readings for the week. The assignments are designed to help you absorb and engage with the materials for the week. Assignments could be a discussion of an ethical scenario in archaeology, questions



related to the readings, or a brief reflection. There will be 11 weekly assignments and I will drop your lowest grade.

**All weekly assignments will be due by 11:59pm Friday night via webcourses.**

## Research Project

The research project for this class consists of four components: 1) a paper topic, 2) annotated bibliography, 3) outline, 4) and final paper.

### Paper Topic (~10% of grade)

The research paper is an opportunity for you to explore a topic of interest to you in more detail. Feel free to use the weekly readings and themes as a springboard for ideas. Maybe you'd like to explore the ethics of shipwreck archaeology. Or you're interested in museums and want to investigate the ethics of representation and curation in collections. Perhaps you're fascinated with some aspect of pseudoarchaeology and the spread of misinformation about a specific topic in archaeology online. Or maybe you want to explore how archaeology can be ethically used for entertainment. The topic is up to you, but I'd like to make sure it's appropriate and that you can find sources. So, for this part of the assignment, you'll be required to submit a one-paragraph statement that states your paper topic and articulates a preliminary argument or thesis about the topic.

### Annotated Bibliography (~10% of grade)

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 10 sources prior to submitting the draft. You must include at least 5 sources that were not assigned during the semester. Instructions for creating a bibliography will be appear in the assignment on webcourses.

### Paper Outline (~10% of grade)

For this part of the assignment I'd like you to submit an outline. The format is completely up to you. Some people may be very far along at this point and able to create a sentence outline, while others might still be drafting their ideas and will present a topic outline. For help on making an outline, [check out this website from UCF libraries \(https://libguides.usc.edu/c.php?g=235034&p=1561769\)](https://libguides.usc.edu/c.php?g=235034&p=1561769). Some of the links to external context are dead, but the page itself and other links will give you the general idea. I'll be honest, this assignment is strictly for maintenance purposes and to keep you on your toes. I won't grade these very hard, but I do want to know you're working on your papers.

## Final Paper (~35% of grade):

The paper should be 2000-2500 words (8-10 pages in length not including bibliography and figures), double-spaced, 12 pt. font, one-inch margins, with at least 10 citations and references cited. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit a draft of your paper prior to the final due date.

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

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Introduction Discussion	5	2%
Weekly Assignments (10)	100	35%
Paper Topic	25	10%
Annotated Bibliography	25	10%
Paper Outline	25	10%
Final Paper	100	35%
TOTAL	280	~100%

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

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

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%

B	84 - 86%	F	59% or less
B-	80 - 83%		

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

## *What if I'm part of an authorized activity?*

Students who represent the university in an authorized event or activity (e.g., student-athletes, ROTC members, etc.) 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>.)

## *What if I'm making a religious observance?*

*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:*

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

## *What if I'm actively deployed in the military?*

Students who are deployed active duty military and/or National Guard personnel and require accommodation **should contact me as soon as possible** after the semester begins and/or after they receive notification of deployment to make related arrangements. I require documentation of deployment and will **NOT** make accommodations for missed work after assignments are due.

## *What if I miss an assignment due to an "unauthorized" reason?*

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

To be fair to everyone in the course **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment due dates. Approval for make-up work **will NOT not be granted for more than 1 week of class.** If you miss more than 1 week of work and feel you cannot catch up, you must decide to withdraw or not receive credit.

## *Is there Extra Credit?*

During a usual semester I often offer extra credit through lectures about anthropology, or engaging with anthropology in some other meaningful personal and experiential way. These opportunities are subject to availability. As opportunities present themselves I will give you more details.

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

**FINAL GRADES ARE FINAL.**

## *Are there any COVID-19 protocols for this course?*

This is an online course, so we won't be meeting face-to-face but I wanted to provide some information on COVID. Students who believe they may have a COVID-19 diagnosis should not be going out if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. 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)

Please consult the latest CDC guidelines for isolation: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html> [\\_ \(https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html\)\\_](https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html)

While masks are not currently required on-campus, wearing a mask is always an option. Please respect one another's choices regarding masks and do your best to avoid making assumptions about beliefs or health status.

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

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

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

## *How is respect for diversity maintained?*

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> [\(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) and <http://cares.sdes.ucf.edu/> [\(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/).

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

- Title IX – OIE – <http://oie.ucf.edu/> [\(http://oie.ucf.edu/\)](http://oie.ucf.edu/) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) [\(<mailto:askanadvocate@ucf.edu>\)](mailto: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](mailto:sas@ucf.edu) [\(<mailto:sas@ucf.edu>\)](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu) [\(http://www.diversity.ucf.edu/\)](http://www.diversity.ucf.edu/)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> [\(http://compliance.ucf.edu/\)](http://compliance.ucf.edu/) & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) [\(<mailto:complianceandethics@ucf.edu>\)](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu> [\(http://www.ombuds.ucf.edu/\)](http://www.ombuds.ucf.edu/)

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

## *How is academic integrity maintained?*

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> [\(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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.

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* < <https://goldenrule.sdes.ucf.edu/> [\\_\(https://goldenrule.sdes.ucf.edu/\)\\_](https://goldenrule.sdes.ucf.edu/)>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and 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.

In this course, violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question **AT A MINIMUM**. At the instructor’s discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

## *How do I communicate with the professor?*

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

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

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

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417> (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417>)

## *What are the technology and software requirements?*

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

(<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

You are expected to have compatible versions of Adobe Reader (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you wish to schedule any meetings, you must also have access to Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:



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



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

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

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



# 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.

## 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

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.

## *Can I record class lectures (FL HB 233)?*

This is not a face-to-class and we do not have lectures, so you are not free to record, copy, and post any of the material in this class. In face-to-face courses, 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 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 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](#)). [.\(https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF\)](https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)

## ***What's the "Stop WOKE Act" (FL HB 7) and does it apply to this course?***

House Bill 7 (HB 7) amends a current Florida non-discrimination law (Fla. Stat. 1000.05: Florida Educational Equity Act) to provide that an educational institution, including UCF, may not subject any student or employee to training or instruction that “espouses, promotes, advances, inculcates, or compels such student or employee to believe” any of eight “specified concepts” (each based on race, color, sex, or national origin - see link below for more details) because such action would be *per se* discriminatory under the amended statute.

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

Please refer to this site for more information on HB 7 at UCF: <https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/>  
[\(https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/\)](https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/)

## ***What if there is an Emergency on campus?***

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses

or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu> [\(https://my.ucf.edu/\)](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.

## What is the course 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.

## Reading and Assignment Schedule

Week	Topic	Readings
1	Introduction	<a href="#">Sabloff (2008)</a> ↓ ( <a href="https://webcourses.ucf.edu/courses/1404140/files/9232566/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232566/download_frd=1</a> )
2	Archaeological Ethics	<a href="#">Wylie (2003)</a> ↓ ( <a href="https://webcourses.ucf.edu/courses/1404140/files/9232566/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232566/download_frd=1</a> ) , <a href="#">Lynott (2003)</a> , ↓ ( <a href="https://webcourses.ucf.edu/courses/1404140/files/9232565/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232565/download_frd=1</a> ) <a href="#">Codes of Ethics</a>
3	Stewardship	<a href="#">Young (2006)</a> ↓

		<p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>) , <a href="#">Wylie (2005)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232567/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232567/download_frd=1</a>) ; <a href="#">Bruning (2006)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232564/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232564/download_frd=1</a>) ; <a href="#">Forest and Johnson (2018)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>)</p> <p><a href="#">How Southern socialites rewrote Civil War history</a> (<a href="https://www.youtube.com/watch?v=dOkFXPblpU">https://www.youtube.com/watch?v=dOkFXPblpU</a>)</p> <p style="text-align: center;"></p> <p>(<a href="https://www.youtube.com/watch?v=dOkFXPblpU">https://www.youtube.com/watch?v=dOkFXPblpU</a>)</p> <p><a href="#">Southern Poverty Law Center</a> (<a href="https://www.splcenter.org/20190201/whose-heritage-public-confederacy">https://www.splcenter.org/20190201/whose-heritage-public-confederacy</a>)</p>
4	Looting and Collectors	<p><a href="#">Brodie and Gill (2003)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>) , <a href="#">Hollowell-Zimmer (2003)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>) , <a href="#">Barker (2003)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>) , <a href="#">Labelle (2003)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>)</p> <p><a href="#">RICE Guide</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>)</p>
5	Equity in Professional Archaeology	<p><a href="#">Leighton 2020</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) ; <a href="#">Bardolph 2014</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) ; <a href="#">Vanderwarke et al. 2018</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) ; <a href="#">Anonymous 1971</a> ↓</p>





		( <a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a> )
6	Shipwreck Archaeology	<p><a href="#">Bass (2003)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) ; <a href="#">NGS San Jose (2015)</a>  (<a href="https://www.nationalgeographic.com/news/2015/12/151218-shipwreck-treasure-colombia-archaeology/">https://www.nationalgeographic.com/news/2015/12/151218-shipwreck-treasure-colombia-archaeology/</a>); <a href="#">NYT Titanic</a>  (<a href="https://www.nytimes.com/2012/04/15/science/titanic-may-15-passengers-remains-officials-say.html?_r=0">https://www.nytimes.com/2012/04/15/science/titanic-may-15-passengers-remains-officials-say.html?_r=0</a>); Additional re  <a href="#">Throckmorton 1998.pdf</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) ; <a href="#">Cockrell 1998.pdf</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>) ; <a href="#">Mathewson 1998.pdf</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>) ; <a href="#">Elia, 1992.pdf</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232560/download_frd=1</a>)</p>
7	Integrating Indigenous Perspectives	<p><a href="#">Watkins (2003)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232561/download_frd=1</a>) , <a href="#">Singleton and Orser (2003)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>)</p>
8	Engaging with the Public	<p><a href="#">Gable and Handler (1996)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232565/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232565/download_frd=1</a>) ; <a href="#">Leone et al. (1987)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>) ; <a href="#">Beisaw (2016)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232567/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232567/download_frd=1</a>)</p>
9	Confronting Pseudo-archaeology	<p><a href="#">Arnold (2006)</a> ↓  (<a href="https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1</a>) ; <a href="#">Anderson (2016)</a> ↓</p>

		<p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1</a>) ; <a href="#">Gojack (2016)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232563/download_frd=1</a>)</p>
10	Cultural Terrorism and Embedded Archaeology	<p><a href="#">Spirydowicz (2010)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232568/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232568/download_frd=1</a>) ; <a href="#">Emberling (2008)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232562/download_frd=1</a>) ; <a href="#">Smith et al. (2016)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>) ; <a href="#">Harmansah (2015)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>)</p>
11	Disaster and Forensic Archaeology	<p><a href="#">Gould (2007)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232568/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232568/download_frd=1</a>) , <a href="#">Gould, 2007 (ch 2)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1</a>) , <a href="#">Steele (2008)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>) , <a href="#">Flavel and Barker (2009)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>) , <a href="#">Congram and Sterenberg (2009)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>)</p> <p>Additional Readings: <a href="#">Meskell (2002)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>) , <a href="#">NYT (2011)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1</a>) , <a href="https://www.911memorial.org">https://www.911memorial.org</a></p> <p>(<a href="https://www.911memorial.org/">https://www.911memorial.org/</a>)</p>
12	Archaeology as Education and Entertainment	<p><a href="#">Kehoe (2004)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1</a>) ; <a href="#">Parker (2016)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1</a>) ; <a href="#">Emery and Reinhard (2016)</a> ↓</p> <p>(<a href="https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1">https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1</a>)</p>





Additional Readings: [Sutherland \(2011\)](#) ↓  
 ([https://webcourses.ucf.edu/courses/1404140/files/9232570/download\\_frd=1](https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1)) ; [Fagan and Rose \(2003\)](#) ↓  
 ([https://webcourses.ucf.edu/courses/1404140/files/9232570/download\\_frd=1](https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1)) ; [Cook Inlet Tribal Council \(2017\)](#) ↓  
 ([https://webcourses.ucf.edu/courses/1404140/files/9232570/download\\_frd=1](https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1)) ; [Rubio-Campillo et al. \(2017\)](#) ↓  
 ([https://webcourses.ucf.edu/courses/1404140/files/9232570/download\\_frd=1](https://webcourses.ucf.edu/courses/1404140/files/9232570/download_frd=1)) ; [American Diggers](#)  
 (<https://www.youtube.com/watch?v=cU3ktdhqby&list=PL3ORsvuCDEz5BgjuyX4DGJk539SvLetter>) ↓  
 ([https://webcourses.ucf.edu/courses/1404140/files/9232569/download\\_frd=1](https://webcourses.ucf.edu/courses/1404140/files/9232569/download_frd=1))



13	Paper Research and Writing	
14	<b>THANKSGIVING WEEK</b>	
15	Final Papers Due	

## Course Summary:

Date	Details	Due
Fri Aug 26, 2022	 <a href="#">DISCUSSION: Introduction</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7680177">https://webcourses.ucf.edu/courses/1404140/assignments/7680177</a> )	due by 11:59pm
Fri Sep 2, 2022	 <a href="#">ASSIGNMENT 1: Ethics in Archaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7681422">https://webcourses.ucf.edu/courses/1404140/assignments/7681422</a> )	due by 11:59pm
Fri Sep 9, 2022	 <a href="#">ASSIGNMENT 2: Stewardship</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504686">https://webcourses.ucf.edu/courses/1404140/assignments/7504686</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="#">ASSIGNMENT 3: Looting and Collectors</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504687">https://webcourses.ucf.edu/courses/1404140/assignments/7504687</a> )	due by 11:59pm



Date	Details	Due
Fri Sep 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504688">ASSIGNMENT 4: Equity in Archaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504688">https://webcourses.ucf.edu/courses/1404140/assignments/7504688</a> )	due by 11:59pm
Fri Sep 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504689">ASSIGNMENT 5: Shipwreck Archaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504689">https://webcourses.ucf.edu/courses/1404140/assignments/7504689</a> )	due by 11:59pm
Fri Oct 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504690">ASSIGNMENT 6: Indigenous Perspectives</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504690">https://webcourses.ucf.edu/courses/1404140/assignments/7504690</a> )	due by 11:59pm
Fri Oct 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504691">ASSIGNMENT 7: Public Engagement with Historical Archaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504691">https://webcourses.ucf.edu/courses/1404140/assignments/7504691</a> )	due by 11:59pm
Fri Oct 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504692">ASSIGNMENT 8: Pseudoarchaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504692">https://webcourses.ucf.edu/courses/1404140/assignments/7504692</a> )	due by 11:59pm
Fri Oct 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504693">ASSIGNMENT 9: Embedded Archaeology and Cultural Terrorism</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504693">https://webcourses.ucf.edu/courses/1404140/assignments/7504693</a> )	due by 11:59pm
Fri Nov 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504684">ASSIGNMENT 10: Disaster Archaeology and Forensic Archaeology</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504684">https://webcourses.ucf.edu/courses/1404140/assignments/7504684</a> )	due by 11:59pm
Fri Nov 11, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7681890">ASSIGNMENT 11: Education and Entertainment</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7681890">https://webcourses.ucf.edu/courses/1404140/assignments/7681890</a> )	due by 11:59pm
Fri Nov 11, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504683">ASSIGNMENT: Paper Topic</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504683">https://webcourses.ucf.edu/courses/1404140/assignments/7504683</a> )	due by 11:59pm
Fri Nov 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504675">ASSIGNMENT: Annotated Bibliography</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504675">https://webcourses.ucf.edu/courses/1404140/assignments/7504675</a> )	due by 11:59pm

Date	Details	Due
Fri Nov 25, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7681498">ASSIGNMENT: Paper Outline</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7681498">https://webcourses.ucf.edu/courses/1404140/assignments/7681498</a> )	due by 11:59pm
Fri Dec 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504679">ASSIGNMENT: Final Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1404140/assignments/7504679">https://webcourses.ucf.edu/courses/1404140/assignments/7504679</a> )	due by 11:59pm

# Course Syllabus

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## ANT 4170: HOUSEHOLD ARCHAEOLOGY: THE ARCHAEOLOGY OF EVERYDAY LIFE

### *Course Information*

**Course ID & Section:** ANT 4171-0W60

**Credit Hours:** 3

**Semester/Year:** F2022

**Location/Time:** online asynchronous

### *Professor Contact*

**Instructor:** Dr. Michael Callaghan

**Office:** HPH 409L

**Office Hours:** T, TH 9-10:30

**Phone:** 407-823-4964

**E-mail:** [michael.callaghan@ucf.edu](mailto:michael.callaghan@ucf.edu) (<mailto:michael.callaghan@ucf.edu>)

## *GTA Contact*

**Instructor:** Nilver Tovar

**Office:** HPH 309

**Office Hours:** TBA

**E-mail:** webcourses inbox

## *University Catalogue Description*

The archaeological study of households and the everyday lives of people associated with daily activities across time and throughout the world. **Prerequisite(s):** Sophomore Standing. **Corequisite(s):** None.

## *Course Description*

In a few short decades the field of household archaeology has emerged and exploded within contemporary archaeology. On an empirical level this may be because archaeological remains of houses are ubiquitous in the archaeological record: what site doesn't have houses? On a theoretical level this may be because studies of households lead us to focus on the archaeological record as a peopled place. Thus despite its short history, household archaeology has taken a leading role in epistemological shifts which place people and their practices and differences at the center of archaeological interpretations of the past, rather than subsuming these into the "noise" of passive and depersonalized depictions of ancient social systems.

Households and daily life are critical aspects of human existence. Despite the pervasiveness of households in human societies, social theorists have not always examined households in a systematic fashion and consequently have tended to model human societies as large-scale systems, structures, or institutions devoid of human action and agency. The study of households directly evokes the activities, social relations, gender relations, and interpersonal relations of people in the past. It draws our attention

social relations, gender relations, and interpersonal relations of people in the past. It draws our attention from the extraordinary people in society, often leaders or important men, whose agency tends to be acknowledged by social theorists, to all people, inclusive of leaders and ordinary people. Through the study of households we can begin to model the roles that all people played in their societies.

This class will demonstrate that the field of household archaeology has led to the development of theoretically rich and empirically substantive understandings of ancient societies. But household archaeology is not without its detractors and these detractors are often quite hostile to household archaeology. We will also explore anti-household archaeology thought and its origins.

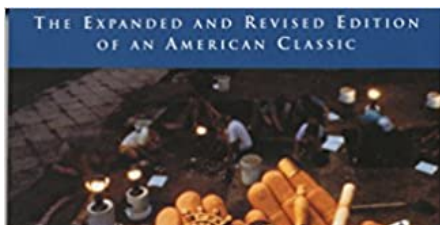
## *Learning Outcomes*

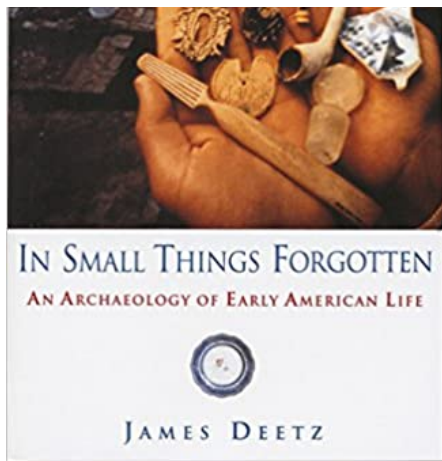
- Evaluate the importance of the study of households and everyday life in the field of archaeology.
- Critically assess the effectiveness of studies relating to households and everyday life by sharing reflections and interpretations in class discussions and reading response papers.
- To synthesize and evaluate work on households in a particular cultural region or time period in a final project.

