

Welcome to:

History of Anthropological Thought



ANT 4034M - Spring 2022
Mon & Wed: 2:30 am - 3:20 pm,
& Online Component: to be completed between Thur. and
Sun. (unless stated otherwise)
Location: BA-1, Room 122



Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology
Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Wed. 4:45–6 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309

E-mail: jmishtal@ucf.edu (preferred contact method) Phone: (407) 823-2227

Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate

Office Hrs: Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309

E-mail: abigail.shepherd@knights.ucf.edu Phone: (407) 823-2227

Office Hours

Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas. Please let us know if you plan to see us 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>

COVID-19 Status for Professor and GTA: we are fully vaccinated and boosted! to protect ourselves and you. Please vaccinate and mask up!

We will be wearing masks for classes and expect you to do the same.

Course Description and Objectives:

Anthropology as a discipline has an extraordinarily diverse and rich intellectual history. Anthropologists have come a long way from their beginnings at the end of the 19th century when of primary interest was the study of “exotic” people and the discipline was implicated in the European colonial domination. In the second half of the 20th century, anthropology underwent intense transformations as a result of critiques and challenges emerging both inside and outside of the discipline, and as a result of new intellectual currents forming in social sciences and the world at large. Thus, present-day anthropology is vastly different from its 19th century beginnings in terms of theory, methods, and with respect to how anthropology is used. Moreover, contemporary anthropology draws on a number of other intellectual traditions, in particular gender studies and history, and participates in intellectual discussions across disciplinary boundaries. Rather than attempting to cover every “school of thought” since the 19th century, this course focuses on key theoretical currents that have been significant to the way anthropology is done today. Some of the earlier theories presented in the first half of the course are important to understand as the historical backdrop against which new thinking emerged. The latter half of the course will focus on major present-day debates in anthropology, including globalization, political economy, neoliberalization, class, gender, and race.

At the end of the course we will closely examine how these themes emerge in an award-winning contemporary ethnography that intertwines several theoretical paradigms.

Class Objectives:

- 1.) To become familiar with the historical trajectory of anthropological thinking
 - 2.) To understand the relationship between theoretical paradigms and their historical contexts
 - 3.) To relate academic thinking to “real world” issues
 - 4.) To develop an appreciation of critiques of anthropological thinking over time and the ensuing changes
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COVID-19 UCF RULES:

MASK UP & VACCINATE!



University-Wide Mask Policy for Indoor Classes:

Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.

Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

COVID-19 and Illness Notification

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact us **before** missing class.

Course Materials:

1. Required Book: (used copies sold on Amazon for \$10-\$12):

Donna Goldstein. *Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown*. UC Press: Berkeley, 2003 [Preface 2013]. (received the prestigious Margaret Mead Award)

2. Required Articles:

Several articles are also required and are available to students electronically on Canvas (Webcourses) for our course. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Students are required to download all available texts for this course as soon as possible.

3. Required Films:

Students are required to see all films and 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.

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.

Examinations and Grading Policy:

Descriptions of Exams and Online Work:

1. Exam I: 35 points

The exam will consist of up to 35 questions (multiple choice, true/false). The exam will cover concepts from all texts, videos, lectures that were covered. Please bring a brown scantron and #2 pencils to the exam.

2. Exam II: 35 points

The second exam (on the last day of classes) will consist of up to 35 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3. Online Work: 30 points (10 points paper #1, and 20 points for paper #2)

The online work will consist of weekly readings and/or viewing of films relevant to the class, which will either expand on or add to the material covered in class, or alternatively illustrate some of the theoretical concepts presented in class and readings. Questions from these assignments are fair game for the exams.

Additionally, there will be 2 written Response Papers to be submitted for grading in week 5 and at the end of the semester. These papers will consist of a written response to a film: you might be asked to answer a specific question or two, or you might have to identify the theoretical approach/es evident in a particular film, and then compose a written response. Instructions for each week are located on Canvas.

Two written assignments:

a.) Response Paper #1: based on the film “Margaret Mead: Taking Note.” Due by midnight Feb. 13, 2022. Length: 400-430 words. Instructions and rubric will be provided.

b.) Response Paper #2: based on the film “City of God.” Due during the final exam period by midnight Apr. 27, 2022. Length: 470-500 words. Instructions and rubric will be provided.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, assignments submitted late will be graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams. After the first student who completed the test left the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.
- **NO Make-Up Exams will be given.** If a student misses an exam, a zero will be given for that test.