## *Required Texts*

There are two (2) required texts for this course:

1. Deetz, James (1977 [1996]) *In Small Things Forgotten*, Expanded/Revised Edition, Anchor Books. **Available at the bookstore, if buying online, make sure it is expanded edition.**
2. Arnold, Jeanne E., Anthony P. Graesch, Enzo Ragazzini, and Elinor Ochs (2012). *Life at home in the twenty-first century: 32 families open their doors*. Cotsen Institute of Archaeology Press. **Available at the bookstore.**





Additionally, supplemental readings will be available in weekly modules.

## *Course Requirements*

### Summary

This course begins on **August 22, 2022** and ends on **December 11, 2022**. Over this period, you will be expected to:

- complete the introduction discussion at the start of the course
- review learning module materials, including any assigned media, learning activities and readings
- complete weekly assignments and discussions
- complete a midterm and optional final exam
- complete a final research paper
- complete a recorded research presentation

### Modules and Module Assignments

Modules and Module Assignments will open and close weekly and will correspond to the topic of class that week. Assignments in each module will be due on the Friday by 11:59pm. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. In some cases it will be possible to turn in module assignments late, but you will be deducted 10% for each day the assignment is late. Each module usually consists of a discussion and written assignment, but sometimes only assignment will be due.

### Exams

The midterm and optional final exams will consist of a choice of essay questions (2-3) based on readings

and relevant materials. These exams will not be cumulative and will be open book and open note and completed online. The exams can be turned in late for a 10% penalty for each day. The final exam is optional for those who feel they need to boost their grade at the end of the semester.

## Research Presentation

This assignment will ask you to record a presentation on a selected topic that the rest of the class will view. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be roughly 10 minutes and can be a powerpoint with lecture, a short film, or the format of your choice. These presentations will be due the last weeks of class. This project will serve as the basis for your final paper which will be used as your final exam. You will record the presentation and upload it for the class to view. These presentations cannot be turned in late because a peer review is necessary.

## Research Paper

The research paper will cover the same topic as your presentation and will be an expanded, written version of that research project. The paper will be approximately 8-10 pages, double spaced. The paper can be turned in late for a 10% penalty for each day.

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

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Module Assignments	200	20%
Midterm Exam	100	20%
Final Exam	100	20%
Research Presentation	100	20%
Research Paper	100	20%
TOTAL	600	100%

You can access your grades for assignments and exams through the "Grades" link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been posted. If you have any questions about your score **after a grade has been released** please notify me or your graduate

Any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

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

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

## *What if I'm part of an authorized activity?*

Students who represent the university in an authorized event or activity (e.g., student-athletes, ROTC members, etc.) 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>.)

## *What if I'm making a religious observance?*

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:

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



## *What if I'm actively deployed in the military?*

Students who are deployed active duty military and/or National Guard personnel and require accommodation **should contact me as soon as possible** after the semester begins and/or after they receive notification of deployment to make related arrangements. I require documentation of deployment and will **NOT** make accommodations for missed work after assignments are due.

## *What if I miss an assignment due to an "unauthorized" reason?*

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

To be fair to everyone in the course **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment due dates. Approval for make-up work **will NOT not be granted for more than 1 week of class.** If you miss more than 1 week of work and feel you cannot catch up, you must decide to withdraw or not receive credit.

## *Is there Extra Credit?*

During a usual semester I often offer extra credit through lectures about anthropology, or engaging with anthropology in some other meaningful personal and experiential way. These opportunities are subject to availability. As opportunities present themselves I will give you more details.

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

**FINAL GRADES ARE FINAL.**

## *Are there any COVID-19 protocols for this course?*

This is an online course, so we won't be meeting face-to-face but I wanted to provide some information

on COVID. Students who believe they may have a COVID-19 diagnosis should not be going out if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. 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>).

Please consult the latest CDC guidelines for isolation: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html> (<https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>).

While masks are not currently required on-campus, wearing a mask is always an option. Please respect one another's choices regarding masks and do your best to avoid making assumptions about beliefs or health status.

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

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

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

## *How is respect for diversity maintained?*

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> [\(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) and <http://cares.sdes.ucf.edu> [\(http://cares.sdes.ucf.edu/\)](http://cares.sdes.ucf.edu/).

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

- Title IX – OIE – <http://oie.ucf.edu> [\(http://oie.ucf.edu/\)](http://oie.ucf.edu/) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) [\(mailto:askanadvocate@ucf.edu\)](mailto: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](mailto:sas@ucf.edu) [\(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu) [\(http://www.diversity.ucf.edu/\)](http://www.diversity.ucf.edu/)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu> [\(http://compliance.ucf.edu/\)](http://compliance.ucf.edu/) & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) [\(mailto:complianceandethics@ucf.edu\)](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu> [\(http://www.ombuds.ucf.edu/\)](http://www.ombuds.ucf.edu/)

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

## *How is academic integrity maintained?*

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> [\(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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.

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < <https://goldenrule.sdes.ucf.edu/> [\\_\(https://goldenrule.sdes.ucf.edu/\)\\_](https://goldenrule.sdes.ucf.edu/)>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and 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.

In this course, violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question **AT A MINIMUM**. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

## *How do I communicate with the professor?*

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **if you use the UCF Knights Mail system** please use the course number in your email reference so it is easily

Use the UCF Knight's Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417> [\\_ \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417\)\\_](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417)

## *What are the technology and software requirements?*

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

You are expected to have compatible versions of Adobe Reader (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you wish to schedule any meetings, you must also have access to Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:

<http://get.adobe.com/reader/> [\\_ \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/)



<http://d1.ucf.edu/support/tutorials/team/>



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

[\(https://cdl.ucf.edu/support/webcourses/zoom/\)](https://cdl.ucf.edu/support/webcourses/zoom/)

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

### 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.

### 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

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

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.

## *Can I record class lectures (FL HB 233)?*

This is not a face-to-class and we do not have lectures, so you are not free to record, copy, and post any of the material in this class. In face-to-face courses, 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 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 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)). [\\_\(https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF\)](https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)

## *What's the "Stop WOKE Act" (FL HB 7) and does it apply to this course?*

House Bill 7 (HB 7) amends a current Florida non-discrimination law (Fla. Stat. 1000.05: Florida Educational Equity Act) to provide that an educational institution, including UCF, may not subject any student or employee to training or instruction that “espouses, promotes, advances, inculcates, or compels such student or employee to believe” any of eight “specified concepts” (each based on race, color, sex, or national origin - see link below for more details) because such action would be *per se* discriminatory under the amended statute.

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

Please refer to this site for more information on HB 7 at UCF: <https://fctl.ucf.edu/teaching->



## *What if there is an Emergency on campus?*

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu> [\(https://my.ucf.edu/\)](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.

## *What is the course assignment schedule?*

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

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

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

Week	Topic	Readings
1	Introduction: Defining the Domain of the Household	<a href="#">Flannery, ch 2 (1976)</a> ↓ ( <a href="https://webcourses.ucf.edu/courses/1417642/files/94615583/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615583/download_frd=1</a> ) ; <a href="#">Wilk and Rathje (1982)</a> ↓ ( <a href="https://webcourses.ucf.edu/courses/1417642/files/94615832/dow">https://webcourses.ucf.edu/courses/1417642/files/94615832/dow</a>





		<p><a href="#">download_frd=1</a>) ; <a href="#">De Montmollin (1988)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615582/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615582/download_frd=1)</a> ; <a href="#">Hendon (1996)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615951/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615951/download_frd=1)</a></p>
2	Household Archaeology: Theoretical Background	<p><a href="#">Bourdieu (1977)_pages 78-87</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615567/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615567/download_frd=1)</a> (for whole chapter <a href="#">click here</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615586/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615586/download_frd=1)</a> ) ; <a href="#">Bourdieu (1973)_pages 98-110</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615859/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615859/download_frd=1)</a> ; <a href="#">Hodder and Cressford (2004)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615950/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615950/download_frd=1)</a> ; <a href="#">Ortner (1984)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615891/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615891/download_frd=1)</a></p>
3	Space and Place	<p>Deetz (1977: ch. 1-2; Arnold et al. (2012) ch. 1</p> <p><a href="#">De Certeau (1984)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615617/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615617/download_frd=1)</a> ; <a href="#">Robin (2002)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615839/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615839/download_frd=1)</a></p> <p>Optional: <a href="#">Lefebvre (1958)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615573/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615573/download_frd=1)</a></p>
4	Material Agency in Archaeology	<p>Deetz (1977) ch. 3; Arnold et al. (2012) ch 2 and 9</p> <p><a href="#">Olsen (2003)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615559/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615559/download_frd=1)</a></p> <p>Optional: <a href="#">Neuman and Butters (2017)</a>. ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94630406/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94630406/download_frd=1)</a> ; <a href="#">Knappet and Malafouris (2008)</a>; ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615867/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615867/download_frd=1)</a></p>
		<p>Deetz (1977) ch. 5; Arnold et al. 2012 ch. 5</p>




5	Public vs. Private? Male vs. Female? Implications for Household Archaeology	<p>Deetz (1977) ch 5; Arnold et al. 2012 ch. 5</p> <p><a href="#">Wall (1994) ch 1-3</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615574/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615574/download_frd=1</a></p> <p>Optional: <a href="#">Allison (1999)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615953/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615953/download_frd=1</a> ; <a href="#">Bowser and Patton (2004)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615952/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615952/download_frd=1</a></p>
6	The Archaeology of Food and Eating	<p>Deetz (1977) ch. 6; Arnold et al. (2012) ch. 3 and 5</p> <p><a href="#">Wall (1994) ch 5</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615904/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615904/download_frd=1</a>) and <a href="#">ch 6</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615762/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615762/download_frd=1</a>)</p> <p><b>Choose 1 (one):</b> <a href="#">Welch and Scarry (1995)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615553/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615553/download_frd=1</a>) ; <a href="#">Voss (2019)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615651/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615651/download_frd=1</a>) ; <a href="#">Coleman (2008)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615633/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615633/download_frd=1</a>) ; <a href="#">Moorehart and Helmke (2008)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615910/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615910/download_frd=1</a>) ; <a href="#">Ardren and Miller (2020)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615830/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615830/download_frd=1</a>)</p>
7	What goes in must some out: Necessaries, Privies, Out Houses, and Bathrooms	<p><b>Optional:</b> Arnold et al. (2012) ch. 6; <a href="#">Wheeler (2000)</a>; ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615933/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615933/download_frd=1</a>) <a href="#">Stevens and Ordonez (2005)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615962/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615962/download_frd=1</a>) ; <a href="#">Ordonez and Welter (1998)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615937/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615937/download_frd=1</a>) ; <a href="#">Crist (2003)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615534/download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615534/download_frd=1</a>)</p>
		Deetz (1977) ch. 7.0










8	Social Organization, Difference, and Inequality	<p>Deetz (1977) ch. 7-9</p> <p>Skim: Arnold et al. (2012) ch. 4 and 7</p> <p><a href="#">Ferguson (1999)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615926/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615926/download?download_frd=1</a> ; <a href="#">Hutson (2002)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615868/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615868/download?download_frd=1</a> ; <a href="#">Heath and Bennett (2000)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615836/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615836/download?download_frd=1</a></p> <p>Optional: <a href="#">Orser (2002)</a>; ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615913/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615913/download?download_frd=1</a></p>
9	Household Archaeology in Florida	<p><a href="#">Haase (1992)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615906/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615906/download?download_frd=1</a></p> <p>Optional in-person tour of Cracker Houses at Fort Christmas or possible</p>
10	Archaeology of Fraternities and Sororities: The Greek Experiment	<p><a href="#">Wilkie (1998)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615539/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615539/download?download_frd=1</a> ; <a href="#">Wilkie (2010)</a> <a href="https://go.openathens.net/reurl=https%3A%2F%2Fwww.degruyter.com%2Fcalifornia%2Fview">https://go.openathens.net/reurl=https%3A%2F%2Fwww.degruyter.com%2Fcalifornia%2Fview</a></p>
11	"The Pompeii Premise": Is there a True "perfect" Archaeological Record?	<p><a href="#">Allison (2001)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615953/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615953/download?download_frd=1</a> ; <a href="#">Sweely (1999)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615580/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615580/download?download_frd=1</a></p>
12	Architecture, Sexuality, and Gender	<p><b>Choose two (2):</b> <a href="#">Wilkie (2000)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615546/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615546/download?download_frd=1</a> ; <a href="#">Meskell (2000)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615746/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615746/download?download_frd=1</a> ; <a href="#">Voss (2000)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615861/download?download_frd=1">https://webcourses.ucf.edu/courses/1417642/files/94615861/download?download_frd=1</a></p>

13	Childhood and Toys	<p>Arnold et al. (2012) review pp. 32-39</p> <p><a href="#">Baxter (2008)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615895/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615895/download_frd=1) </a>; <a href="#">De Lucia (2010)</a> ↓  <a href="https://webcourses.ucf.edu/courses/1417642/files/94615860/download_frd=1"> (https://webcourses.ucf.edu/courses/1417642/files/94615860/download_frd=1) </a></p>
14	<b>THANKSGIVING WEEK</b>	Research and Writing
15	Final Projects	Peer Assessments of Presentations

## Course Summary:

Date	Details	Due
Fri Aug 26, 2022	<p> <a href="#">ASSIGNMENT 1: Why do household archaeology?</a>  <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682966"> (https://webcourses.ucf.edu/courses/1417642/assignments/7682966) </a></p>	due by 11:59pm
	<p> <a href="#">DISCUSSION 0: Introduction Discussion</a>  <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682946"> (https://webcourses.ucf.edu/courses/1417642/assignments/7682946) </a></p>	due by 11:59pm
Fri Sep 2, 2022	<p> <a href="#">ASSIGNMENT 2: What is your daily practice?</a>  <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682967"> (https://webcourses.ucf.edu/courses/1417642/assignments/7682967) </a></p>	due by 11:59pm
	<p> <a href="#">DISCUSSION 1: How do you understand habitus?</a>  <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682945"> (https://webcourses.ucf.edu/courses/1417642/assignments/7682945) </a></p>	due by 11:59pm

Date	Details	Due
Fri Sep 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682944">DISCUSSION 2: Maps vs. Tours of your Hometown</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682944">https://webcourses.ucf.edu/courses/1417642/assignments/7682944</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682961">ASSIGNMENT 3: Personal Inventory</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682961">https://webcourses.ucf.edu/courses/1417642/assignments/7682961</a> )	due by 11:59pm
Fri Sep 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682949">DISCUSSION 3: Things as persons, does your stuff make you who you are?</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682949">https://webcourses.ucf.edu/courses/1417642/assignments/7682949</a> )	due by 11:59pm
Fri Sep 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682948">DISCUSSION 4: Public vs. Private - What does it all mean?</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682948">https://webcourses.ucf.edu/courses/1417642/assignments/7682948</a> )	due by 11:59pm
Fri Sep 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682955">ASSIGNMENT 4: Food Diary</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682955">https://webcourses.ucf.edu/courses/1417642/assignments/7682955</a> )	due by 11:59pm
Fri Sep 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682950">ASSIGNMENT 5: Article Critique</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682950">https://webcourses.ucf.edu/courses/1417642/assignments/7682950</a> )	due by 11:59pm
Fri Oct 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682957">EXAM: Midterm Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682957">https://webcourses.ucf.edu/courses/1417642/assignments/7682957</a> )	due by 11:59pm
Fri Oct 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682956">ASSIGNMENT 6: Manifestations of Domination and Resistance</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682956">https://webcourses.ucf.edu/courses/1417642/assignments/7682956</a> )	due by 11:59pm
Fri Oct 21, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682958">ASSIGNMENT 7: Non-Traditional Households or 'Cracker' Houses</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682958">https://webcourses.ucf.edu/courses/1417642/assignments/7682958</a> )	due by 11:59pm
Fri Oct 28, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682965">ASSIGNMENT 8: Material Culture of Greek Life</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682965">https://webcourses.ucf.edu/courses/1417642/assignments/7682965</a> )	due by 11:59pm

Date	Details	Due
Fri Nov 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682963">ASSIGNMENT 9: The challenges of having the “perfect” archaeological record</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682963">https://webcourses.ucf.edu/courses/1417642/assignments/7682963</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682962">RESEARCH PROJECT: Topic</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682962">https://webcourses.ucf.edu/courses/1417642/assignments/7682962</a> )	due by 11:59pm
Fri Nov 11, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682947">DISCUSSION 5: What can Household Archaeology tell us about Sexuality?</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682947">https://webcourses.ucf.edu/courses/1417642/assignments/7682947</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682964">RESEARCH PROJECT: Thesis Statement and Bibliography</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682964">https://webcourses.ucf.edu/courses/1417642/assignments/7682964</a> )	due by 11:59pm
Fri Nov 18, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682951">ASSIGNMENT 10: Favorite Toys</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682951">https://webcourses.ucf.edu/courses/1417642/assignments/7682951</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682953">RESEARCH PROJECT: Final Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682953">https://webcourses.ucf.edu/courses/1417642/assignments/7682953</a> )	due by 11:59pm
Fri Dec 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682954">RESEARCH PROJECT: Presentation</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682954">https://webcourses.ucf.edu/courses/1417642/assignments/7682954</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682959">RESEARCH PROJECT: Peer Review of Presentation</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682959">https://webcourses.ucf.edu/courses/1417642/assignments/7682959</a> )	due by 11:59pm
Fri Dec 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682952">EXAM: Final Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1417642/assignments/7682952">https://webcourses.ucf.edu/courses/1417642/assignments/7682952</a> )	due by 11:59pm

# **Medical Anthropology**

## **ANT 4462: 0001**

**Class Time:** Tuesdays and Thursdays 1:30- 2:45

**Class Location:** CB1 O307

**Instructor:** Dr. Russell Manzano

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

**Office Location:** HPH 309E

**Office Hours:** 10:00-11:30 Tuesdays and Thursdays, and by appointment. Please email me if you plan to attend office hours.

### **Prerequisites**

Sophomore standing or C.I.

### **Course Description**

Central concepts and methods in comparative contextualization of health, healing systems, suffering, distribution of risk, and use of medical technologies from physiological and biocultural perspectives.

### **Learning Outcomes:**

- Students will understand principles of medical anthropology.
- Students will learn examples of the context of ideas in medical anthropology both in the United States and around the world.
- Students will learn and understand research methods and theoretical concepts in medical anthropology.
- Students will explore applied implications for health care and medicine.

### **Required Course Materials**

Books:

Life Beside Itself by Lisa Stevenson ISBN: 9780520282940

They Leave their Kidneys in the Fields by Sarah Horton, ISBN: 9780520283275

Films:

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

### **Grading System**

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

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



Grades will not be changed unless in the case of an extreme emergency. I do not round up grades, but extra credit opportunities will be offered throughout the semester.

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

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

### **Extra Credit**

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

### **Course Assignments**

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

Participation	30%
Discussion Posts	30%
Final Paper	40%

### **Participation**

You will be graded based on your participation in this class. This ranges from attendance to discussion in class. You are expected to come to class prepared to discuss the reading for the week and participate in class discussions.

### **Discussion Posts**

You will write weekly discussion posts based on the topic for the week. Specific information about the posts will be provided in class and on Canvas.

### **Semester Project**

Each student will choose a topic for examination relating to medical anthropology for the semester project. The project will consist of a research proposal, participant observation, one interview, and the project analysis. These sections will be reviewed in class and on Canvas.

### **Course Policies:**

#### **Academic Integrity**

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

<http://academicintegrity.org/>

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

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

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

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

### Plagiarism

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

### Misuse of Sources

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

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

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

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

### Unauthorized Use of Class Materials

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

### Unauthorized Use of Class Notes

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

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

### In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and

explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

### Course Accessibility Statement

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

### Campus Safety Statement

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

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

### Deployed Active Duty Military Students

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

### Attendance

Attendance is required for this class.

### Late Assignment Policy

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

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

In the event of an emergency, it may be necessary for UCF to suspend normal operations. During this time, UCF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor

Canvas for each class for course specific communication, and the main UCF, College, and department websites, and emails for important general information.

### Illness Polices

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

### Other Policies

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

### Course Schedule

Date	Topic	Reading	Assignment
8/23	Class Introduction	Syllabus	
8/25	Introduction to Anthropology	none	Discussion Post Due
8/30	Introduction to Medical Anthropology	Inhorn, Marcia C. “Medical Anthropology at the Intersections.” <i>Medical anthropology quarterly</i> 24.2 (2010): 263–269.	
9/1		**no class—football game	Discussion Post Due
9/6	Heat Illness in California	Horton Ch 1	
9/8			Discussion Post Due
9/13	Gender	Horton Ch 2	Project proposal due
9/15			Discussion Post Due
9/20	Policy	Horton Ch 3	
9/22			Discussion Post Due
9/27	Physiological toll of farm work	Horton Ch 4	
9/29			Discussion Post Due
10/4	Chronic Disease	Horton Ch 5	
10/6			Discussion Post Due
10/11	Kidney	Horton Ch 6	

	disease and disability		
10/13		**No class—football game	Discussion Post Due
10/18	Social determinants of health	Readings on Canvas	
10/20		Paper Workshop	Participant observation paper due
10/25	Life Beside Itself	Ch 1	
10/27			Discussion Post Due
11/1	Life Beside Itself	Ch 2	
11/3			Discussion Post Due
11/8	Life Beside Itself	Ch 3	
11/10	Paper Workday	No class	No class Interview analysis paper due
11/15	Life Beside Itself	Ch 4	
11/17			Discussion Post Due
11/22	Life Beside Itself	Ch 5	
11/24			Discussion Post Due
11/29	Life Beside Itself	Ch 6	
12/1	Paper Workshop		Discussion Post Due
12/6	Final Paper Due		Final Paper Due

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

Welcome to:

# Global Health in Anthropological Perspective

ANT 4480 M - Fall 2021



Mondays & Wednesdays: 2:30 – 3:20 pm, & Online Component: to be completed between Thur. and Sun.  
(unless stated otherwise)

Location: Business Administration Building #1 (BA1), in room 122

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

**Professor of Cultural & Medical Anthropology**

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

**Office Hours:** Wed. 3:40 – 5 pm via Zoom & by appointment if necessary in HPH 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (this email preferred; please don't email in webcourses)

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

**Please vaccinate and mask up!**

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## Course Description:

*“Global health concerns require more than medical intervention.” In addition to medicine and research, “to make a difference to the lives of the 2 billion poorest people in next decade, [t]he skills in demand are management, cultural understanding and an anthropological viewpoint.”*  
-- “The Global Challenge,” *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences related to health and wellness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we'll consider are emergent “superbugs” and other infectious diseases, including COVID-19, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions and contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

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

*Global Health Certificate* ([http://ucf.catalog.acalog.com/preview\\_program.php?catoid=14&poid=6390](http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6390))

*Medical Anthropology Minor* ([http://ucf.catalog.acalog.com/preview\\_program.php?catoid=14&poid=6587](http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6587))

*Diversity GEP Credit*

## Learning Outcomes:

Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
  - diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
  - global health governance in the cultural, historical, and political-economic contexts
  - the application of cultural concepts to contemporary global health dilemmas
- 

### **Course Materials (required):**

#### **1. Book:**

Peter Piot. (2013) *No Time To Lose: A Life in Pursuit of Deadly Viruses*. New York: Norton Press.  
[on Amazon for about \$5]

#### **2. Articles (provided):**

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them.

#### **3. Films/videos (provided):**

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

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### **Office Hours**

Office hours will be via Zoom. The Zoom link will be available on Canvas. Please let me know if you plan to see me to minimize having to wait in the virtual “waiting room” line.

If you have any technical issues, please contact Webcourses@UCF Support:

<https://cdl.ucf.edu/support/webcourses>.

### **Expectations:**

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

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

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

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

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

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

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

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

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## **Examinations and Grading Policy:**

### **Descriptions of exams, online work, and papers:**

#### **1. Examination #1: 25 points**

The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

#### **2. Examination #2: 25 points**

The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

#### **3. Assignments online (scaffolds) to build the Research Paper: 20 points**

Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Four Online Assignments at 5 points each are designed as a step-by-step process known as “scaffolding” to develop and write a great research paper. The 4 assignments are: (1) topic choice, (2) preliminary references, (3) annotations, and (4) rough paper outline. Due dates for components of the paper are on Canvas and in the schedule below.

#### **4. Research Paper (30 points)**

Your global health research paper is an excellent opportunity to research and write a paper about a global health topic, disease, challenge, success story, etc., that interests you. Students will analyze in their papers some of the aspects of health experiences we will discuss in class, including how health and wellbeing are experienced differently in different contexts and based on such lines of division as race, ethnicity, class, gender, sexual orientation, and so on. Students can write a comparative analysis or focus in-depth on one cultural and geopolitical context, or on a specific global health issue. Regardless of your topic choice, I hope these research papers will be fun for you!

The papers will be 2800-3000 words (5-6 pages) in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles or research book chapters that go together. In-depth analysis of fewer references is better than superficial review of too many references. You will receive a rubric for this paper. Topic: choose any topic relevant to global health. I will give you a long list of topic ideas which will help you think about possibilities, and you’ll also be taught how to search for ideas in key journals during our Research Paper Workshops. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

- **Lateness with Online Assignments toward the Research Paper:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, assignments submitted late will be graded down or receive zero points, in fairness to students who have met the deadline.





**WEEK 2: *Week's Topics: Environment, Disease, and Culture - Complex Interactions***

**Mon, 8/30:** Environmental events and health impact, part I

**Read for Mon: (first half of this chapter)**

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 125-139 (stop before “Air Pollution” section)



**Wed, 9/1:** Environmental events and health impact, part II

**Read for Wed: (second half of this chapter)**

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 139-155 (start reading from “Air Pollution and Lung Infection”)

**Online Component:**

→ [Assignment Wk 2](#): Instructions on Canvas

(\*Submit 1<sup>st</sup> of 4 online assignments: preliminary paper topic ideas. **DUE 9/5/2021** by midnight)

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**WEEK 3: *Week's Topics: Research Paper Preparation***

**Mon, 9/6:** Labor Day – No Class

**Wed, 9/8:** [Research Paper Workshop I](#)

Please bring questions about your research papers to class.

**Online Component:**

→ [Assignment Wk 3](#): Instructions on Canvas (proceed with search for articles)

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**WEEK 4: *Week's Topics: Water Security, Health, and Rights***

**Mon, 9/13:** Mental health & water in Bolivia

**Read for Mon:**

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015.

Pp. 57-71.



**Wed, 9/15:** Water security and insecurity

🎬 *Film screening/discussion*: “The Water of Ayole” 30 min, 1998

**Read for Wed:** None

**Online Component:**

→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

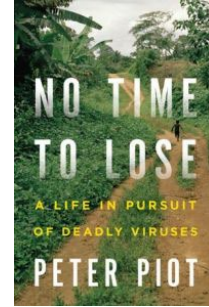
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**WEEK 5: Superbugs - Emerging & Reemergent Infectious Diseases.**

**Mon, 9/20:** Chasing viruses and the detective work of research

**Read for Mon:**

Book: *No Time to Lose* – Read pages ix - 41



**Wed, 9/22:**

**Read for Wed:** Ebola

Book: *No Time to Lose* – Read pages 43-83

**Online Component:**

→ Assignment Wk 5: Instructions on Canvas (proceed with search for articles)

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**WEEK 6: *Week's Topics:* Superbugs - Emerging & Reemergent Infectious Diseases, cont.**

**Mon, 9/27:** Infection & sex

📺 *Film screening/discussion about infectious diseases & epidemics*

**Read for Mon:**

Book: *No Time to Lose* – Read pages 87 - 132

**Wed, 9/29:** HIV/AIDS

**Read for Wed:**

Book: *No Time to Lose* – Read pages 133-165

**Online Component:**

→ Assignment Wk 6: Instructions on Canvas

(\*Submit 2<sup>nd</sup> of 4 online assignments: preliminary list of proposed articles/references – DUE 10/3/2021 by midnight)

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**WEEK 7: *Week's Topic:* Superbugs - Emerging & Reemergent Infectious Diseases, finish.**

**Mon, 10/4:** An epidemic unfolds

**Read for Mon:**

Book: *No Time to Lose* – Read pages 166 – 189

**Wed, 10/6:** The politics of epidemics

**Read for Wed:**

Book: *No Time to Lose* – Read pages 335-376

(\*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

**Online Component:**

→ Assignment Wk 7: Instructions on Canvas  
(read and annotate)

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**WEEK 8: Week's Topic: Lessons from Ebola for COVID-19: Future Solutions**

**Mon, 10/11:**

**Read for Mon:**

“Diary – Ebola” by Paul Farmer. *London Review of Books*.  
Oct. 23, 2014. Pp. 1-9.



**Wed, 10/13:**

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

a.) “Coronavirus Crisis: The Dread Of Responsibility — Paul Farmer On The Pandemic And Poor Countries” NPR interview, March 24, 2020

b.) “Systemic racism, chronic health inequalities, and COVID-19: A syndemic in the making?” Clarence C. Gravlee. 2020. *American Journal of Human Biology* 32(5):e23482, pp. 1-8.

**Online Component:**

→ Assignment Wk 8: Instructions on Canvas

(\*Submit 3<sup>rd</sup> of 4 online assignments: annotated bibliography. **DUE 10/17/2021** by midnight)

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**WEEK 9: Exam #1 Week**

**Mon, 10/18: Review for Exam #1**

**Wed, 10/20: EXAM #1**

**Online Component:**

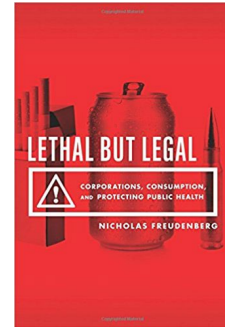
→ Assignment Wk 9: none

**WEEK 10: *Week's Topic:* Food – Consumption, Diabetes, & Global Health**

**Mon, 10/25:** “Fun to Eat Foods” and Disease Production: Diabetes and African American population

**Read for Mon:**

“Manufacturing Disease: Unhealthy Products Become Ubiquitous” by Nicholas Freudenberg. In: *Lethal but Legal: Corporations, Consumption, and Protecting Public Health*. 2014. Pp. 3-36.



**Wed, 10/27:** Case Study: China

**Read for Wed:**

None

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

**Online Component:**

→ Assignment Wk 10: Instructions on Canvas

(\*Submit 4<sup>th</sup> of 4 online assignments: a rough outline of your research paper ideas. **DUE 10/31/2021** by midnight)

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**WEEK 11: *Week's Topic:* Global Pharmaceuticals**

**Mon, 11/1:** Pharma business and science

**Read for Mon:**

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.



**Wed, 11/3:** Global Pharmaceuticals, cont.

**Read for Wed:** None.

**Online Component:**

→ Assignment Wk 11: Instructions on Canvas

(Proceed with writing)

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**WEEK 12: *Week's Topic:* Global Reproductive & Sexual Health Issues**

**Mon, 11/8:** Fertility control, reproductive autonomy, and global health challenges



**Read for Mon:** none

**Wed, 11/10:** Reproductive and sexual health as human rights

**Read for Wed:**

“Where Human Rights Begin” – Introduction by W. Chavkin and E. Chesler. 2005. Rutgers University Press. Pp. 1-34

**Online Component:**

→ [Assignment Wk 12](#): Instructions on Canvas  
(Proceed with writing)

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**WEEK 13: *Week’s Topic:* Migrant Health. Future Directions in Global Health.**

**Mon, 11/15:**

**Read for Mon:**

“Deservingness: migration and health in social context” SM Holmes, E Castañeda, J. Geeraert, H. Castaneda, U. Probst, N. Zeldes, S. Willen, Y. Dibba, R. Frankfurter, A Kveim Lie, J. Fredrik Askjer H. Fjeld. *BMJ Global Health* 6:1-5.



**Wed, 11/17: Future Directions in Global Health**

**Read for Wed:**

“Planetary healthy publics after COVID-19” 2021. S. Hinchliffe, L. Manderson, M. Moore. *Lancet Planet Health* 5(4): e230–e236.

**Online Component:**

→ [Assignment Wk 13](#): Instructions on Canvas (Proceed with writing)

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**WEEK 14: *Week’s Topic:***

**Mon, 11/22: [Research Paper Workshop II](#)**

**Read for Mon:** none

**Wed, 11/24: “Thanksgiving Wednesday” – UCF Classes not held**

**Read for Wed:** None

But please continue to advance your research paper.

**Online Component:**

→ [Assignment Wk 14](#): Instructions on Canvas  
(Proceed with writing and final editing)

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**WEEK 15: Exam #2 week.**

**Mon, 11/29: Review for Exam #2**

**Wed, 12/1: EXAM #2**

**Online Component:**

→ Assignment Wk 15: None.

(Finish editing. Try to bring your papers to the UCF Writing Center for review)