Grading scale:

| Letter Grade | Percentages |
|--------------|--------------|
| A | 94 - 100 |
| A- | 90 - 93 |
| B+ | 87 - 89 |
| B | 84 - 86 |
| B- | 80 - 83 |
| C+ | 77 - 79 |
| C | 74 - 76 |
| C- | 70 - 73 |
| D+ | 67 - 69 |
| D | 64 - 66 |
| D- | 60 - 63 |
| F | 59 and below |

Summary of points:

1. Exam I: 35 points
 2. Exam II: 35 points
 3. Response Paper #1: 10 points
 4. Response Paper #2: 20 points
- Attendance, class participation, and computer/phone use will be used in borderline cases.

Total: 100 points (100%)

Weekly Schedule

WEEK 1:

1/10 - **Mon:** Introduction of the course and overview of the syllabus.

1/12 - **Wed:** Anthropological fieldwork and ethnography.

Read for Wed:

“Shakespeare in the Bush.” by Bohannan, Laura. *Natural History* 1966. Pp. 28-33.

Online Component:

Instructions on Canvas

(Become familiar with our Canvas site.)

WEEK 2: Early “Armchair” Anthropology

1/17 - **Mon:** **NO CLASS** (Martin Luther King Jr. Holiday)

1/19 - **Wed:** Cultures Understood in Evolutionary Terms – Critique of “Armchair” Anthropology.

Read for Wed:

“Ethnical periods.” By Morgan, L.H. 1877, In: *Ancient Society*. Pp. 3-10.

Online Component:

Instructions on Canvas (film “First Contact”)

WEEK 3: British Anthropology – Cultures Understood as Structure and Function

1/24 - **Mon:** E.E. Evans Pritchard – The Nuer of Africa - a case study

Read for Mon:

“Interest in Cattle.” By E.E. Evans Pritchard. In: The Nuer. 1969. Pp. 15-50



1/26 – **Wed:** Pritchard, cont.

Read for Wed: none

Online Component:

Instructions on Canvas

WEEK 4: Cultures Understood as Structure and Function, cont.

1/31 - **Mon:** B. Malinowski – The Trobriand Islands and Ethnographic Fieldwork

Read for Mon:

“Kula: the Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea.” By B. Malinowski, B. 1920. *Man* vol. 20, Pp. 97-105.

2/2 - **Wed:** The Kura Ring – a case study, cont.

Read for Wed: none.

Online Component:

Instructions on Canvas
(Film: “Off the Veranda”)

WEEK 5: American Anthropology – expansion of thinking beyond structure and function

2/7 - **Mon:** Franz Boas & Margaret Mead; Mead’s Research in Samoa

Read for Mon:

“Introduction” and “Formal Sex Relations,” in *Coming of Age in Samoa* by Mead, Margaret. 1928. New York: Harper Collins.

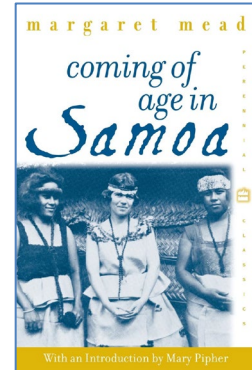
2/9 - **Wed:** Boas and Mead, cont.

Read for Wed: none

Online Component:

Instructions on Canvas.

DUE: Response Paper #1 based on the film “Margaret Mead: Taking Note” and submit it by midnight Feb. 13, 2022.



WEEK 6: American Anthropology, cont. – psychological anthropology

2/14 - **Mon:** Culture and Personality School

Read for Mon:

Benedict, Ruth. “Assignment: Japan.” In: *Chrysanthemum and the sword*. Pp. 1-18.

2/16 - **Wed:** Ruth Benedict, cont.

Read for Wed: none

Online Component:

Instructions on Canvas

WEEK 7: Cultures Understood as Adaptations to Material Needs.

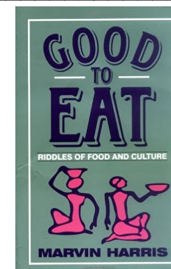
2/21 - **Mon:** Marvin Harris – Cultural Materialism

Read for Mon:

“The Abominable Pig.” By Harris, M. In: *Food and Culture: A Reader*. Pp. 67-79.

2/23 - **Wed:** The Kawelka: Ongka's Big Moka

Read for Wed: none



Online Component:

Instructions on Canvas

(Read: C. Geertz, Interpretive and symbolic anthropology, The Balinese Cockfight)

WEEK 8: Exam week

2/28 - Mon: Exam I Review

3/2 - Wed: Exam I

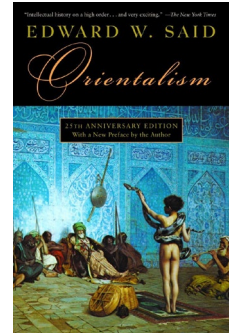
Online Component: None

WEEK 9: The “Crisis of Representation” – a reflective and transformative period in social sciences

3/7 - Mon: Poststructural and Postcolonial Critiques

Read for Mon:

Edward Said: “From Orientalism.” 1994 (1978). *A Critical and Cultural Theory Reader*. Pp. 67-79.



3/9 - Wed: Feminist Anthropology, Black Feminist Thought: Race, Class, and Gender

Read for Wed:

Catherine Lutz: “The Gender of Theory.” 1996. In *Women Writing Culture*, eds. R. Behar and D.A. Gordon

Optional, recommended:

Patricia Hill Collins: “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection.” 1993. *Race , Sex & Class* Pp. 25-45.

Online Component:

Instructions on Canvas

WEEK 10: The “Power Turn” – the importance of examining power relations

3/14 - Mon: Cultures Understood as Power, Conflict, and Resistance. (Marx, Engels, Gramsci as foundations of thought)

Read for Mon: none

3/16 - Wed: Cultures Understood as Power, Conflict, and Resistance.

Read for Wed:

“The Communist Manifesto,” by Marx, K. and F. Engels. 1848.

Online Component:

Instructions on Canvas

WEEK 11: The “Power Turn,” cont.

3/21 - Mon: Power Relations of Socioeconomic Hierarchies.

Read for Mon:

Ehrenreich, Barbara. 1999. “Nickel-and dimed: On (not) getting by in America.” 1999. *Harper’s Magazine*, 1/1999. Pp. 37-52 .

3/23 - Wed: Power Relations of Racialized and Gendered Hierarchies. Intersectionality.
Read for Wed:

Mullings, Leigh. 2005. "Resistance and Resilience: The Sojourner Syndrome and the Social Context of Reproduction in Central Harlem." *Transforming Anthropology* 13(2):79-91.

Online Component:
Instructions on Canvas

WEEK 12: New Section: Brazil - Analysis of an Ethnography in Terms of Theories and Methods

3/28 - Mon: Introducing Brazil and D. Goldstein

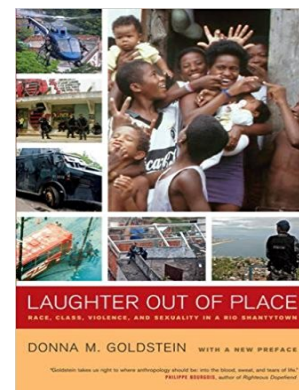
Read for Mon:

Laughter out of Place – Introduction (pp. 1-17)

3/30 - Wed: Brazil ethnography, cont.

Read for Wed:

Laughter out of Place – Ch. 1 (pp. 18-57)



Online Component:
Instructions on Canvas

WEEK 13: Brazil - Analysis of an Ethnography, cont.

4/4 - Mon: Brazil ethnography, cont.

Read for Mon:

Laughter out of Place – Ch. 2 (pp. 58-101)

4/6 - Wed: Brazil ethnography, cont.

Read for Wed:

Laughter out of Place – Ch. 3, pp. 102-135

Online Component:
Instructions on Canvas

WEEK 14: Brazil - Analysis of an Ethnography, cont.

4/11 - Mon: Brazil ethnography, cont.

Read for Mon:

Laughter out of Place – Ch. 4 (pp. 136-173)

4/13 - Wed: Brazil ethnography, cont.

Read for Wed:

Laughter out of Place – Ch. 5 (pp. 174-225)

Online Component:

Instructions on Canvas

(Read: *Laughter out of Place* – Ch. 6, p. 226-258; guiding question on Canvas)

WEEK 15: Brazil - Analysis of an Ethnography, cont.