---

**WEEK 16: FINAL RESEARCH PAPERS**

→ **RESEARCH PAPERS DUE: Sunday, Dec. 6<sup>th</sup>, 2021 by midnight** via Canvas  
(can submit early)

~~~~~ *End of Class Schedule* ~~~~~

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**UCF Core Syllabus Statements:**

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

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

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

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

If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

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

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

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

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

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

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

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

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



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

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

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

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~~~~~ **Have a restful winter break!** ~~~~~



# Course Syllabus

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# Human Biological Diversity

ANT 4516 (0W60) ■ Fall 2022

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

## Course Information

**Course Name:** Human Biological Diversity  
**Course ID:** ANT 4516 (0W60) / Fall 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:** Wednesday 11:30am-1:00pm EST via Chat  
(or by scheduled Zoom appointment)  
**E-mail:** via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## GTA Contact

**GTA:** Brianna Muir  
**Main office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** TBA via Chat  
**E-mail:** via WebCourses Inbox messaging

## Syllabus Quick Links

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

## University Catalog Description

Contemporary topics in the study of human population diversity, focusing on scientific perspectives of human genetics, variation and adaptation across time and space. **Prerequisite:** ANT 2511 or BSC 2010C, or CI.

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

### What is this course about?

Ever wonder exactly how genetically similar you are to someone else? A simplistic answer is only about 1.6% of you is unique! It doesn't sound like much, but, when you critically examine how different we appear to be, that small percentage can become very important to scientific understanding of the extraordinary range of human diversity from evolutionary and biocultural perspectives. Evolutionary perspectives stress the functional and adaptive nature of human biological variations and the influence of environment on that biology, while biocultural perspectives focus on social, behavioral and biological integration in human adaptability in contemporary and past populations.

Human Biological Diversity includes everything you'll need to get acquainted with debates on human variation and adaptation and related scientific evidence of genetic variability and gene function. Together, we will be investigating topics that include human genomics, extent of human life span, the race concept and behavioral genetics, chronic and infectious disease risk, population demography, and our adaptations to current and future environments. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of our biological similarities and differences.

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

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about biological variation and adaptive significance in human population diversity.** After successfully completing this course, you should be able to:

- Explain methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits
- Analyze data sets on physiological responses, genetic variability and shifting patterns of variability in populations.
- Discuss implications of genetic testing, racial identification, and patterns of infectious disease response.
- Contribute in a meaningful and scholarly manner to discussions on human biological diversity taking into account shifting social and ecological influences.

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

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

### What textbooks will I need?

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course! **All textbook materials are free and supplied directly in your course** learning modules through [WebCourses@UCF](mailto:WebCourses@UCF) (<mailto:WebCourses@UCF>).



## OER Course Materials (**free** educational resources)

**NOTE:** Individual chapters are supplied in .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

## *What is WebCourses@UCF?*

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

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

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

This course explores human biological diversity through biological anthropology, evolution, and human genomics – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**. **Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 11:30am-1:00pm EST via Chat**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

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

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with

**Student Accessibility Services** (<http://sas.sdes.ucf.edu>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

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

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

## *What are the course requirements?*

The Fall 2022 semester begins on **AUG 22, 2022** and ends on **DEC 11, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 9 of 12 Activity assignments (three lowest scores are dropped);
- participate in 3 Point-of-View online class discussions;
- submit 3 online written exams (with ProctorHub active)

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, graded assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts, study guides and review media to assist you in preparing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

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

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

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to submit an initial discussion response to the [REQUIRED ACTIVITY: Are You a Roller?](#) in the COURSE INTRO module by **11:59 PM EST** on **AUG 26, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

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

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

| <b>Assessment:</b>                          | <b>Points Possible</b> | <b>% Final Grade</b> |
|---|------------------------|----------------------|
| Required activity (1) & POV discussions (3) | 60                     | 15%                  |
| Quizzes (12)                                | 120                    | 15%                  |
| Activity assignments (9)                    | 180                    | 30%                  |
| Exams (3)                                   | 300                    | 40%                  |
| <i>Total Possible</i>                       | <i>660</i>             | <i>100%</i>          |

You will be evaluated on your ability to define and critically apply terms, identify structures, variations and adaptive responses related to the human genome, analyze population data sets, explain theoretical and applied concepts, describe examples of variation and adaptive responses from course materials, and demonstrate critical thinking and reflection in your graded work.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity, share your results and thoughts with other students in the class, and reflect on the experience. No prior knowledge is expected. **You are required to fully participate in and submit this discussion assignment** to access course materials.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various technique used is assessing and understanding human variability and adaptability. **You are required to submit at least 9 of the 12 activity assignments** located in the learning modules. WebCourses will **automatically drop the three lowest scores** from 12 possible activity assignment grades when calculating your final grade.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

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

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

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

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

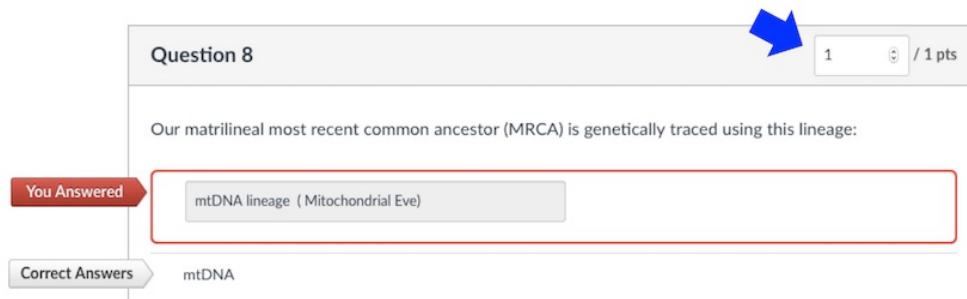
## How do I view my grades?

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

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

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

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



Correct answers for each quiz, activity 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 your instructor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services \(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a [courtesy](#).

[class absence notification \(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) letter for online, mixed-mode and face-to-face courses.

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

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

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

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

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

### **Illness Notifications**

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

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

### **Flexibility and Accountability**

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

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

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



include:

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

## *What resources are available to help me with life challenges?*

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

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

Other resources at UCF include:

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

## *How is respect for diversity and inclusion maintained?*

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

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe**. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective

methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior **will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions.**

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

## *How is academic integrity maintained?*

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

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' grade \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade) for the entire course). All academic integrity issues will be subject to

appropriate referral to [Student Conduct and Academic Integrity \(SCAI\)](https://scai.sdes.ucf.edu/academic-integrity/) (<https://scai.sdes.ucf.edu/academic-integrity/>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](http://goldenrule.sdes.ucf.edu/) (<http://goldenrule.sdes.ucf.edu/>) for further information.

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools (e.g., study groups) for assistance. **Webcourses@UCF quiz audit logs will be monitored** for compliance and **failure to only access the exam and allowed materials during testing will result in an academic integrity violation.**
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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

## *ProctorHub and Exams*

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

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

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

- There is also a [ProctorHub practice quiz](#) included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST on SEP 16, 2022**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

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

- **Take a screenshot** of any issues that occur and **continue to take your exam**.
- Once you have completed your exam, **notify your instructor** about the issue
- Contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/webcourses/contact/) (<https://cdl.ucf.edu/support/webcourses/contact/>) for any problems with ProctorHub.

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

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

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

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

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

**WARNING:** If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, **all members are subject to review for academic misconduct.** Many online study groups have experienced added benefits and avoided these issues by inviting the a graduate teaching assistant or the course instructor to join in!

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

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

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

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

## *Why should I use WebCourses Email Inbox?*

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours.** Please keep in mind that your instructor may only check their UCF email once, if at all, during

the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

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

## *What are the technology and software requirements?*

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

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

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

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

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

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

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/\)](#)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

## *What do I do if there is a campus emergency?*

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

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

- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate \(https://ehs.ucf.edu/automated-external-defibrillator-aed-locations\)](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up \(https://my.ucf.edu\)](https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk).








## What is my course lecture and assignment schedule?

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

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

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






## Course Summary:

| Date             | Details  | Due            |
|------------------|--|----------------|
| Fri Aug 26, 2022 |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679344">REQUIRED ACTIVITY: Are You a Roller? (https://webcourses.ucf.edu/courses/1404157/assignments/7679344)</a>                         | due by 11:59pm |
| Sun Aug 28, 2022 |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679339">QUIZ 1: Evolutionary Ideas (https://webcourses.ucf.edu/courses/1404157/assignments/7679339)</a>                                   | due by 11:58pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679343">POV1: Who Should Get the Credit? (https://webcourses.ucf.edu/courses/1404157/assignments/7679343)</a>                             | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679773">POV1: Group Response &amp; Reflection Statement (https://webcourses.ucf.edu/courses/1404157/assignments/7679773)</a>              | due by 11:59pm |
| Tue Aug 30, 2022 |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679778">REQUIRED ACTIVITY: Group Response &amp; Reflection Statement (https://webcourses.ucf.edu/courses/1404157/assignments/7679778)</a> | due by 11:59pm |
| Sun Sep 4, 2022  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679287">QUIZ 2: Genes and Microevolution (https://webcourses.ucf.edu/courses/1404157/assignments/7679287)</a>                             | due by 11:58pm |
| Mon Sep 5, 2022  |  <a href="https://webcourses.ucf.edu/courses/1404157">ACTIVITY 1: Mapping Genes to Traits (https://webcourses.ucf.edu/courses/1404157)</a>  | due by 11:59pm |

| Date             | Details  | Due            |
|------------------|--|----------------|
|                  | <a href="#">/assignments/7679340</a>   |                |
| Sun Sep 11, 2022 |  <b>QUIZ 3: Molecular Genetics</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679301">https://webcourses.ucf.edu/courses/1404157/assignments/7679301</a>                     | due by 11:58pm |
| Mon Sep 12, 2022 |  <b>ACTIVITY 2: DNA Profiling</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679286">https://webcourses.ucf.edu/courses/1404157/assignments/7679286</a>                      | due by 11:59pm |
| Sun Sep 18, 2022 |  <b>QUIZ 4: Macroevolution and Taxonomy</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679289">https://webcourses.ucf.edu/courses/1404157/assignments/7679289</a>            | due by 11:58pm |
| Mon Sep 19, 2022 |  <b>ACTIVITY 3: DNA Phylogeny</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679337">https://webcourses.ucf.edu/courses/1404157/assignments/7679337</a>                      | due by 11:59pm |
|                  |  <b>EXAM 1: Modules 1 through 4</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679332">https://webcourses.ucf.edu/courses/1404157/assignments/7679332</a>                    | due by 11:59pm |
| Sun Sep 25, 2022 |  <b>QUIZ 5: Race and Variation</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679312">https://webcourses.ucf.edu/courses/1404157/assignments/7679312</a>                     | due by 11:58pm |
| Mon Sep 26, 2022 |  <b>ACTIVITY 4: Skin Color Variability</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679336">https://webcourses.ucf.edu/courses/1404157/assignments/7679336</a>           | due by 11:59pm |
|                  |  <b>QUIZ 6: Traits and Behavior</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679327">https://webcourses.ucf.edu/courses/1404157/assignments/7679327</a>                  | due by 11:58pm |
| Sun Oct 2, 2022  |  <b>POV2: Is Your IQ Biased?</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679342">https://webcourses.ucf.edu/courses/1404157/assignments/7679342</a>                     | due by 11:59pm |
| Mon Oct 3, 2022  |  <b>ACTIVITY 5: Sickle Cell and Malaria</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679297">https://webcourses.ucf.edu/courses/1404157/assignments/7679297</a>          | due by 11:59pm |
| Tue Oct 4, 2022  |  <b>POV2: Group Response &amp; Reflection Statement</b> <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679774">https://webcourses.ucf.edu/courses/1404157/assignments/7679774</a> | due by 11:59pm |
| Sun Oct 9, 2022  |  <b>QUIZ 7: Affinities and Migration</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679334">https://webcourses.ucf.edu/courses/1404157/assignments/7679334</a>             | due by 11:58pm |
| Mon Oct 10, 2022 |  <b>ACTIVITY 6: Got Lactase?</b><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679310">https://webcourses.ucf.edu/courses/1404157/assignments/7679310</a>                     | due by 11:59pm |

| Date             | Details  | Due            |
|------------------|--|----------------|
| Sun Oct 16, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679333">🔗 QUIZ 8: Population Demography</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679333">https://webcourses.ucf.edu/courses/1404157/assignments/7679333</a>        | due by 11:58pm |
| Mon Oct 17, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679299">🔗 ACTIVITY 7: Population Dynamics</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679299">https://webcourses.ucf.edu/courses/1404157/assignments/7679299</a>      | due by 11:59pm |
| Sun Oct 23, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679335">🔗 QUIZ 9: Growth and Development</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679335">https://webcourses.ucf.edu/courses/1404157/assignments/7679335</a>       | due by 11:58pm |
| Mon Oct 24, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679338">🔗 ACTIVITY 8: Growth Indicators</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679338">https://webcourses.ucf.edu/courses/1404157/assignments/7679338</a>        | due by 11:59pm |
|                  | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679294">🔗 EXAM 2: Modules 5 through 9</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679294">https://webcourses.ucf.edu/courses/1404157/assignments/7679294</a>          | due by 11:59pm |
| Sun Oct 30, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679307">🔗 QUIZ 10: Aging and Senescence</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679307">https://webcourses.ucf.edu/courses/1404157/assignments/7679307</a>        | due by 11:58pm |
| Mon Oct 31, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679303">🔗 ACTIVITY 9: Alzheimer's Disease</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679303">https://webcourses.ucf.edu/courses/1404157/assignments/7679303</a>      | due by 11:59pm |
| Sun Nov 6, 2022  | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679314">🔗 QUIZ 11: Our Physical Limits</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679314">https://webcourses.ucf.edu/courses/1404157/assignments/7679314</a>         | due by 11:58pm |
| Mon Nov 7, 2022  | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679331">🔗 ACTIVITY 10: Are You Hot or Cold?</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679331">https://webcourses.ucf.edu/courses/1404157/assignments/7679331</a>    | due by 11:59pm |
| Sun Nov 13, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679288">🔗 QUIZ 12: Adapt to Malnutrition</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679288">https://webcourses.ucf.edu/courses/1404157/assignments/7679288</a>       | due by 11:58pm |
| Mon Nov 14, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679311">🔗 ACTIVITY 11: Starch Consumption</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679311">https://webcourses.ucf.edu/courses/1404157/assignments/7679311</a>      | due by 11:59pm |
| Sun Nov 20, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679313">🔗 QUIZ 13: Adapt to Infectious Disease</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679313">https://webcourses.ucf.edu/courses/1404157/assignments/7679313</a> | due by 11:58pm |
| Sun Nov 27, 2022 | <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679305">🔗 QUIZ 14: Modern and Future Worlds</a><br><a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679305">https://webcourses.ucf.edu/courses/1404157/assignments/7679305</a>    | due by 11:58pm |



| Date             | Details   | Due            |
|------------------|---|----------------|
|                  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679341">POV3: Where's My e-Waste?</a><br>( <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679341">https://webcourses.ucf.edu/courses/1404157/assignments/7679341</a> )                       | due by 11:59pm |
| Mon Nov 28, 2022 |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679291">ACTIVITY 12: Virus Hunters</a><br>( <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679291">https://webcourses.ucf.edu/courses/1404157/assignments/7679291</a> )                      | due by 11:59pm |
| Tue Nov 29, 2022 |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679776">POV3: Group Response &amp; Reflection Statement</a><br>( <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679776">https://webcourses.ucf.edu/courses/1404157/assignments/7679776</a> ) | due by 11:59pm |
| Fri Dec 2, 2022  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679345">EXTRA CREDIT: Feeling Stressed?</a><br>( <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679345">https://webcourses.ucf.edu/courses/1404157/assignments/7679345</a> )                 | due by 11:59pm |
| Wed Dec 7, 2022  |  <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679317">EXAM 3: Modules 10 through 14</a><br>( <a href="https://webcourses.ucf.edu/courses/1404157/assignments/7679317">https://webcourses.ucf.edu/courses/1404157/assignments/7679317</a> )                   | due by 11:59pm |



# Forensic Anthropology

ANT 4521 • 3 credit hours

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

**ANT4521 (0M01) • Prof. Katherine Lane • 3.0 Credit Hours**  
**Fall 2022 • Tuesdays 3-4:20pm in CB2 106 and online!**

## Professor Contact

Professor: Prof. Katherine Lane, MA  
Office: Howard Phillips Hall (UCF Main campus)  
Office hours: Tuesdays 12-1:30pm in TBD and by private appointment  
Contact: [Katherine.Lane@ucf.edu](mailto:Katherine.Lane@ucf.edu) or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

**For a full list of readings and due dates by module click here for the [Course Schedule snapshot](#). For the most up-to-date information on due dates, check the Course Summary at the end.**

## Syllabus Quick Links

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

# University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

## Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

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

We will explore these various topics through lectures, assigned readings, written exercises, and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced on Webcourses.

**This course will be delivered as a mixed mode or hybrid course, meaning we will meet in person on campus on Tuesday afternoons and all other content is posted on Webcourses. All assignments, quizzes, and exams are completed online.**

**Please wear masks in this class for the protection of yourselves and those around you who may be at higher risk from COVID complications.**

**Anthropology majors! This course counts as a Restricted Elective towards the major requirements. This course is also required for the Crime Scene Investigation Certificate!**

## Learning Objectives

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

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