4/18 - Mon: Brazil ethnography, cont.

Read for Mon:

Laughter out of Place – Ch. 7 (Finish: pp. 259-274)

4/20 - Wed: Review for Exam II

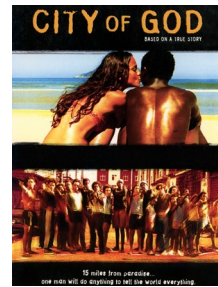
Online Component:

Instructions on Canvas

WEEK 16: EXAM II & FINAL ONLINE ASSIGNMENT

Mon, 4/25: Exam II (in last class), in BA-1, room 122

Wed, 4/27: Final Online Assignment: Response Paper #2 - “City of God” - Due by midnight via Canvas (can submit earlier)



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, 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 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 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. 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 great summer!* ~~~~~



Course Syllabus

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 [Edit](#)



Archaeology

Business

Professor: Stacy Barber

Office: Zoom

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 2:45-4:15pm Tuesday, or by appointment

Course TA: Karla Cardona

Course-Related Email: Webcourses Email Client

Secondary Email: Karla.Cardona@ucf.edu

Office Hours: Wednesdays 10-12 (Zoom) or by email

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and
<https://webcourses.ucf.edu/courses/1395006/assignments/syllabus>

This course is a three credit hour lab class that represents a survey of archaeological field and laboratory techniques, including the interpretation of written archaeological reports. Prerequisite: ANT2140.

Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Course Materials

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

Resources

- Society for American Archaeology: [saa.org](http://www.saa.org/) [\(http://www.saa.org/\)](http://www.saa.org/)
- Register of Professional Archaeologists: rpanet.org [\(https://rpanet.org/\)](https://rpanet.org/)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/) [\(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) [\(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) [\(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>

(<http://www.americanarchaeology.com/aawelcome.html>)

- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org) (<http://www.shovelbums.org/>)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

| Grade Category | Description of Requirement | Weight Toward Final Grade | Point Value |
|---------------------------|---|---------------------------|-------------|
| Quiz | Getting Started Module 100% score required to open Module 1 Due January 14, at 11:59pm | 1 | 10 |
| Midterm | Based on first 1/2 of class February 25 | 12 | 120 |
| Final Exam | Cumulative TBA, date available after Add/Drop | 20 | 200 |
| Attendance | Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. Virtual attendance via Zoom is possible for some lab days, please check with Dr. Barber to confirm. The pertinent days are indicated on the course schedule and in Assignments . | 9 | 90 |
| Weekly Assignments | 8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule . | 38 | 380 |
| Research Project Analysis | 5-7 page written critique of an archaeological research project. Details will be provided in-class. Most associated assignments will be due on Sundays at 11:59pm. Final draft due April 17 at 11:59pm | 20 | 200 |
| TOTAL | | 100 | 1000 |

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word “sneaky” in the subject line by 11:59pm on Sunday, January 17, you’ll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

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

Letter Grade Percentage

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

Covid Policies for 2021-2022 School Year

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

Mask-Wearing in Classrooms

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

General Policies

| | |
|--------------------------|--|
| Contacting Dr. Barber | <p>In this class our official mode of communication is through the email located communication between student and instructor and between student and stu professional. It is the student's responsibility to check the "coursemail" tool fi</p> <p>Teaching this course is my job, so I reserve the right not to respond after bus you email me during those times, you may not receive a response until the r</p> |
| Webcourses@UCF | <p>This is Mixed-Mode course, meaning that some classroom time has been re responsible for making sure that you are able to access the internet and use Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Monday's clas look at the module before you come to class. Note in the schedule where in may take place outside the Business Administration 1 Building or the UCF A</p> <p>You are expected to complete assignments on-time regardless of technologi</p> |
| Accessing On-line Course | <p>Online course content is delivered through modules. To open Module 1, you Started" Module and receive 100% on the 10-point Getting Started quiz.</p> |

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| Content | <p>Each week’s module opens at 8am Sunday of that week. Modules will close notes on module content if you want to study the material after that time!</p> |
| Quizzes and Examinations | <p>Because this school year is a dumpster fire wrapped up in an asteroid strike You cannot collaborate on quizzes or exams, but you can use your notes. I v the questions really hard and perhaps limiting your time on questions.</p> |
| Grading and evaluation | <p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due otherwise through a class-wide announcement. The grading scale used in th section of this syllabus. Note that your final grade is based on the total poin of the semester.</p> <p>Grades will be posted on-line and available to you through the “My Grades” responsible for calculating your own grade. The Webcourses gradebook is g may not be accurate because things like extra credit mess up grade average</p> |
| Attendance | <p>There is an attendance requirement for this course, so your grade will suffer Because your classmates and I don't want to get covid, don't come to class you have to miss an outside day, contact me right away and we will work so counted on days when we have specific, graded in-class activities. See the c</p> |
| Participation, Diversity, and Inclusion | <p>Participation is an important component of this class. While debate and diff this class, remember that this is a professional setting: please be respectful UCF as an institution) expect every member of this class, as part of the univ inclusive and respectful culture. Dimensions of diversity can include sex, rac gender identity and expression, intellectual and physical ability, sexual orien perspectives, socio-economic class, political ideology, education, primary lar experience, cognitive style, and communication style.</p> <p>Being wrong is fine. Disagreeing on something is fine. Being impolite or discr</p> <p>Like many field sciences, the profession of archaeology is rife with examples discrimination. It is very important to me that those problems not be replicate that Title IX prohibits sex discrimination, including sexual misconduct, sexua retaliation. If you or someone you know has been harassed or assaulted, yo support the victim, including confidential resources and information concerni www.shield.ucf.edu (http://www.shield.ucf.edu/) and http://cares.sdes.u</p> <p>.</p> <p>If there are aspects of the design, instruction, and/or experiences within this</p> |

| | |
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| | <p>inclusion or accurate assessment of achievement, please notify me as soon as possible to my office or Accessibility Services.</p> |
| <p>Deadlines and Make-ups</p> | <p>If you miss a deadline, you lose one letter grade for every 24-hour period that you miss. This means that 10% will be taken off of your total points every day. If an assignment is missed, the grade will be lowered plus any deductions taken based on the quality of your work. Assignments will not be accepted after the deadline.</p> <p>Students who represent the university in an authorized event or activity (for example, a student government officer) and are unable to meet a course deadline due to a conflict with that event must provide written documentation in advance to arrange a make-up. No penalty will be applied for a make-up if the student provides the documentation in advance.</p> <p>Students must notify their instructor in advance if they intend to miss class for a reason. If you are unable to attend class, you must provide documentation in advance to arrange a make-up. No penalty will be applied for a make-up if the student provides the documentation in advance.</p> <p>That said, I am not completely evil. If you have an issue, email me before the deadline so we can work something out. Students who have serious extenuating circumstances may be granted a make-up. You will be required to provide written documentation of the circumstances. You will have one week to make up an assignment once you contact the professor and receive approval.</p> |
| <p>Academic integrity</p> | <p>UCF faculty members have a responsibility for your education and the value of your degree. We will not tolerate unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with the Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc> (http://osc.sdes.ucf.edu/process/roc). Students should also familiarize themselves with the procedures for academic misconduct at the Student Accessability Services handbook, <i>The Golden Rule</i> < http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf > (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)>.</p> <p>When necessary, the course TA and I will respond to infringements of academic integrity with a failing grade on an assignment or in the course, suspension or expulsion from the course. A "Z" grade on a student's official transcript indicating academic dishonesty in a course will be preceded by the letter Z. For more information about the Z Designation, visit the Student Accessability Services website (http://z.ucf.edu).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not cheat, plagiarize, or otherwise act unethically or to bend or break rules for one person that will not apply to everyone.</p> |
| <p>Accessibility</p> | <p>It is my goal that this class be an accessible and welcoming experience for all students. I will do my best to accommodate students with disabilities that may impact learning in this class. The University of Central Florida is committed to access and inclusion for all persons with disabilities. Students with disabilities who are unable to access course content due to course design limitations should contact the professor as soon as possible to discuss accommodations. To connect with Student Accessability Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu)), phone 407-823-2345. SAS, a Course Accessability Letter may be created and sent to professors, with the letter detailing the course access and accommodations that might be necessary and reasonable.</p> |