## Required Text (psst... it's free!)

*Forensic Anthropology: Current Methods and Practice*, 2019, by Christensen et al.

This book is available FOR FREE through the UCF Library. You will need to log in with your NID and password to access the pdf of the chapters: <https://www.sciencedirect.com/book/9780128157343/forensic-anthropology>

I will provide you with additional readings electronically on Webcourses. Woo!

If you are interested in this subject, I **recommend** the *Forensic Anthropology Training Manual* 3rd Edition by Karen Ramey Burns, but it is **not required** for this course.

## Recommended Resources

### Professional Organizations

American Association of Forensic Science: <https://www.aafs.org/>

American Board of Forensic Anthropology: <http://theabfa.org/>

Defense POW/MIA Accounting Agency (DPAA): <https://www.dpaa.mil/>

Orange County Medical Examiner's Office:

<https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0luHt7nUI>

Indiana State Coroners Training Board: <https://www.in.gov/ctb/>

Florida UnIdentified Decedents DataBase (FLUIDDB): <http://fluiddb.com/>

### Forensic Anthropology Research Facilities (in North America)

Applied Anatomical Research Center (AARC)-Sam Houston State University:

<https://www.shsu.edu/centers/aarc/>

Complex for Forensic Anthropology Research (CFAR)-Southern Illinois University, Carbondale:

<https://cola.siu.edu/anthro/cfar/>

Forensic Anthropology Center (FAC)-University of Tennessee: <https://fac.utk.edu/>

Forensic Anthropology Research Facility (FARF)-Texas State University-San Marcos:

<https://www.txstate.edu/anthropology/facts/labs/farf.html>

Forensic Investigation Research Station (FIRS)-Colorado Mesa University:

<https://www.coloradomesa.edu/forensic-investigation-research-station/index.html>

Forensic Osteology Research Center (FOREST)-Western Carolina University:

<https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx>

Forensic Research Outdoor Station (FROST)-Northern Michigan University:

<https://www.nmu.edu/frost/home>

The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:

<https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors>

University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training):

<http://forensics.usf.edu/>

## Grading Scale (+/- letter grades)

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

### Important Things About Your Grade!

This course is a requirement for some [Criminal Justice-oriented certificates](#). 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   |
|----------------------|---------|---|
| Case Study Responses | 15%     | Complete 4 of 6 posted responses to case studies in forensic anthropology   |
| Investigate This!    | 15%     | Complete 4 of 6 exercises applying various methods in forensic anthropology   |
| Quizzes              | 10%     | Complete 2 quizzes  |
| Exams                | 60%     | Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions. ProctorHub enabled. |

**Attendance:** This is a **mixed-mode course!** As such you are expected to attend class on the assigned days and **log in regularly each week** to complete the assigned online activities.

**Case Study Responses:** I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

**Investigate This!:** Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online**

**by their respective due dates.** If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

**Quizzes:** There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions; one is a human osteology quiz and the other is a skeletal trauma quiz. There are no make-ups for these quizzes so make sure you take them during their assigned times (also see the section on make-up work)!

**Exams:** There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in-the blank questions and are based on all the material presented online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see the section on make-up work). **The Final Exam (Exam 3) is scheduled during the final exam period. NOTE: ProctorHub is enabled.**

## What About Make-Up Work?

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

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

## What is the Weekly Schedule?

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

| Sunday   | Monday   | Tuesday  | Wednesday  | Thursday   | Friday  | Saturday  |
|--|--|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>Exams (3) close by 11:59pm</li> <li>Quizzes due by 11:59pm</li> <li>Assignments due by 11:59pm</li> </ul> | <ul style="list-style-type: none"> <li>Start review of module pages</li> </ul> | <ul style="list-style-type: none"> <li>Read required readings</li> </ul> | <ul style="list-style-type: none"> <li>Watch any video or media in modules</li> <li>Review notes and readings</li> </ul> | <ul style="list-style-type: none"> <li>Review posted lectures</li> </ul> | <ul style="list-style-type: none"> <li>Quizzes and exams open at 8am</li> </ul> | <ul style="list-style-type: none"> <li>Dance</li> </ul> |

## UCF Mobile App!!

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

## Course Requirements

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

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

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

## Important Things

First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments, and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

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

## Statements Regarding COVID-19

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

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

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

### COVID-19 and Illness Notification

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

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

### Course Accessibility and Disability 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 and Integrity

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

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

**Academic Integrity:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for more information. I will assume that you will adhere to the academic

creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a [Z grade](#).** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any 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.\***

**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. 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 in class, on the Discussion boards, assignments or other areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns (PGPs)** when communicating with you. Check here to find out how to set your PGPs: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>

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

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

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

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

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

## 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/>> (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.

## Deployed Active Military Students

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

## Religious Observances

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

## Copyright

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

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

(see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

## **Third-Party Software and FERPA**

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

## **Course Lecture and Assignment Schedule**

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



## ANT4525C: Human Osteology

Department of Anthropology College of Sciences, University of Central Florida

### COURSE SYLLABUS

|                      |  |                             |   |
|----------------------|--|-----------------------------|---|
| <b>Instructor:</b>   | J. Marla Toyne, Ph.D.  | <b>Term:</b>                | Fall 2022   |
| <b>Office:</b>       | Howard Phillips Hall 409R  | <b>Credit Hours:</b>        | 4   |
| <b>Phone:</b>        | 407-823-1927   | <b>Class Meeting Days:</b>  | Tuesday and Thursday  |
| <b>E-Mail:</b>       | <a href="mailto:j.marla.toyne@ucf.edu">j.marla.toyne@ucf.edu</a> | <b>Class Meeting Hours:</b> | 1:30-2:45pm<br>(Tuesday and Thursday Lecture)<br>3:00-4:50pm (Tuesday lab)              |
| <b>Website:</b>      | Webcourses – check regularly for announcements                   | <b>Class Location:</b>      | MSB 149   |
| <b>Office Hours:</b> | Thursday: 3:00pm to 5:00pm or by appointment                     | <b>TA:</b>                  | Caroline Jasiak<br><a href="mailto:caroline.jasiak@ucf.edu">caroline.jasiak@ucf.edu</a> |

Welcome to Human Osteology! This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

#### University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

#### Prerequisites

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

#### Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy, development of the human skeleton and dentition, and major landmarks of each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include identification of elements, siding, as well as estimation of age, sex, and stature. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological observational methods.

#### **Student Learning Outcomes**

- Students will be able to identify and name all the bones in the human skeleton, including all of

their associated features and articulations

- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques
- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will prepare and present an independent and original research poster on a selected topic
- Students will be able to demonstrate an awareness of the importance of respecting human remains

### Student Success:

This is my goal. This is a Face-to-Face course. There are **F2F meetings with lectures and interactive lab activities**, but we will have a few **online learning activities and sources of information to guide you**. So, this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, and 2) reviewed and thought about the provided skeletal term sheets including lab notes. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. If you have any questions about the course, communication is key.

Recommendations for Communication Success:

1. **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor, GTA, or sending an email.
2. You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
3. Please use a subject title that clearly identifies your course and the topic of inquiry.
4. Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
5. If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

### Course Materials and Resources

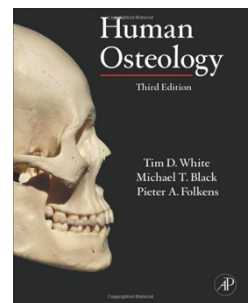
**Required Text** (available at the bookstore)

**Human Osteology, Third Edition** (2011) by Tim White, Michael Black, and Pieter Folkens Publisher: Academic Press, ISBN: 9780123741349, also available in digital version.

Recommended Text (available at the bookstore or digital link below)

Atlas of Human Anatomy, 7<sup>th</sup> edition, by Frank Netter Publisher: Saunders, ISBN: 9780323393225

<https://go.openathens.net/redirector/ucf.edu?url=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20140050319>



## Course Handouts

Supplemental course handouts for class and lab will be posted on Webcourses.

## Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Toyne after they are reviewed. You can access your scores at any time using the Grades function of Webcourses. Please note that only your raw points for the exams will be posted on Webcourses.

**Your final grade will be based out of a total of 630 possible points.**

**Academic Activity Posting (10 points)** – Syllabus quiz and What I expect to achieve by completing this class. Verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

All postings must be completed by Friday August 27 by 11:59pm. You will receive 10 points for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 27, 11:59pm.

**Quizzes (5 quizzes for a total of 60 points)**

Quiz 1 is written and will cover anatomical terminology and skeletal biology. Quiz 2 is a practical and will cover the skull. Quiz 3 is written and will cover the skull and dentition. Quiz 4 is a practical and will cover the wrist and hand. Also, Quiz 5 is a practical and will cover the ankle and foot.

## Exams

**(3 exams for a total of 300 points: Exam 1 is 100 points, Exam 2 is 100 points, and Exam 3 is 100 points)**

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

**Poster Presentation: Poster Topic & Outline (20 points)**

In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic **MUST** pertain to Human Osteology and must be pre-approved by Dr. Toyne. Do not wait until the last minute to discuss your topic with Dr. Toyne.

You must submit a two paragraph description of your approved paper topic by **September 9** that is worth a total of 5 points. Your poster topic outline is due on **October 7** and is worth a total of 15 points. Your outline must include your chosen topic (a working title), the main points of your upcoming poster (a breakdown of the sections), and a list of at **least 7 references** for your outline and a **minimum of 12** for your final poster (should be about 2 pages long, maximum 3 pages). No internet references are permitted. This means that you have complete some research before this outline is due. You should start early!

**Poster peer-review (20 points), Final Poster & Presentation (100 points)**

You will be required to upload a draft of your poster to course Webcourses by **October 28**. Do not send

your poster to Dr. Toyne. Each student is then required to peer-review two assigned poster drafts by **November 7**. Final posters will then be submitted by **November 17** and students will present their posters to the class on **November 17 or 22**. A list of student presentation times will be posted online prior to final poster submission. Students will be given 10 minutes to present their topic. Instructions on how to construct your poster, and perform the peer review, will be discussed in class and will also be posted in a handout on the course website.

### Final Exam (120 points)

The final exam will occur on **Tuesday, December 6 from 1:00-3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written section.

### Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/630, for a score of 81%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

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

### Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

### Course Schedule (see final pages)

#### Disclaimer

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

### Important UCF Dates to Remember

- Drop/Swap Deadline August 26
- Add Deadline August 26
- Withdrawal Deadline October 28
- Grade forgiveness Deadline December 2

### Course Policies

#### Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – [J.marla.toyne@ucf.edu](mailto:J.marla.toyne@ucf.edu). All communication between student and instructor and between student



and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

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

If you choose to email me at [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu) (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4525 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Also check Webcourses for common questions asked and their answers via the discussion boards.

### Deadlines and Make-ups

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

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

An alternative assignment or make up exam may be offered. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

### Late Penalties

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

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

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

### Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades

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

### Final Grades

Do not ask Dr. Toyne to make special allowances for your grade because she will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Toyne early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

### Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Toyne will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Toyne to go over any material that you may not understand.

## TECHNOLOGY AND MEDIA

**Webcourses@UCF:** This is a Face-to-Face course. Only some course materials and assignments have an online component that is accessed through the UCF on-line software, Webcourses@UCF.

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

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

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

### General Information:

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible. Students who disrupt class and have been warned may suffer a 5% reduction in their final class grade.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
- While computers/**laptops/tablets (electronic devices)** may be used in class, it is a privilege and not a right. You are allowed to use devices for taking course notes. You are not allowed to use devices for surfing the web, checking your email, working on homework, FaceBooking, or instant messaging (anything NOT course related) as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are using laptops inappropriately, clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone’s learning experience.
- **Tape Recorders.** I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts

- **Be polite.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions,** make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

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

### Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Toyne to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

## **UCF Policy Statements**

### COVID-19 Statements

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

However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### Masks in Classrooms

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

### Notifications in Case of Changes to Course Modality

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

### COVID-19 and Illness Notification

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

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

### Course Accessibility and Disability

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

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

### Academic Conduct

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

### Academic Integrity

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

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

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

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

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

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

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

### Instructional Concepts

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

### UCF Cares

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

### Campus Safety Statement

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

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

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

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

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

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

### Deployed Active Duty Military Students Statement

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

### Religious Observances

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

### Discrimination

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

### Copyright

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

### Third-Party Software and FERPA

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

## Human Osteology Lab Rules

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



- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected by Dr. Toyne that you treat all material with respect and handle it with care. However, please alert Dr. Toyne or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.

**GOOD LUCK!!!!!!**

## Course Schedule

### Disclaimer

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

| WEEK | DAY | DATE     | LECTURE TOPIC  | LAB TOPIC  | READINGS              |
|------|-----|----------|--|--|-----------------------|
| 1    | Tu  | Aug. 23  | Introduction; Basic Bone Biology & Anatomical Terminology<br><b>Discuss Poster Topics</b>  |  | Chp. 2                |
|      |     |          |  | Introduction to the lab  |                       |
|      | Th  | Aug. 25  | Basic Bone Biology & Anatomical Terminology  |  | Chps. 2 & 3; handouts |
| 2    | Tu  | Aug. 30  | Hyoid & Vertebral Column   |  | Chp. 6                |
|      |     |          |  | Bone Biology, Hyoid & Vertebra                                 |                       |
|      | Th  | Sept. 1  | Sternum & Ribs<br><b>Paper topic finalized</b><br><b>Class ends at 2:00: Football Game</b> |  | Chp. 7                |
| 3    | Tu  | Sept. 6  | Skull –Calvarium and Mandible  |  | Chp. 4                |
|      |     |          |  | Skull  |                       |
|      | Th  | Sept. 8  | Skull -Splanchnocranium<br><b>Quiz 1-written</b>   |  | Chp. 4                |
| 4    | Tu  | Sept. 13 | Skull Fragments  |  | Chp. 4                |
|      |     |          |  | Exam #1; Review Skull  |                       |
|      | Th  | Sept. 1  | Study for Exam #1  |  | Chp. 4; handout       |
| 5    | Tu  | Sept. 20 | <b>Exam Practical Prep: No Class</b>   |  | Chp. 5; handout       |
|      |     |          |  | <b>Exam #1</b>   |                       |
|      | Th  | Sept. 22 | Dentition  |  | Chp. 5; handout       |
| 6    | Tu  | Sept. 27 | Clavicle & scapula   |  | Chp. 8                |
|      |     |          |  | <b>Quiz 2- practical;</b> Review Dentition, Clavicle & Scapula |                       |
|      | Th  | Sept. 29 | The Arm  |  | Chp. 9                |
| 7    | Tu  | Oct. 4   | The Arm<br><b>Quiz 3 – written</b>   |  | Chp. 9                |
|      |     |          |  | Arm  |                       |
|      | Th  | Oct. 6   | Hand & wrist   |  | Chp. 10               |
| 8    | Tu  | Oct. 11  | Os Coxa  |  | Chps. 11 and 12       |



|    |    |         |   |   |                      |
|----|----|---------|---|---|----------------------|
|    |    |         |   | <b>Quiz 4 – practical; Exam # 2</b><br>Review; Hand, Wrist and Os<br>Coxa |                      |
|    | Th | Oct. 13 | Study for Exam #2<br><b>Class ends at 2:00: Football Game</b> |   | Chp. 12              |
| 9  | Tu | Oct. 18 | <b>Exam Practical Prep: No Class</b>                          |   |                      |
|    |    |         |   | <b>Exam #2</b>  |                      |
|    | Th | Oct. 20 | The Leg   |   | Chp. 13              |
| 10 | Tu | Oct. 25 | Tarsals & foot bones  |   |                      |
|    |    |         |   | Leg, Ankle & Foot   |                      |
|    | Th | Oct. 27 | Biological Profile: Sexing the<br>Skeleton                    |   | Chp. 18;<br>handouts |
| 11 | Tu | Nov. 1  | Biological Profile: Aging the<br>Skeleton                     |   | Chp. 18;<br>handouts |
|    |    |         |   | <b>Quiz 5 – practical; Biological</b><br>Profile: Sexing the Skeleton     |                      |
|    | Th | Nov. 3  | Skeletal Pathological Conditions                              |   | Chp. 19              |
| 12 | Tu | Nov. 8  | Skeletal Pathological Conditions                              |   | Chp. 19              |
|    |    |         |   | Exam #3 Review; skeletal<br>pathology review                              |                      |
|    | Th | Nov. 10 | Study for Exam #3   |   |                      |
| 13 | Tu | Nov. 15 | <b>Exam Practical Prep: No Class</b>                          |   |                      |
|    |    |         |   | <b>Exam #3</b>  |                      |
|    | Th | Nov. 17 | <b>Student Presentations</b>                                  |   | Chp. 18;<br>handouts |
| 14 | Tu | Nov. 22 | <b>Student Presentations</b>                                  |   |                      |
|    |    |         |   | <b>Student Presentations;</b><br>open lab                                 |                      |
|    | Th | Nov. 24 | <b>Thanksgiving: No Class</b>                                 |   |                      |
| 15 | Tu | Nov. 29 | Final Exam Review   |   |                      |
|    |    |         |   | Final Exam Review   |                      |
|    | Th | Dec. 1  | Course wrap up  |   |                      |
| 16 | Tu | Dec. 6  | <b>FINAL EXAM 1:00-3:50pm</b>                                 |   |                      |

### Important UCF Dates to Remember

- Drop/Swap Deadline August 26
- Add Deadline August 26
- Withdrawal Deadline October 28
- Grade forgiveness Deadline December 2

**ANT 4586C: Human Origins**  
Department of Anthropology, College of Science  
3 Credit Hours

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|                         |   |   |   |
|-------------------------|---|---|---|
| <b>Instructor:</b>      | Dr. Sarah Freidline                                       | <b>Term:</b>                              | Fall 2022   |
| <b>Office Location:</b> | H. Phillips Hall 409I                                     | <b>Class Modality:</b>                    | Face to Face Instruction (P)  |
| <b>Office Hours:</b>    | Monday 2:00-3:30<br>Howard Phillips Hall 409I or via Zoom | <b>Class Location &amp; Meeting Time:</b> | LEC – BA1 122<br>Monday & Wednesday 9:30-10:20<br><br>LAB – MSB 149<br>Wednesday 10:30-12:00 <u>or</u> 12:30 – 2:00 |
| <b>Phone:</b>           | 407-823-2124  |   |   |
| <b>Email:</b>           | Sarah.Freidline@ucf.edu or Webcourses@UCF messaging       |   |   |

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|               |                          |                      |                                  |
|---------------|--------------------------|----------------------|----------------------------------|
| <b>GTA:</b>   | Stephanie Fuehr          | <b>Office Hours:</b> | Wednesday 2:00 – 3:00<br>MSB 149 |
| <b>Email:</b> | Webcourses@UCF messaging |                      |                                  |

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**Welcome!**

This undergraduate level course explores the fossil and archaeological evidence of human evolution.

**University Course Catalog Description**

The fossil evidence for human evolution from Miocene hominoids through *Australopithecus* and the earliest members of the genus *Homo*.

**Course Prerequisites**

ANT2511, sophomore standing, or permission of instructor.

**Course Credits**

3 Credit Hours

**Course Overview**

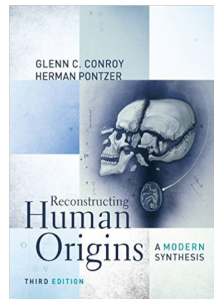
This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to evolutionary concepts, historical background, and modern articulation. We will explore the anatomical

and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence of the modern human suite of anatomical and cultural characteristics. Lecture and lab are required components.

### **Required Reading**

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3<sup>rd</sup> edition). New York: W.W. Norton & Company. ISBN: 978-0393912890.

**\*3<sup>rd</sup> edition required. Older versions are very outdated.**



### **Additional Required Readings**

- Natural History Magazine Special Issue on Human Evolution (2018). Vol. 128. No. 8. This will be available as a .pdf on Webcourses.
- *Handbook of Paleoanthropology*. This will be available as a .pdf on Webcourses
- Students will also be required to read a selection of assigned articles that will be posted electronically on the Webcourses. Additional important websites or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

### **Student Learning Outcomes**

- Explain key components of the scientific method.
- Differentiate between hypotheses, theories, and laws.
- Define paleoanthropology and describe its key questions
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the key events in human evolution and the biological and cultural significance of each.
- Explain the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

### **Course Activities**

This course will include **face-to-face lectures and labs**, and readings that explore diverse aspects of human evolution. The course will include weekly reading and homework assignments, discussions, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge week by week. **If you are ill and cannot attend face to face lectures, please notify me by email or Webcourses as soon as possible.**

### **Financial Aid Requirement**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing.

**Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class.** This discussion will be a way for me to gauge your current familiarity with the subject, as well as to let me know what you hope to gain from this class. Your post in this discussion board is your first Homework Assignment.

### **Assignment Details**

- 1) Homework Assignments: Homework assignments will occur weekly and are designed to evaluate your understanding of the assigned reading from the textbook by Conroy & Pontzer. Each assignment will consist of multiple-choice questions, True/False statements, fill in the blank, definitions, and/or short answers, and will only cover the textbook chapter that was assigned for that week. These will help you come to class prepared having completed the reading. They will be available on WebCourses in the module for the week they are due, but they will be open one week prior to the due date and closed by **9:00 am EST Monday** morning. You are allowed to consult your textbook.
- 2) Discussion Assignments: Throughout the semester, you will be assigned reading material to discuss in class that relates to the weekly topic. You will need to prepare at least **3 questions** to ask your fellow students to stimulate discussion. You will **post your question on the Discussion board in WebCourses before the start of class. Students do not need to respond to the questions on WebCourses, unless otherwise indicated.** If we run out of time, discussion will take place on WebCourses. Your grade will reflect your participation (in class or on-line), and the questions that you prepared.

These discussions require **student participation**.

- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
  - Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
  - Graded based on preparedness and ability to contribute to discussion.
  - **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.
- 3) Lab Assignments: Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed either at the end of class, or one week later at the start of lab. Even though there are two lab sections, you must attend your assigned section.

Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations.

- 4) Exams (3 non-cumulative exams): There will be three non-cumulative exams: two midterms and one final exam. These exams will take place in the classroom and are not open book. They will include multiple choice questions, True/False statements, fill in the blank, short answer, and short essay with questions based on lectures, all readings, and labs.

### Activity Submission

**Homework Assignments:** Will be posted on WebCourses one week before they are due. They will need to be completed through WebCourses by **9:00 AM EST Monday** each week they are due.\*

**Discussion assignments:** Questions need to be posted on the Discussion board on WebCourses by **9:00 AM EST** the day of the Discussion. Late discussion assignments will not be accepted without valid documentation (see below).\*

**Lab assignments:** Need to be handed in by Wednesday the following week.\*

**Exams** will be taken in class and submitted at the end of the allotted time.\*\*

\*Late assignments (homework and discussion) and labs will not be accepted without valid documentation (see below). I will accept late assignments and labs without documentation, but it will be penalized 1 letter grade per day it's late, and not accepted after 5 days late (excluding weekends). In this case, assignments will need to be emailed to me.

\*\*Make-up exams are not allowed without valid documentation (see below).

### Course Procedures and Policies

**Contacting the professor:** Outside of class our official mode of communication is through the email located inside Webcourses or through UCF email – [sarah.freidline@ucf.edu](mailto:sarah.freidline@ucf.edu). You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course email" tool and announcements frequently.

**WebCourses:** ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments on Webcourses. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

**Attendance and participation:** You should attend all lectures, complete all assignments, and take notes on lectures and reading material. Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.

Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and additional readings) allows you to do this effectively. Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material. Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions. Participation is graded based on preparedness and ability to contribute to discussion. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

#### **Course etiquette:**

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

**Deadline, late assignments, and make-ups:** note that you must complete the course requirements according to the timeline provided in this document. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Late assignments (homework and discussion) and labs will not be accepted without a valid reason and documentation such as traffic ticket, police report, obituary, or doctor's note. I will accept late assignments and labs without documentation, but it will be penalized 1 letter grade per day it's late, and not accepted after 5 days late (excluding weekends). In this case, assignments will need to be emailed to me. Make-up exams are not allowed without valid documentation.

You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment.

If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of

the missed exam date and will take a different format from the original. No penalty will be applied. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>. An alternative assignment or make up exam may be offered.

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

### Grading

All efforts will be made to return graded materials to you within two weeks of their due date unless you are informed otherwise through a class-wide announcement. Grades will be posted under the WebCourses gradebook. Your final grade will be calculated based on the following activities:

| <b>Grade Category</b>  | <b>Weight toward final grade</b> |
|------------------------|----------------------------------|
| Discussion Assignments | 20%                              |
| Homework Assignments   | 20%                              |
| Lab Assignments        | 20%                              |
| Exams (x3)             | 40%                              |
| Total                  | 100%                             |

### **Grading Scale**

The following grading scale will be used in this course:

|           |          |            |            |          |            |          |            |            |          |         |
|-----------|----------|------------|------------|----------|------------|----------|------------|------------|----------|---------|
| A         | A-       | B+         | B          | B-       | C+         | C        | D+         | D          | D-       | F       |
| 92.5-100% | 90-92.4% | 87.5-89.9% | 82.5-87.4% | 80-82.4% | 77.5-79.9% | 70-77.4% | 67.5-69.9% | 62.5-67.5% | 60-62.4% | 0-59.9% |

### UCF Policy Statements

#### ***Rules of Conduct Statement***

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open R, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

### ***Unauthorized Use of Class Materials or Class Notes Statement***

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

### ***Academic Integrity Statement***

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.
8. Soliciting assistance with academic coursework and/or degree requirements.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://academicintegrity.org/>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

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

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

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



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

### ***Course Accessibility Statement***

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

### ***Campus Safety Statement***

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

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

### ***Deployed Active Duty Military Students Statement***

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

### ***Make-Up Assignments for Authorized University Events or Co-Curricular Activities***

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

### ***Religious Observances***

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

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

### ***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> and <http://cares.sdes.ucf.edu/>.

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

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

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

### ***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.

### **Course Schedule and Assignments**

**Disclaimer:** every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester, and these will be announced during lectures and in Webcourses announcements. If absent from class, it is the student's responsibility to

inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

**Important Dates:** Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

## Human Origins ANT4586C Fall 2022

### Course Schedule and Assignments

\*Subject to change with notice.

| Week | In-Class Dates                   | Topic  | Assignment & Due Dates<br>H (Homework Assignment)<br>D (Discussion Questions) |
|------|----------------------------------|--|---|
| 1    | Aug 22<br>Aug 24<br><i>Lab</i>   | Introduction to course<br>Overview of human evolution<br><i>Human anatomy</i>                                    | H1: Financial Aid Due 8/26<br><br><i>Lab 1: Due 8/31</i>                      |
| 2    | Aug 29<br>Aug 31<br><i>Lab</i>   | Humans as Primates<br><br><i>Comparative Primate Anatomy</i>   | H2: Ch. 1 Due 8/29<br><br><i>Lab 2: Due 9/6</i>                               |
| 3    | Sept 5<br>Sept 6<br><i>Lab</i>   | <b>No Class – Labor Day</b><br>The Plio-Pleistocene World<br><i>Comparative Anatomy: Humans vs. Great Apes</i>   | H3: Ch. 2 Due 9/6<br><i>Lab 3: Due 9/14</i>                                   |
| 4    | Sept 12<br>Sept 14<br><i>Lab</i> | Finding and Dating Fossils<br><br><i>Taphonomy and Dating</i>  | H4: Ch. 3 Due 9/12<br><br><i>Lab 4: Due 9/21</i>                              |
| 5    | Sept 19<br>Sept 21<br><i>Lab</i> | Naming & Classifying Hominins<br>Discussion & Midterm Review<br><i>Species Concepts &amp; Classifications</i>    | H5: Ch. 4 Due 9/19<br>D: Due 9/21<br><i>Lab 5: Due 9/28</i>                   |
| 6    | Sept 26<br>Sept 28<br><i>Lab</i> | <b>Midterm Exam</b><br>Miocene Apes<br><i>Miocene Ape Anatomy</i>  | H6: Due 9/28<br><i>Lab 6: Due 10/5</i>  |
| 7    | Oct 3<br>Oct 5<br><i>Lab</i>     | Early Hominins: South Africa<br>Discussion<br><i>South African Australopiths</i>                                 | H7: Due 10/3<br>D: Due 10/5<br><i>Lab 7: Due 10/12</i>                        |
| 8    | Oct 10<br>Oct 12<br><i>Lab</i>   | Early Hominins: East Africa<br>Discussion<br><i>East African Australopiths</i>                                   | H8: Due 10/10<br>D: Due 10/12<br><i>Lab 8: Due 10/19</i>                      |
| 9    | Oct 17<br>Oct 19<br><i>Lab</i>   | Australopith Paleobiology & Phylogeny<br>Discussion<br><i>Bipedalism</i>   | H9: Due 10/17<br>D: Due 10/19<br><i>Lab 9: Due 10/26</i>                      |
| 10   | Oct 24<br>Oct 26<br><i>Lab</i>   | Early <i>Homo</i><br>Discussion & Midterm Review<br><i>Homo habilis</i>  | H10: Due 10/24<br>D: Due 10/26<br><i>Lab 10: Due 11/1</i>                     |
| 11   | Oct 31<br>Nov 1<br><i>Lab</i>    | <b>Midterm Exam</b><br><i>Homo erectus</i><br><i>Homo erectus</i>  | H11: Due 11/1<br><i>Lab 11: Due 11/9</i>                                      |
| 12   | Nov 7<br>Nov 9<br><i>Lab</i>     | Middle Pleistocene hominins<br>Discussion<br><i>Middle Pleistocene hominins</i>                                  | H12: Due 11/7<br>D: Due 11/9<br><i>Lab 12: Due 11/16</i>                      |
| 13   | Nov 14<br>Nov 16<br><i>Lab</i>   | Neanderthals<br>Discussion<br><i>Neanderthals &amp; H. sapiens</i>   | D: Due 11/16<br><i>Lab 13 Due 11/21</i>                                       |
| 14   | Nov 21<br>Nov 23                 | Early <i>Homo sapiens</i> & Modern Human Origins<br><b>WebCourse-Discussion; No Class</b><br><b>Thanksgiving</b> | H13: Due 11/21<br>D: Due 11/28  |
| 15   | Nov 28<br>Nov. 30                | Upper Paleolithic to Holocene Humans<br>Discussion & Review  | D: Due 11/30  |
| 16   | Dec 5-11                         | <b>Finals Week: Final Exam TBA</b>   |   |

## Required Readings (Tentative List)

(Check WebCourses for updates. Any additions will be announced during the previous week.)

### Week 1: Introduction to Course & Overview of Human Evolution

- NHM: Know thyself
- Wuketits, F. M. (2015). Charles Darwin, Paleoanthropology, and the Modern Synthesis. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 97-125). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_82](https://doi.org/10.1007/978-3-642-39979-4_82)

### Week 2: Humans as Primates

- Ch. 1: Humans as Primates
- NHM: Tooth and Nail
- Kirk, E. C. (2013) Characteristics of Crown Primates. *Nature Education Knowledge* 4(8):3 <https://www.nature.com/scitable/knowledge/library/characteristics-of-crown-primates-105284416/>
- Martin, R. D. (2015). Chapter 3 - Primate Evolution. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 31-41). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00003-7>

### Week 3: The Plio-Pleistocene World

- Ch. 2: The Plio-Pleistocene World
- Campisano, C. J. (2012) Milankovitch Cycles, Paleoclimatic Change, and Hominin Evolution. *Nature Education Knowledge* 4(3):5 <https://www.nature.com/scitable/knowledge/library/milankovitch-cycles-paleoclimatic-change-and-hominin-evolution-68244581/>
- Kovarovic, K. (2012) Paleoecology and Paleoenvironment: a Case Study of Plio-Pleistocene Mammals from Laetoli. *Nature Education Knowledge* 4(4):25 <https://www.nature.com/scitable/knowledge/library/paleoecology-and-paleoenvironment-a-case-study-of-68245441/>
- Rowan, J., & Reed, K. E. (2015). The Paleoclimatic Record and Plio-Pleistocene Paleoenvironments. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 465-491). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_75](https://doi.org/10.1007/978-3-642-39979-4_75)
- Sept, J. (2015). Chapter 7 - Early Hominin Ecology. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 85-101). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00007-4>

### Week 4: Finding and Dating Fossil Hominins

- Ch. 3: Finding and Dating Fossil Hominins
- Peppe, D. J. & Deino, A. L. (2013) Dating Rocks and Fossils Using Geologic Methods. *Nature Education Knowledge* 4(10):1 <https://www.nature.com/scitable/knowledge/library/dating-rocks-and-fossils-using-geologic-methods-107924044/>
- Richter, D., & Wagner, G. A. (2015). Chronometric Methods in Paleoanthropology. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 317-350). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_10](https://doi.org/10.1007/978-3-642-39979-4_10)

### Week 5: Naming & Classifying Hominins

- Ch. 4: Naming and Classifying Fossil Hominins

- McNulty, K. P. (2016) Hominin Taxonomy and Phylogeny: What's In A Name? *Nature Education Knowledge* 7(1):2 <https://www.nature.com/scitable/knowledge/library/hominin-taxonomy-and-phylogeny-what-s-in-142102877/>

#### Discussion Articles

- Jolly, C. J. (2014). A Darwinian species definition and its implications. *Evol Anthropol*, 23(1), 36-38. <https://doi.org/10.1002/evan.21396>
- Tattersall, I. (2014). Recognizing species, present and past. *Evol Anthropol*, 23(1), 5-7. <https://doi.org/10.1002/evan.21385>
- White, T. D. (2014). Delimitating species in paleoanthropology. *Evol Anthropol*, 23(1), 30-32. <https://doi.org/10.1002/evan.21391>
- Groves, C. (2015). Species Concepts and Speciation: Facts and Fantasies. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 237-256). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_61](https://doi.org/10.1007/978-3-642-39979-4_61)

#### **Week 6: Miocene Apes**

- Ch. 5: Before the Bipedals
- NHM: Going Ape
- McNulty, K. P. (2010). Apes and Tricksters: The Evolution and Diversification of Humans' Closest Relatives. *Evolution: Education and Outreach*, 3(3), 322-332. <https://doi.org/10.1007/s12052-010-0251-z>
- MacLatchy, L. M., Sanders, W. J. & Wuthrich, C. L. (2015) Hominoid Origins. *Nature Education Knowledge* 6(7):4 <https://www.nature.com/scitable/knowledge/library/hominoid-origins-135874580/>

#### **Week 7: Early Hominins: South African**

- Ch. 6: The Earliest Hominins (Part 1): The Australopiths of Southern Africa
- Kullmer, O. (2015). Geological Background of Early Hominid Sites in Africa. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 493-510). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_11](https://doi.org/10.1007/978-3-642-39979-4_11)
- Ward, C. V. & Hammond, A. S. (2016) Australopithecus and Kin. *Nature Education Knowledge* 7(3):1 <https://www.nature.com/scitable/knowledge/library/australopithecus-and-kin-145077614/>

#### Discussion Articles

- Clarke, R. J., Pickering, T. R., Heaton, J. L., & Kuman, K. (2021). The Earliest South African Hominids. *Annual Review of Anthropology*, 50(1), 125-143. <https://doi.org/10.1146/annurev-anthro-091619-124837>
- Broom R. 1938. The Pleistocene anthropoid apes of South Africa. *Nature* 142:377-79
- Dart RA. 1925. *Australopithecus africanus*: the man-ape of South Africa. *Nature* 115:195-99
- Berger, L. R., Ruitter, D. J. d., Churchill, S. E., Schmid, P., Carlson, K. J., Dirks, P. H. G. M., & Kibii, J. M. (2010). *Australopithecus sediba*: A New Species of *Homo*-Like Australopith from South Africa. *Science*, 328(5975), 195-204. <https://doi.org/doi:10.1126/science.1184944>
- Granger, D. E., Stratford, D., Bruxelles, L., Gibbon, R. J., Clarke, R. J., & Kuman, K. (2022). Cosmogenic nuclide dating of Australopithecus at Sterkfontein, South Africa. *Proc Natl Acad Sci U S A*, 119(27), e2123516119. <https://doi.org/10.1073/pnas.2123516119>
- Madison, P., & Wood, B. (2021). Birth of Australopithecus. *Evol Anthropol*, 30(5), 298-306. <https://doi.org/10.1002/evan.21917>

#### **Week 8: Early Hominins: East Africa**

- Ch. 7: The Earliest Hominins (Part 2): The Australopiths of Eastern Africa

- NHM: Where do we begin?
- NHM: Lucy and her ilk
- NHM: Chipping Away
- Su, D. F. (2013). Nature Education Knowledge 4(4):11  
<https://www.nature.com/scitable/knowledge/library/the-earliest-hominins-sahelanthropus-orrerin-and-ardipithecus-67648286/>

#### Discussion Articles

- Bobe, R., & Wood, B. (2022). Estimating origination times from the early hominin fossil record. *Evol Anthropol*, 31(2), 92-102. <https://doi.org/10.1002/evan.21928>
- Ward, C. V. (2015). Chapter 10 - Australopithecines. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 129-142). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00010-4>
- White, T. D., Lovejoy, C. O., Asfaw, B., Carlson, J. P., & Suwa, G. (2015). Neither chimpanzee nor human, *Ardipithecus* reveals the surprising ancestry of both. *Proceedings of the National Academy of Sciences*, 112(16), 4877-4884. <https://doi.org/doi:10.1073/pnas.1403659111>

#### **Week 9: Australopith Paleobiology and Phylogeny**

- Ch. 8: Australopith Paleobiology and Phylogeny
- Constantino, P. J. (2013) The "Robust" Australopiths. Nature Education Knowledge 4(1):1  
<https://www.nature.com/scitable/knowledge/library/the-robust-australopiths-84076648/>

#### Discussion Articles

- Harcourt-Smith, W. E. H. (2015). Origin of Bipedal Locomotion. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 1919-1959). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_48](https://doi.org/10.1007/978-3-642-39979-4_48)
- Hunt, K. D. (2015). Chapter 8 - Bipedalism. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 103-112). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00008-6>

#### **Week 10: Early *Homo***

- Ch. 9: The Emergence of Culture and the Origins of the Genus *Homo*
- NHM: Scouting for the *Homo* Team

#### Discussion Articles

- Collard, M., & Wood, B. (2015). Defining the Genus *Homo*. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2107-2144). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-39979-4\\_51](https://doi.org/10.1007/978-3-642-39979-4_51)
- Simpson, S. W. (2015). Chapter 11 - Early Pleistocene *Homo*. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 143-161). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00011-6>

#### **Week 11: *Homo erectus***

- Ch. 10: Que Vadis *Homo erectus*
- Van Arsdale, A. P. (2013) *Homo erectus* - A Bigger, Smarter, Faster Hominin Lineage. Nature Education Knowledge 4(1):2 <https://www.nature.com/scitable/knowledge/library/homo-erectus-a-bigger-smarter-97879043/>

#### **Week 12: Middle Pleistocene hominins**

- Ch. 11: Almost There – But not Quite: “Archaic” Hominins of the Middle Pleistocene

- Bae, C. J. (2013). Nature Education Knowledge 4(8):4  
<https://www.nature.com/scitable/knowledge/library/archaic-homo-sapiens-103852137/>
- Rightmire, G. P. (2015). Later Middle Pleistocene Homo. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2221-2242). Springer Berlin Heidelberg.  
[https://doi.org/10.1007/978-3-642-39979-4\\_55](https://doi.org/10.1007/978-3-642-39979-4_55)

#### Discussion Articles

- Roksandic, M., Radović, P., Wu, X. J., & Bae, C. J. (2022). Homo bodoensis and why it matters. *Evolutionary Anthropology: Issues, News, and Reviews*. <https://doi.org/10.1002/evan.21954>
- Sarmiento, E. E., & Pickford, M. (2022). Muddying the muddle in the middle even more. *Evol Anthropol*. <https://doi.org/10.1002/evan.21952>
- Delson, E., & Stringer, C. (2022). The naming of Homo bodoensis by Roksandic and colleagues does not resolve issues surrounding Middle Pleistocene human evolution. *Evol Anthropol*. <https://doi.org/10.1002/evan.21950>
- Roksandic, M., Radovic, P., Wu, X. J., & Bae, C. J. (2022). Resolving the "muddle in the middle": The case for Homo bodoensis sp. nov. *Evol Anthropol*, 31(1), 20-29.  
<https://doi.org/10.1002/evan.21929>

### **Week 13: Neanderthals**

- Ch. 13: What the Fossils Say About “Modern” Human Origins: A Reality Check
- NHM: The Origin of Us

#### Discussion Articles

- Harvati, K. (2015). Neanderthals and Their Contemporaries. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2243-2279). Springer Berlin Heidelberg.  
[https://doi.org/10.1007/978-3-642-39979-4\\_56](https://doi.org/10.1007/978-3-642-39979-4_56)
- Weaver, T. D. (2009). The meaning of Neanderthal skeletal morphology. *Proceedings of the National Academy of Sciences*, 106(38), 16028.
- Wroe, S., Parr, W. C. H., Ledogar, J. A., Bourke, J., Evans, S. P., Fiorenza, L., Benazzi, S., Hublin, J. J., Stringer, C., Kullmer, O., Curry, M., Rae, T. C., & Yokley, T. R. (2018). Computer simulations show that Neanderthal facial morphology represents adaptation to cold and high energy demands, but not heavy biting. *Proc Biol Sci*, 285(1876).  
<https://doi.org/10.1098/rspb.2018.0085>

### **Week 14: Early *Homo sapiens* & Modern Human Origins**

- Ch. 13: Between Apes and Humanity: “Modern” Human Origins
- NHM: The Paleogenomic Revolution

#### Discussion Articles

- Stringer, C. (2014). Why we are not all multiregionalists now. *Trends in Ecology & Evolution*, 29(5), 248-251. <https://doi.org/https://doi.org/10.1016/j.tree.2014.03.001>
- Henn, B. M., Steele, T. E., & Weaver, T. D. (2018). Clarifying distinct models of modern human origins in Africa. *Curr Opin Genet Dev*, 53, 148-156. <https://doi.org/10.1016/j.gde.2018.10.003>
- Stringer, C. (2016). The origin and evolution of *Homo sapiens*. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1698), 20150237.  
<https://doi.org/doi:10.1098/rstb.2015.0237>

### **Week 15: Upper Paleolithic to Holocene Humans**

- NHM: Finding Meaning
- NHM: The Future of *Homo sapiens*



- Wurz, S. (2012) The Transition to Modern Behavior. *Nature Education Knowledge* 3(10):15

#### Discussion Articles

- Mirazon Lahr, M. (2016). The shaping of human diversity: filters, boundaries and transitions. *Philos Trans R Soc Lond B Biol Sci*, 371(1698). <https://doi.org/10.1098/rstb.2015.0241>
- Ackermann, R. R., Arnold, M. L., Baiz, M. D., Cahill, J. A., Cortés-Ortiz, L., Evans, B. J., Grant, B. R., Grant, P. R., Hallgrímsson, B., Humphreys, R. A., Jolly, C. J., Malukiewicz, J., Percival, C. J., Ritzman, T. B., Roos, C., Roseman, C. C., Schroeder, L., Smith, F. H., Warren, K. A., . . . Zinner, D. (2019). Hybridization in human evolution: Insights from other organisms. *Evolutionary Anthropology: Issues, News, and Reviews*, 28(4), 189-209. <https://doi.org/https://doi.org/10.1002/evan.21787>

**ANT 4591: Quantitative Methods in Biological Anthropology**  
**Dept. of Anthropology, College of Science**  
**3 Credit Hours**

**Course Information**

**Course Name:** Quantitative Methods in Biological Anthropology (ANT 4591)

**Course Modality:** Face-to-face (P)

**Credit Hours:** 3.0

**Semester/Year:** Fall 2022

**Location:** PSY 107

**Day/Time:** Monday 10:30 – 1:20 PM

**Professor Information**

**Professor:** Sarah Freidline, Ph.D.

**Office Location:** Howard Phillips Hall 409I

**Office Phone:** 407-823-2124

**Office Hours:** Wednesdays, 3:00 – 4:30 PM, (or by appointment)

**E-mail:** WebCourses e-mail (best way to contact me) or [sarah.freidline@ucf.edu](mailto:sarah.freidline@ucf.edu)

**GTA Information**

**GTA:** Katherine Lane, M.A.

**Office Location:** Howard Phillips Hall 309 (computer lab)

**Office Hours:** Thursday, 10:00-11:00 AM (or by appointment)

**Email:** [Katherine.Lane@ucf.edu](mailto:Katherine.Lane@ucf.edu)

**University Course Catalog Description**

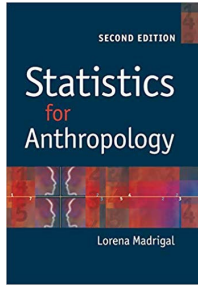
Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

**Course Overview and Goals**

This course introduces students to basic methodological approaches for analyzing anthropological quantitative data, which often include a biological or physical interpretative framework (e.g., morphometrics, growth and development, sexual dimorphism, evolution, development, forensics, primatology, etc.). This course is designed for anthropology students with little to no quantitative background. Students will develop basic programming skills using the programming language and software R and learn how to carry out basic procedures using anthropological quantitative data. Students will be introduced to anthropological concepts related to graphical techniques, frequency distributions for summarizing and displaying data, research design, sampling, sample size, measurement error, distribution types, probability, and basic univariate hypothesis testing of means and proportions. Students will learn how to organize and summarize quantitative data, and how to interpret and present statistical results, as appropriate for the anthropology discipline. Students will read directly from peer-reviewed literature to be exposed to various types of anthropological methodology and application of statistical methods to datasets. Students will also lead critical analysis discussions based on original anthropological literature.

**Required Textbooks**

Statistics for Anthropology (2<sup>nd</sup> edition) by Lorena Madrigal



### **Additional Required Reading**

Numerous links to PDFs of published manuscripts will be provided through WebCourses.

### **Required Software**

You will be required to have access to R Studio (available here: <https://www.rstudio.com/products/rstudio/>).

### **Student Learning Outcomes**

Upon course completion, you should have:

1. Knowledge and understanding of scientific research methods, including hypothesis building, methods of data collection, and research design.
2. Knowledge and application of univariate statistical methods;
3. Knowledge and application of quantitative methods in biological anthropology;
4. Basic programming skills in R;
5. The ability to critically evaluate research methods;
6. Discussion skills, through in-class discussions;
7. Oral presentation skills, through in-class presentations;
8. Scientific writing skills, through proposal writing;
9. The ability to propose, design and present a research proposal

### **Course Activities**

#### **Financial Aid Requirement:**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing.

**Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (8/26).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board is your first Homework Assignment.

#### **Assignment Details**

- 1) **Homework Assignments:** Homework assignments are due weekly. They are designed to provide evidence of mastery of course concepts. Homework assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. You will upload each homework assignment through WebCourses by 10:30 AM EST on Monday each week they are due.

- 2) Summary and Participation in Student-Led Discussions: Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. Each week a student will be assigned a scientific article to lead a class discussion. The goal is for you to learn how to read *and* critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and well-executed. This skill takes time to develop, and I expect everyone to get better at it as class progresses.

The discussions require you to submit a **short summary** of the paper and **your participation** on the day of discussion.

In the **paper summary** you need to include the following points. Please write in full sentences.

- State the research question and explain why it is interesting.
- State the hypotheses tested or objectives.
- Briefly describe the methods (design, participants, materials, procedure, what was manipulated [independent variables], what was measured [dependent variables], how data were analyzed.
- Describe the results. Were they significant?
- Explain the key implications of the results.

For In-class **Discussion**

- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion as well as the paper summary.
- **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.

- 3) Discussion leaders: Each of you will lead the class discussions on the assigned manuscript once during the semester. As a leader you will give a PowerPoint presentation summarizing the article and evaluating the application and presentation of the methods used in the paper. The Discussion should last about 30 to 45 minutes. What are the methods? Is the methodology sound? Is it the appropriate method for the research question? Are the necessary statistics, figures and tables included? The assignment is to not only summarize the article but to also lead the discussion.

- Prepare at least **3 questions** to ask your fellow students to stimulate discussion and **post these questions on the Discussion board in WebCourses the Friday 5 PM EST before class. Students do not need to respond to the questions on WebCourses, but in class.**
- For the presentation, begin with a summary of the paper's topics, methods, and results.
- When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
- You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.

- Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.
- 4) **Final Project:** This is a group project – consisting of two to three students per group. You will design, undertake, and write-up a research study on an archaeological skeletal collection housed in the Anthropology Department using methods learned in this course.

\*More details will be announced later in the semester.

In this project you will learn to:

- Describe the material/sample/collection (age, sex)
- Learn the basics of data collection (collecting and importing data)
- Apply a method (caliper measurements, wear patterns, scoring, etc.)
- Do basic descriptive statistics, and possibly group comparisons (parametric t-test, non-parametric chi-square, correlation, etc.)
- Present it as a PowerPoint
- Write it up as a scientific report

You will work on this project throughout the semester. All groups will propose a topic, provide sufficient background to show the topic to be important and interesting, collect and analyze data, and discuss the results and the significance of the findings. You will need to present your final project in two ways: during class in a PowerPoint presentation format and in a written format as a scientific report due by the date of our final exam.

- **Approval of Topic** – Your group’s proposed topic and a brief description of methods for collecting and analyzing data. This must be submitted to Webcourses by the beginning of class on **October 3<sup>rd</sup>**.
- **Written plan for research project** – As a group, you will upload to WebCourses a research plan describing your topic, research question, hypotheses and methods, by the beginning of class on **October 17<sup>th</sup>**.
- **Group Dataset Presentation** – At the end of the semester, your group will give a 15 to 30 minute PowerPoint presentation of your final project to the class, and you will be expected to answer questions afterwards. This presentation needs to be uploaded to Webcourses by beginning of class **November 28<sup>th</sup>**.
- **Group Research Final Paper** – As a group, you will write up the final project describing the research background, question and hypotheses, methods for collecting and analyzing data, results, discussion and conclusion (including the significance of the project). You will need to include the statistical tests and why they are appropriate for your dataset. The proposal should be approximately **10-pages** (double-spaced; not including bibliography) in length and submitted through WebCourses as either a Microsoft Word or Adobe .pdf document due by **11:59 PM December 5**. Essentially, your final written paper should be the written version of what you presented to the class.

#### Activity Submission

**Homework assignments:** You will upload each homework assignment through **WebCourses by 10:30 AM EST Monday** each week they are due.

**Scientific article summary:** You will upload each summary through **WebCourses by 10:30 AM EST Monday** each week they are due.

**Discussion leader:** Questions need to be posted on Discussion board on **WebCourses by Friday 5:00 PM EST** at the latest. PowerPoint need to be submitted on **WebCourses by 10:30 AM EST Monday** the day you are presenting.

**Final project:** Both the “Approval of Topic” and “Written Plan for Research Project” need to be uploaded to Webcourses by 10:30 AM the day they are due (see above and **Course Schedule**). The “Group Data Presentation” and “Group Research Final Paper” will also need to be uploaded to WebCourses (see above and **Course Schedule**).

### **Attendance/Participation**

Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. When possible, you should attend all lectures, complete all reading assignments, and take notes on lectures and reading material. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class.

Class participation is essential. Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material. Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions. Participation is graded based on preparedness and ability to contribute to discussion.

### **Late Assignments**

Late assignments will not be penalized with a valid reason and documentation (e.g., traffic ticket, police report, obituary, or doctor’s note). Without a valid reason and documentation, you will be penalized one letter grade per day it’s late, and not accepted 5 days late.

If you cannot come to class and participate in the In-Class Discussions, I will allow each student one excused absence. In this case, the student must answer the posted Discussion Questions by 11:59 PM the day of discussion. You will be penalized one letter grade per day it’s late, and not accepted 5 days late.

I will not accept a late Final Project.

### **Grading**

Grades will be posted under the WebCourses gradebook. Your final grade will be calculated based on the following activities:

| <b>Grade Category</b> | <b>Weight toward final grade</b> |
|-----------------------|----------------------------------|
| Homework assignments  | 25%                              |
| Participation         | 20%                              |
| Discussion leader     | 15%                              |
| Final Project         | 40%                              |

|       |      |
|-------|------|
| Total | 100% |
|-------|------|

### Grading Scale

The following grading scale will be used in this course:

| A         | A-       | B+         | B          | B-       | C+         | C        | D+         | D          | D-       | F       |
|-----------|----------|------------|------------|----------|------------|----------|------------|------------|----------|---------|
| 92.5-100% | 90-92.4% | 87.5-89.9% | 82.5-87.4% | 80-82.4% | 77.5-79.9% | 70-77.4% | 67.5-69.9% | 62.5-67.5% | 60-62.4% | 0-59.9% |

### Policy Statements

#### ***Rules of Conduct Statement***

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open R, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

#### ***Unauthorized Use of Class Materials or Class Notes Statement***

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

#### ***Academic Integrity Statement***

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.

8. Soliciting assistance with academic coursework and/or degree requirements.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<https://academicintegrity.org/>>. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

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

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

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

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

### ***Course Accessibility Statement***

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

### ***Campus Safety Statement***

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

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



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

### ***Deployed Active Duty Military Students Statement***

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

### ***Make-Up Assignments for Authorized University Events or Co-Curricular Activities***

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

### ***Religious Observances***

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

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

### ***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> and <http://cares.sdes.ucf.edu/>.

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

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

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

### ***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.

### ***Important Dates***

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

### Course Schedule and Assignments

| Date                       | Topics  |
|----------------------------|---|
| <b>Week 1:</b><br>Aug. 22  | <ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Scientific Method</li> <li>• Introduction to RStudio, R Markdown</li> <li>• <b>Homework Assignment 1 due Friday Aug. 26 – Financial Aid Requirement</b></li> </ul>  |
| <b>Week 2:</b><br>Aug. 29  | <ul style="list-style-type: none"> <li>• Introduction to RStudio, statistics and simple descriptive statistics</li> <li>• How to design a research project; how to read and write a scientific paper</li> <li>• <b>Homework Assignment 2 due Aug. 29</b></li> </ul>   |
| <b>Week 3:</b><br>Sept. 5  | <ul style="list-style-type: none"> <li>• Labor Day – No Class</li> </ul>  |
| <b>Week 4:</b><br>Sept. 12 | <ul style="list-style-type: none"> <li>• Looking at data: descriptive statistics</li> <li>• Discussion: the biological profile - age at death &amp; sex estimation</li> <li>• <b>Article summary due Sept. 12</b></li> <li>• <b>Homework Assignment 3 due Sept. 12</b></li> </ul>   |
| <b>Week 5:</b><br>Sept. 19 | <ul style="list-style-type: none"> <li>• Looking at data: descriptive statistics</li> <li>• Discussion: the biological profile - ancestry &amp; stature estimation</li> <li>• <b>Article summary due Sept. 19</b></li> <li>• <b>Homework Assignment 4 due Sept. 19</b></li> </ul>   |
| <b>Week 6:</b><br>Sept. 26 | <ul style="list-style-type: none"> <li>• Probability and statistics</li> <li>• Discussion: skeletal growth</li> <li>• <b>Article summary due Sept. 26</b></li> <li>• <b>Homework Assignment 5 due Sept. 26</b></li> </ul>   |
| <b>Week 7:</b><br>Oct. 3   | <ul style="list-style-type: none"> <li>• Probability and statistics</li> <li>• Discussion: probability and statistics</li> <li>• <b>Article summary due Oct. 3</b></li> <li>• <b>Homework Assignment 6 due Oct. 3</b></li> <li>• <b>Final Project: Approval of Topic due Oct. 3</b></li> </ul>                                      |
| <b>Week 8:</b><br>Oct. 10  | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation</li> <li>• Discussion: hypothesis testing &amp; estimation</li> <li>• <b>Article summary due Oct. 10</b></li> <li>• <b>Homework Assignment 7 due Oct. 10</b></li> </ul>  |
| <b>Week 9:</b><br>Oct. 17  | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation</li> <li>• Discussion: hypothesis testing &amp; estimation</li> <li>• <b>Article summary due Oct. 17</b></li> <li>• <b>Homework Assignment 8 due Oct. 17</b></li> <li>• <b>Final Project: Written plan for research project due Oct. 17</b></li> </ul> |
| <b>Week 10:</b><br>Oct. 24 | <ul style="list-style-type: none"> <li>• The difference between two means</li> <li>• Discussion: dental anthropology</li> <li>• <b>Article summary due Oct. 24</b></li> <li>• <b>Homework Assignment 9 due Oct. 24</b></li> </ul>   |
| <b>Week 11:</b><br>Oct. 31 | <ul style="list-style-type: none"> <li>• Non-parametric tests</li> <li>• Discussion: paleopathology</li> <li>• <b>Article summary due Oct. 31</b></li> <li>• <b>Homework Assignment 10 due Oct. 31</b></li> </ul>   |
| <b>Week 12:</b><br>Nov. 7  | <ul style="list-style-type: none"> <li>• The analysis of frequencies</li> <li>• Discussion: paleopathology</li> </ul>   |

|                            |  |
|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• <b>Article summary due Nov. 7</b></li> <li>• <b>Homework Assignment 11 due Nov. 7</b></li> </ul>  |
| <b>Week 13:</b><br>Nov. 14 | <ul style="list-style-type: none"> <li>• Correlation analysis</li> <li>• Discussion: virtual anthropology, fossil reconstruction &amp; geometric morphometrics</li> <li>• <b>Article summary due Nov. 14</b></li> <li>• <b>Homework Assignment 12 due Nov. 14</b></li> </ul> |
| <b>Week 14:</b><br>Nov. 21 | <ul style="list-style-type: none"> <li>• Review</li> <li>• <b>Homework Assignment 13 due Nov. 21</b></li> </ul>  |
| <b>Week 15:</b><br>Nov. 28 | <ul style="list-style-type: none"> <li>• <b>Final Presentations</b></li> </ul>   |
| <b>Week 16:</b><br>Dec. 5  | <b>Final Paper Due</b>   |

This syllabus is tentative and may change during the semester. It is your responsibility to come to class and check WebCourses for updates. Any changes to readings or assignments will be given in advance.

## Required Readings (Tentative List)

(Check WebCourses for updates. Any additions will be announced during the previous week.)

### ***Week 1 Course Introduction***

### ***Week 2 Introduction to statistics and simple descriptive statistics; Research design***

#### Required Readings

- Madrigal Chapter 1
- DiGangi, E. A., & Moore, M. K. (2013). Chapter 2 - Application of the Scientific Method to Skeletal Biology. In E. A. DiGangi & M. K. Moore (Eds.), *Research Methods in Human Skeletal Biology* (pp. 29-59). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-385189-5.00002-9>
- Gastel, B. & Day, R.A. (2013) Chapter 1 – What is scientific writing? In B. Gastel & R.A. Day (Eds.), *How to Write and Publish a Scientific Paper* 8th Edition (pp. 3-5). Greenwood Press.
- Gastel, B. & Day, R.A. (2013) Chapter 4 – What is a scientific paper? In B. Gastel & R.A. Day (Eds.), *How to Write and Publish a Scientific Paper* 8th Edition (pp. 18-23). Greenwood Press.

### ***Week 3 Labor Day – No Class***

### ***Week 4 Looking at data: descriptive statistics; The biological profile - age at death & sex estimation***

#### Required Readings

- Madrigal Chapter 2
- Patterson, M., & Tallman, S. (2019). Cranial and Postcranial Metric Sex Estimation in Modern Thai and Ancient Native American Individuals. *Forensic Anthropology*, 2(4). <https://doi.org/10.5744/fa.2019.1009>

#### Further Reading – The Biological Profile

- Krishan, K., Chatterjee, P. M., Kanchan, T., Kaur, S., Baryah, N., & Singh, R. K. (2016). A review of sex estimation techniques during examination of skeletal remains in forensic anthropology casework. *Forensic Sci Int*, 261, 165 e161-168. <https://doi.org/10.1016/j.forsciint.2016.02.007>
- Ubelaker, D. H., & Khosrowshahi, H. (2019). Estimation of age in forensic anthropology: historical perspective and recent methodological advances. *Forensic Sci Res*, 4(1), 1-9. <https://doi.org/10.1080/20961790.2018.1549711>

### ***Week 5 Looking at data: descriptive statistics; The biological profile - ancestry & stature estimation***

#### Required Readings

- Madrigal Chapter 2
- Smith, A. C., & Boaks, A. (2014). How "standardized" is standardized? A validation of postcranial landmark locations. *J Forensic Sci*, 59(6), 1457-1465. <https://doi.org/10.1111/1556-4029.12576>

#### Further Reading – The Biological Profile

- Cunha, E., & Ubelaker, D. H. (2020). Evaluation of ancestry from human skeletal remains: a concise review. *Forensic Sci Res*, 5(2), 89-97. <https://doi.org/10.1080/20961790.2019.1697060>
- Spradley, M. K. (2016). Metric Methods for the Biological Profile in Forensic Anthropology: Sex, Ancestry, and Stature. *Acad Forensic Pathol*, 6(3), 391-399. <https://doi.org/10.23907/2016.040>

### ***Week 6 Probability and statistics***

#### Required Readings

- Madrigal Chapter 3
- Wolfe, C. A., & Herrmann, N. P. (2021). Interpreting error in the estimation of skeletal growth profiles from past populations: An example demonstrating skeletal growth in historic African American communities. *American Journal of Biological Anthropology*, 177(1), 83-99. <https://doi.org/10.1002/ajpa.24415>

### ***Week 7 Probability and statistics***

#### Required Readings

- Madrigal Chapter 3
- Schillaci, M. A., & Schillaci, M. E. (2009). Estimating the probability that the sample mean is within a desired fraction of the standard deviation of the true mean. *J Hum Evol*, 56(2), 134-138. <https://doi.org/10.1016/j.jhevol.2008.08.019>

### ***Week 8 Hypothesis testing & estimation***

#### Required Readings

- Madrigal Chapter 4
- Byers, S. N. (2000). Testing type II error rates in biological anthropology. *American Journal of Physical Anthropology*, 111(2), 283-289. [https://doi.org/https://doi.org/10.1002/\(SICI\)1096-8644\(200002\)111:2<283::AID-AJPA11>3.0.CO;2-1](https://doi.org/https://doi.org/10.1002/(SICI)1096-8644(200002)111:2<283::AID-AJPA11>3.0.CO;2-1)

### ***Week 9 Hypothesis testing & estimation***

#### Required Readings

- Madrigal Chapter 4
- Smith, R. J. (2018). The continuing misuse of null hypothesis significance testing in biological anthropology. *Am J Phys Anthropol*, 166(1), 236-245. <https://doi.org/10.1002/ajpa.23399>

### ***Week 10 The difference between two means; Dental anthropology***

#### Required Readings

- Madrigal Chapter 5
- Ortiz, A., Bailey, S. E., Schwartz, G. T., Hublin, J. J., & Skinner, M. M. (2018). Evo-devo models of tooth development and the origin of hominoid molar diversity. *Sci Adv*, 4(4), eaar2334. <https://doi.org/10.1126/sciadv.aar2334>

### ***Week 11 Non-parametric tests; Paleopathology***

#### Required Readings

- Madrigal Chapter 7
- Spake, L., Hoppa, R. D., Blau, S., & Cardoso, H. F. V. (2021). Lack of biological mortality bias in the timing of dental formation in contemporary children: Implications for the study of past populations. *Am J Phys Anthropol*, 174(4), 646-660. <https://doi.org/10.1002/ajpa.24218>

#### Further Readings

- Wood, J. W., Milner, G. R., Harpending, H. C., Weiss, K. M., Cohen, M. N., Eisenberg, L. E., Hutchinson, D. L., Jankauskas, R., Cesnys, G., Gintautas, x10c, esnys, Katzenberg, M. A., Lukacs, J. R., McGrath, J. W., Roth, E. A., Ubelaker, D. H., & Wilkinson, R. G. (1992). The Osteological Paradox: Problems of Inferring Prehistoric Health from Skeletal Samples [and Comments and Reply]. *Current Anthropology*, 33(4), 343-370.

### ***Week 12 The analysis of frequencies; Paleopathology***

#### Required Readings

- Madrigal Chapter 8

- Orellana-Gonzalez, E., Sparacello, V. S., Bocaage, E., Varalli, A., Moggi-Cecchi, J., & Dori, I. (2020). Insights on patterns of developmental disturbances from the analysis of linear enamel hypoplasia in a Neolithic sample from Liguria (northwestern Italy). *Int J Paleopathol*, 28, 123-136. <https://doi.org/10.1016/j.ijpp.2019.12.005>
- Molto, J. E., Kirkpatrick, C. L., & Keron, J. (2019). The paleoepidemiology of Sacral Spina Bifida Occulta in population samples from the Dakhleh Oasis, Egypt. *Int J Paleopathol*, 26, 93-103. <https://doi.org/10.1016/j.ijpp.2019.06.006>

#### Further Readings - Paleopathology

- Grauer, A. L. (2018). A century of paleopathology. *Am J Phys Anthropol*, 165(4), 904-914. <https://doi.org/10.1002/ajpa.23366>

### ***Week 13 Correlation analysis; Virtual anthropology, fossil reconstruction & geometric morphometrics***

#### Required Readings

- Madrigal Chapter 9
- Neubauer, S., Hublin, J. J., & Gunz, P. (2018). The evolution of modern human brain shape. *Sci Adv*, 4(1), eaao5961. <https://doi.org/10.1126/sciadv.aao5961>

#### Further Readings

- Baab, K. L., McNulty, K. P., & Rohlf, F. J. (2012). The shape of human evolution: a geometric morphometrics perspective. *Evol Anthropol*, 21(4), 151-165. <https://doi.org/10.1002/evan.21320>
- Gunz, P., Mitteroecker, P., Neubauer, S., Weber, G. W., & Bookstein, F. L. (2009). Principles for the virtual reconstruction of hominin crania. *J Hum Evol*, 57(1), 48-62. <https://doi.org/10.1016/j.jhevol.2009.04.004>
- Slice, D. E. (2007). Geometric morphometrics. <https://doi.org/10.1146/annurev.anthro.34.081804.120613>

#### ***Week 14 Review***

#### ***Week 15 Final Presentations***

# SCIENCE, TECHNOLOGY, AND CULTURE



ANT 4081

Section 0M01

Fall 2022

Monday & Wednesday: 3:30pm – 4:20pm & Online

BA1 122

3 Credit Hours

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Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

shana.harris@ucf.edu

407-823-4963

Office Hours (Zoom): Thursday, 12:00pm – 1:30pm

## Course Description

Astronomer Carl Sagan said, “We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology,” confirming the urgent need for us to learn more about them and their effects on the world. This course addresses this need by engaging with science and technology from an anthropological perspective. Drawing on work from cultural and medical anthropology as well as science and technology studies, we will explore how technological innovation and scientific practices influence our lives in both the past and present. Course materials will cover a range of topics that affect and intersect with science and technology, such as race, identity, health, and social justice, in multiple contexts, including Argentina, Germany, and the United States. By engaging with key areas of anthropological inquiry on these topics, this course will force us to critically examine how culture shapes science and technology, and vice versa.

## Public Course Description

This course critically examines how culture shapes science and technology and vice versa.

## Prerequisites

Sophomore standing or Consent of Instructor



## Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways science and technology are produced, experienced, and deployed in various cultural contexts; 2) to expose you to key areas of concern in the anthropology of science and technology; and 3) to instigate critical thinking about science and technology and their effects locally and globally.

## Class Structure

This mixed mode course will be both face-to-face and online. Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries. The online component of the course will be via Webcourses (see below for details).

## Office Hours

Office hours will be via Zoom (link available on Webcourses). An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: <https://cdl.ucf.edu/support/webcourses>.

## Course Requirements

### *Reading and Participation*

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

### *Attendance*

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

### *Midterm Exam (40 points)*

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be no make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### ***Final Exam (40 points)***

The final exam will consist of multiple choice, true/false, and/or short answer questions, and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### ***Quizzes (5 points each, 60 points total)***

There will be 14 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 2-3 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. There will be **no make-up** for missed quizzes because your two lowest quiz scores will be dropped at the end of the semester.

### ***Online Component – Research Paper (60 points)***

The online component of this course is a research paper. This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three cultural anthropology articles, one cultural anthropology book, or three chapters from an edited cultural anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to the body. For example, you can examine how cultural or political ideas are represented in or applied to the body or you can use a particular bodily practice as a way to analyze cultural values or ideals in a specific context. Dr. Harris will provide a list of topic ideas to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and information available.

### ***Grading Structure***

|                        |           |
|------------------------|-----------|
| Midterm Exam           | 40 points |
| Final Exam             | 40 points |
| Quizzes (12 out of 14) | 60 points |
| Research Paper         | 60 points |

Total: 200 points

Class participation will be used to help students whose final course grade is on the borderline.

### ***Grading Scale***

| Grade        | A       | A-      | B+      | B       | B-      | C+      | C       | C-      | D+      | D       | D-      | F     |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Total Points | 200-187 | 186-179 | 178-173 | 172-167 | 166-159 | 158-153 | 152-147 | 146-139 | 138-133 | 132-127 | 126-119 | 118-0 |

## Course Policies

### *Computer Policy*

Research shows that typing notes on a computer is less effective than taking notes with pen and paper for retaining information. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand.

Because you will not have access to electronic versions of the readings during class, you should bring hard copies for use during class discussion. You can print for **free** at different locations on campus (<https://studentgovernment.ucf.edu/services/academic/printing>). If you are an Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

### *Respectful Behavior*

Diversity is a defining feature and strength of UCF. Our differences with respect to race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, and more enhance our ability to achieve UCF's core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued.

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

### *Open Exchange*

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

### *Knights Email and Webcourses Communication*

There will be important email and Webcourses communications between Dr. Harris and the class. You are responsible for checking your Knights email and Webcourses regularly (at least once a day).

### *Late Policy*

Late assignments will receive a lower grade. For research paper assignments, your grade will be

lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

### ***Grade Disputes***

If you want to dispute a grade on a particular assignment, please come to Dr. Harris's office hours to discuss it. If she agrees to re-read your work, please be aware that her willingness to do so is not a guarantee that your grade for the assignment will be changed.

### ***Academic Integrity***

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* your 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 your own.
- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

### ***Responses to Academic Misconduct***

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an exam or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>.

## ***Campus Safety***

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You 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)
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into [my.ucf.edu](http://my.ucf.edu). 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

## ***Deployed Active Duty Military Students***

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

## ***Make-Up Assignments for Authorized University Activities***

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <https://policies.ucf.edu/documents/4-401.pdf>

## ***Religious Observance***

You must notify Dr. Harris in advance if you will miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

## ***Obtaining Notes for Missed Lectures***

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is your responsibility to obtain notes from a classmate for that lecture.

### *In-Class Recording*

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

### *Student Accessibility*

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 Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her 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, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

### *Writing Center Services*

You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops and host writing groups. To learn more about the Writing Center's services and/or to schedule an online or in-person appointment: <https://uwc.cah.ucf.edu>.

## **Academic Activity Record**

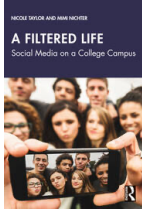
You must document your academic activity at the beginning of the semester by completing an Academic Activity Quiz on Webcourses by **Friday, August 26**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Not completing the quiz may result in a delay in the disbursement of your financial aid.

## **Required Texts**

The required books for this course are:



- Saini, Angela. 2019. *Superior: The Return of Race Science*. Boston: Beacon Press.



- Taylor, Nicole, and Mimi Nichter. 2022. *A Filtered Life: Social Media on a College Campus*. New York: Routledge.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at <https://webcourses.ucf.edu>, go to Courses, and select ANT4081-22Fall 0M01. Technical support for Webcourses is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu), 407-823-0407, and <https://cdl.ucf.edu/support/webcourses>.

## Course Schedule

### Week 1

#### Monday, August 22

- TOPIC: Syllabus and course overview

#### Wednesday, August 24

- TOPIC: Scientific Knowledge
- READINGS: Latour, Bruno and Steve Woolgar. 1986. *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press. (pg. 27-33)

Latour, Bruno. 1987. *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge: Harvard University Press. (Introduction, pg. 1-17)

Viner, Katharine. 2016. "How Technology Disrupted the Truth." *The Guardian*, 12 July, <http://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth>

### Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).

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### Week 2

#### Monday, August 29

- GUEST SPEAKER: Missy Murphey – UCF Library

- NO READING

**Wednesday, August 31**

QUIZ #1

- TOPIC: Expert Knowledge
- READING: Goldstein, Donna, and Kira Hall. 2015. "Mass Hysteria in Le Roy, New York: How Brain Experts Materialized Truth and Outsourced Environmental Inquiry." *American Ethnologist* 42:640-657.

**Online**

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
- 

**Week 3**

**Monday, September 5**

- NO CLASS – LABOR DAY

**Wednesday, September 7**

QUIZ #2

- TOPIC: Lay Expertise
- READINGS: Epstein, Steven. 1995. "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials." *Science, Technology, & Human Values* 20(4):408-437.  
  
Kramer, Larry. 1983. "1,112 and Counting." *New York Native*, March 17-24.

**Online**

- Assignment #3: Begin searching for articles/book/book chapters (instructions on Webcourses).
  - VIDEO: "How To Survive a Plague"
- 

**Week 4**

**Monday, September 12**

QUIZ #3

- TOPIC: Race Science – Part 1



- READING: Saini, Ch. 2 - Ch. 4 (pg. 25-70)

### Wednesday, September 14

- TOPIC: Race Science – Part 2
- READING: Saini, Ch. 5 - Ch. 7 (pg. 71-125)

### Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
- 

### Week 5

### Monday, September 19

- GUEST SPEAKER: Dr. Donovan Adams – UCF Department of Anthropology
- NO READING

### Wednesday, September 21

QUIZ #4

- TOPIC: Race Science – Part 3
- READING: Saini, Ch. 10 - Ch. 11 (pg. 166-202)

### Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
- 

### Week 6

### Monday, September 26

QUIZ #5

- TOPIC: Race and Technology – Part 1
- READING: Benjamin, Ruha. 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press. (Ch. 1, pg. 49-76)

**Wednesday, September 28**

- TOPIC: Race and Technology – Part 2
- NO READING
- VIDEO: “Coded Bias” (Part 1)

**Online**

- Assignment #6: Read and annotate (instructions on Webcourses).
- 

**Week 7**

**Monday, October 3**

- TOPIC: Race and Technology – Part 3
- NO READING
- VIDEO: “Coded Bias” (Part 2)

**Wednesday, October 5**

QUIZ #6

- TOPIC: Poverty and Technology
- READING: Eubanks, Virginia. 2018. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. New York: St. Martin’s Press. (Ch. 4, pg. 127-173)

**Online**

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
- 

**Week 8**

**Monday, October 10**

MIDTERM EXAM

**Wednesday, October 12**

QUIZ #7

- TOPIC: Social Media – Part 1

- READING: Taylor and Nichter, Ch. 1 (pg. 27-54)

**Online**

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).
- 

**Week 9**

**Monday, October 17**

QUIZ #8

- TOPIC: Social Media – Part 2
- READING: Taylor and Nichter, Ch. 2 (pg. 55-87)

**Wednesday, October 19**

- TOPIC: Social Media – Part 3
- READING: Taylor and Nichter, Ch. 3 (pg. 88-123)

**Online**

- Assignment #9: Begin writing research paper (instructions on Webcourses).
- 

**Week 10**

**Monday, October 24**

QUIZ #9

- TOPIC: Social Media – Part 4
- READING: Taylor and Nichter, Ch. 4 (pg. 124-160)

**Wednesday, October 26**

- TOPIC: Genetics and Identity – Part 1
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 1, pg. 31-66)

**Online**

- Assignment #10: Proceed with writing research paper (instructions on Webcourses).

## **Week 11**

**Monday, October 31**

QUIZ #10

- TOPIC: Genetics and Identity – Part 2
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 2, pg. 67-103)

**Wednesday, November 2**

- TOPIC: Genetics and Identity – Part 3
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 3, pg. 105-141)

**Online**

- Assignment #11: Proceed with writing research paper (instructions on Webcourses).
- 

## **Week 12**

**Monday, November 7**

QUIZ #11

- TOPIC: Science and Social Justice
- READING: Gandsman, Ari. 2009. “Do You Know Who You Are?": Radical Existential Doubt and Scientific Certainty in the Search for the Kidnapped Children of the Disappeared in Argentina.” *Ethos* 37:441-465.

**Wednesday, November 9**

- NO CLASS
- VIDEO: “Dramatic Stories of Argentina’s Stolen Children”

**Online**

- Assignment #12: Proceed with writing research paper (instructions on Webcourses).

### ***Week 13***

**Monday, November 14**

QUIZ #12

- TOPIC: Technology and Tragedy
- READING: Black, Edwin. 2001. *IBM and the Holocaust*. Washington, D.C.: Dialog Press. (Ch. 1- Ch. 3, pg. 19-74)

**Wednesday, November 16**

- TOPIC: Technology and the Body – Part 1
- READING: Lupton, Deborah. 2016. *The Quantified Self*. Cambridge: Polity Press. (Ch. 3, pg. 64-87).

**Online**

- Assignment #13: Proceed with writing research paper (instructions on Webcourses).
- 

### ***Week 14***

**Monday, November 21**

QUIZ #13

- TOPIC: Technology and the Body – Part 2
- READING: Fotopoulou, Aristeia, and Kate O’Riordan. 2017. “Training to Self-Care: Fitness Tracking, Biopedagogy, and the Healthy Consumer.” *Health Sociology Review* 26(1): 54-68.

**Wednesday, November 23**

- NO CLASS – THANKSGIVING BREAK

**Online**

- Assignment #14: Proceed with writing research paper (instructions on Webcourses).
- 

### ***Week 15***

**Monday, November 28**

QUIZ #14

- TOPIC: Technology and the Body – Part 3

- **READING:** Ajana, Btihaj. 2022. "Personal Science and the Quantified Self Guru." In *Digital Wellness, Health, and Fitness Influencers: Critical Perspectives on Digital Guru Media*, edited by Stefan Lawrence. London: Routledge.

**Wednesday, November 30**

- **TOPIC:** Final Exam Review
- **NO READING**

**Online**

- Assignment #15: Proceed with writing and final editing (instructions on Webcourses).
- 

***Finals Week***

**Sunday, December 4**

Research Paper due by  
11:59pm

**TBD**

FINAL EXAM



## ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

|              |  |                      |                                 |
|--------------|--|----------------------|---------------------------------|
| Instructor:  | <i>Scott Branting</i>                      | Term:                | <i>Fall 2022</i>                |
| Office:      | <i>Online</i>                              | Credit Hours         | <i>3</i>                        |
| Phone:       | <i>(407) 823-4962</i>                      | Class Meeting Days:  | <i>W</i>                        |
| E-Mail:      | <i>scott.branting@ucf.edu</i>              | Class Meeting Hours: | <i>10:30am – 1:20pm</i>         |
| Website:     | <i>UCF Webcourses</i>                      | Class Location:      | <i>CB1 219</i>                  |
| Office Hours | <i>Dr. Branting W 2:00-3:30 or by</i>      | TA:                  | <i>Lexie Brock</i>              |
| Online Only: | <i>appointment</i>                         | TA email:            | <i>alexandria.brock@ucf.edu</i> |
|              | <i>Lexie M 3:00-4:30, F 9:00-10:30, or</i> |                      |                                 |
|              | <i>by appointment</i>                      |                      |                                 |

#### University Course Catalog Description

This course provides an introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

## Course Prerequisites

None

## Required Text and Articles

Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF). The following texts are also required for the course:

- Bolstad, P. (2019): GIS Fundamentals: A First Text on Geographic Information Systems (6<sup>th</sup> Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis. (Available as a DRM-free eBook for access/download through the UCF Library.)

## Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

| <b>Assignments</b>   | <b>Due Date</b>   | <b>Percent of Grade</b>                 | <b>Max. Points</b> |
|--|---|---|--------------------|
| Syllabus Quiz  | By Friday of Week 1, August 26 <sup>th</sup> , at 3pm     | 1% and federal verification requirement | 1                  |
| Laboratory Exercises   | Wednesday at 10:30am on the week due via webcourses       | 40%                                     | 40                 |
| Participation in Classroom Activities - Graduate students are expected to take a larger participatory role | Usually in class each Wednesday                           | 4%                                      | 4                  |
| Undergraduate Grant Application or Graduate Grant Application  | Wednesday December 1 <sup>st</sup> at 10:30am             | 45%                                     | 45                 |
| Oral Presentation of Project   | Assigned Classroom Period in Week 15 and Finals Week (16) | 10%                                     | 10                 |



The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

| <b>Letter Grade</b> | <b>Points</b>   |
|---------------------|-----------------|
| A                   | 93 – 100 points |
| A-                  | 90 – 92 points  |
| B+                  | 87 – 89 points  |
| B                   | 83 – 86 points  |
| B-                  | 80 – 82 points  |
| C+                  | 77 – 79 points  |
| C                   | 73 – 76 points  |
| C-                  | 70 – 72 points  |
| D+                  | 67 – 69 points  |
| D                   | 63 – 66 points  |
| D-                  | 60 – 62 points  |
| F                   | 59 and below    |

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

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

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

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

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

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

### **Course Accessibility**

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

### **In-Class Recording**

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.

### **University Writing Center:**

The University Writing Center (<https://guides.ucf.edu/writingcenter>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

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

### **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 <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Accommodations for 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.

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>) or if you are representing the university in an authorized event or activity (UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>), will be provided with an alternative time for their presentations.

### **Updates and Notifications**

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

### **Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### **Grades of “Incomplete”**

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

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles and the required text (Wheatley and Gillings 2002) are available through the UCF Library.

| Week | Day | Date       | Topic<br>Assignments Due   | Reading Assignments   |
|------|-----|------------|--|---|
| 1    | W   | Aug.<br>24 | What is GIS<br><br>Course Introduction, What is GIS, Syllabus Quiz<br><br><b>ASSIGNMENT: Syllabus Quiz due Fri. Aug. 26<sup>th</sup>, 3pm</b>  | <b>Bolstad pp. 1-23</b><br><br><b>Wheatley and Gillings pp. 1-21</b>  |
| 2    | W   | Aug.<br>31 | GIS Projects – Data and basic manipulation<br><br>Classroom session with GIS Examples from Class and Introduction to GIS Lab<br><br><b>ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)</b> | <b>Wheatley and Gillings pp. 23-59;</b><br><br><b>Bolstad pp. 168-191; 373-419; 617-634</b><br><br>For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 27-167.   |
| 3    | W   | Sept<br>7  | Data Collection, Surveys, Surveying<br><br>Classroom session and GIS Data Lab<br><br><b>ASSIGNMENT: Introduction to GIS Lab due at start of class</b>  | <b>Wheatley and Gillings pp. 59-87</b><br><br><b>Bolstad pp. 331-365; 299-326</b><br><br>For additional information on GPS and surveying see: Bolstad pp. 201-237.  |
| 4    | W   | Sept<br>14 | Remote Sensing<br><br>Classroom session and Remote Sensing Lab<br><br><b>ASSIGNMENT: GIS Data Lab due at start of class</b>  | <b>Bolstad pp. 245-292</b><br><br>For additional types of raster based analysis see: Bolstad pp. 445-475.<br><br><b>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</b><br><br><b>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</b> |

|   |   |            |   |   |
|---|---|------------|---|---|
| 5 | W | Sept<br>21 | Quantitative and Qualitative Data<br><br>Classroom session and<br>Integration Lab<br><br><b>ASSIGNMENT: GIS Idea to Share with Class</b><br><br><b>ASSIGNMENT: Remote Sensing Lab due at start of class</b> | <b>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</b><br><br>Boschmann and Cubbon (2014): “Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research”                                       |
| 6 | W | Sept<br>28 | Perception – Viewsheds, Soundsheds, Smellsheds<br><br>Classroom session and<br>Perception Lab<br><br><b>ASSIGNMENT: Integration Lab due at start of class</b>   | <b>Wheatley and Gillings pp. 201-216;</b><br><br>For additional terrain analysis see: Bolstad pp. 485-509.<br><br><b>Nutsford et al. (2015): “Personalizing the Viewshed: Visibility Analysis from the Human Perspective”;</b><br><br><b>Brabyn (2015): “Modelling landscape experience using ‘experions”</b> |
| 7 | W | Oct<br>5   | Transportation and Movement<br><br>Classroom session and<br>Transportation Lab<br><br><b>ASSIGNMENT: Perception Lab due at start of class</b>   | <b>Bolstad pp. 420-428</b><br><br><b>Hall and Smith (2014): “Knowing the City: maps, mobility, and urban outreach work”;</b><br><br><b>Branting (2012): “Seven Solutions for Seven Problems with Least Cost Pathways”</b>   |
| 8 | W | Oct<br>12  | Location – Boundaries, Borderlands, Central places, Spatial Hierarchies<br><br>Classroom session and<br>Location Theory Lab<br><br><b>ASSIGNMENT: Transportation Lab due at start of class</b>              | <b>Wheatley and Gillings pp. 147-164;</b><br><br><b>Wright (1986): “The Evolution of Civilizations”;</b><br><br><b>Mu and Wang (2006): “Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy”</b>  |

|    |   |           |  |  |
|----|---|-----------|--|--|
| 9  | W | Oct<br>19 | Demography – Population, Densities, Interactions<br><br>Classroom session and<br>Demography Theory Lab<br><br><b>ASSIGNMENT: Location Theory Lab due at start of class</b>       | Naroll (1962): “Floor Area and Settlement Population”;<br><br>Reibel (2007): “Geographic Information Systems and Spatial Data Processing in Demography: a Review”;<br><br>Khormi and Kumar (2011): “Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study”   |
| 10 | W | Oct<br>26 | Spatial Analysis, Spatial Statistics, and Modeling<br><br>Classroom session<br>Spatial Analysis Lab<br><br><b>ASSIGNMENT: Demography Theory Lab due at start of class</b>        | Wheatley and Gillings pp. 89-106, 125-146;<br><br>Bolstad pp. 521-561, 573-606<br><br>Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;<br><br>Vogel et al. (2016): “The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i> ” |
| 11 | W | Nov<br>2  | Visualization and Virtual Reality<br><br>Classroom session<br>Visualization Lab and<br>Proposal Preparation<br><br><b>ASSIGNMENT: Spatial Analysis Lab due at start of class</b> | Wilhelmson and Dell’Unto (2015): “Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context”;<br><br>Verykokou et al. (2016): “Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows”  |
| 12 | W | Nov<br>9  | Proposal Preparation Class<br><br><b>ASSIGNMENT: Visualization Lab due at start of class</b>   |  |

|        |   |           |   |  |
|--------|---|-----------|---|--|
| 13     | W | Nov<br>16 | Visualization Projects Showcase and<br>Proposal Preparation Class   |  |
| 14     | W | Nov<br>23 | <b>THANKSGIVING HOLIDAY</b><br><b>NO CLASS</b>  |  |
| 15     | W | Nov<br>30 | <b>STUDENT PRESENTATIONS</b><br><b>ASSIGNMENT DUE AT START OF CLASS</b><br><b>Wednesday, November 30</b><br><b>Undergraduate Grant Application (8-10 pages)</b><br><b>Graduate Grant Application (10 pages)</b> |  |
| Finals | W | Dec<br>7  | <b>STUDENT PRESENTATIONS</b><br><b>*Note Different Time: 10:00amU-12:50pm</b>   |  |

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