...and accommodations that might be necessary and reasonable and accommodations requires consideration of the course design, course le academic and course barriers experienced by the student. Further conversa 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, every Students should be aware of their surroundings and familiar with some basic

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted o should make a note of the guide’s physical location and review the online <http://emergency.ucf.edu/emergency_guide.html <http://emergency.ucf.edu/emergency_guide.html>
- Students should know the evacuation routes from each of their classroom in case of an emergency.
- If there is a medical emergency during class, students may need to acce External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDLocations-UCF>> (click on link from menu (
- To stay informed about emergency situations, students can sign up to rec <<https://my.ucf.edu> <<https://my.ucf.edu/>> and logging in. Click on “St left side of the screen in the toolbar, scroll down to the blue “Personal Inf Center screen, click on “UCF Alert”, fill out the information, including e-m cell phone provider, click “Apply” to save the changes, and then click “Ok
- Students with special needs related to emergency situations should spea class.
- To learn about how to manage an active-shooter situation on campus or video (< [You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) <<https://youtu.be/NIKYajEx4pk>>



<<https://youtu.be/NIKYajEx4pk>> >).

Active Duty Military Personnel

Students who are deployed active duty military and/or National Guard perso should contact their instructors as soon as possible after the semester begin notification of deployment to make related arrangements.

Schedule of Topics and Readings

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



| Class Date: | Topic: | Learning Module: |
|-----------------------------|---|---|
| <u>Do this first</u> | Getting Started Module | Getting Started |
| Jan 14 | Course Introduction | Module 1: History of Americanist Archaeology |
| Jan 21 | Archaeological interpretation. Group assignment. Attendance taken. | Module 2: Archaeological interpretation |
| Jan 28 | What is archaeological theory, and why do we care? | Module 3: Developing a research question |
| Feb 4 | Reading, using, and making maps. Class will meet in the courtyard outside HEC. Attendance taken | Module 4: From idea to project: Background |
| | Survey. Class will meet at the Morgridge | |





| | | |
|----------|--|--|
| Feb 11 | <p>Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p> | Module 5: Survey |
| Feb 18 | Review. Class will meet in HEC 125. | Review |
| Feb 25 | Midterm, February 25 | Exam |
| March 4 | <p>Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p> | Module 6: Excavation |
| March 11 | Spring Break | Nada. Zip. Zilch. |
| March 18 | <p>Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p> | Module 7: Site Formation Processes Preservation |
| March 25 | <p>Stratigraphy and scale drawing. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken.</p> | Module 8: Stratigraphy |
| April 1 | Dating techniques. | Module 9: Dating techniques |














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| | Attendance taken. This day is Zoom friendly. | |
| April 8 | Ceramic Analysis. Attendance taken. | Module 10: In the lab |
| April 15 | Ethics In-class assignment. Attendance taken. This day is Zoom friendly. | Module 11: Curation, Public Educati |
| April 22 | Course summary and review | |
| April ? | Final Exam TBA | Exam |












Course Summary:

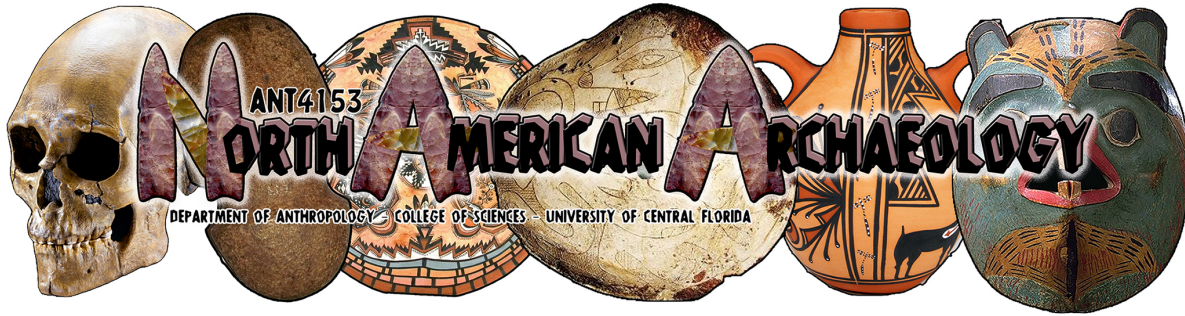
| Date | Details | Due |
|------------------|--|----------------|
| Fri Jan 14, 2022 |  Getting Started Quiz (https://webcourses.ucf.edu/courses/1395006/assignments/7363980) | due by 11:59pm |
| Sun Jan 16, 2022 |  Syllabus EC (https://webcourses.ucf.edu/courses/1395006/assignments/7364014) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Fri Jan 21, 2022 |  Attendance January 21 https://webcourses.ucf.edu/courses/1395006/assignments/7363990 | due by 2:30pm |
| Fri Jan 28, 2022 |  Archaeological Interpretation Assignment https://webcourses.ucf.edu/courses/1395006/assignments/7363985 | due by 11:59pm |
| Sun Jan 30, 2022 |  Research Report Choice https://webcourses.ucf.edu/courses/1395006/assignments/7364010 | due by 11:59pm |
| Fri Feb 4, 2022 |  Attendance February 4 https://webcourses.ucf.edu/courses/1395006/assignments/7363989 | due by 2:30pm |
| Wed Feb 9, 2022 |  Research Questions Assignment https://webcourses.ucf.edu/courses/1395006/assignments/7364008 | due by 11:59pm |
| Wed Feb 9, 2022 |  Mapping Assignment-Segment 1 https://webcourses.ucf.edu/courses/1395006/assignments/7364005 | due by 11:59pm |
| Wed Feb 9, 2022 |  Mapping Assignment-Segment 2:Map Upload/Download https://webcourses.ucf.edu/courses/1395006/assignments/7363983 | due by 11:59pm |
| Fri Feb 11, 2022 |  Attendance February 11 https://webcourses.ucf.edu/courses/1395006/assignments/7363988 | due by 2:30pm |
| Fri Feb 11, 2022 |  Mapping Assignment-Segment 3:Comments https://webcourses.ucf.edu/courses/1395006/assignments/7363981 | due by 11:59pm |
| Mon Feb 14, 2022 |  Ethics Debate https://webcourses.ucf.edu/courses/1395006/assignments/7363982 | due by 11:59pm |
| Wed Feb 16, 2022 |  Mapping Assignment-Segment 4 https://webcourses.ucf.edu/courses/1395006/assignments/7364006 | due by 11:59pm |
| Thu Feb 17, 2022 |  Ceramics Assignment Online https://webcourses.ucf.edu/courses/1395006/assignments/7363999 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Wed Feb 23, 2022 |  Final Exam Final Exam | due by 1pm |
| Fri Feb 25, 2022 |  Online Midterm Online Midterm | due by 2:20pm |
| Fri Mar 4, 2022 |  Midterm Midterm | due by 2:30pm |
| Fri Mar 4, 2022 |  Attendance March 4 Attendance March 4 | due by 2:30pm |
| Sun Mar 6, 2022 |  Survey Assignment Survey Assignment | due by 11:59pm |
| Sun Mar 6, 2022 |  Avoiding Plagiarism in APA Avoiding Plagiarism in APA | due by 11:59pm |
| Sun Mar 6, 2022 |  Citing Sources Using APA Citing Sources Using APA | due by 11:59pm |
| Fri Mar 18, 2022 |  Attendance March 18 Attendance March 18 | due by 2:30pm |
| Sun Mar 20, 2022 |  Research Report Abstract and Bibliography Research Report Abstract and Bibliography | due by 11:59pm |
| Fri Mar 25, 2022 |  Attendance March 25 Attendance March 25 | due by 2:30pm |
| Fri Apr 1, 2022 |  Attendance April 1 Attendance April 1 | due by 11:59pm |
| Fri Apr 1, 2022 |  Stratigraphy Assignment Stratigraphy Assignment | due by 11:59pm |
| Fri Apr 8, 2022 |  Attendance April 8 Attendance April 8 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Dating Techniques Assignment https://webcourses.ucf.edu/courses/1395006/assignments/7364001 | due by 11:59pm |
| Fri Apr 15, 2022 |  Ceramics Assignment https://webcourses.ucf.edu/courses/1395006/assignments/7363998 | due by 11:59am |
| |  Ethics In-Class Assignment https://webcourses.ucf.edu/courses/1395006/assignments/7364002 | due by 11:59pm |
| Sun Apr 24, 2022 |  Final Project https://webcourses.ucf.edu/courses/1395006/assignments/7364004 | due by 11:59pm |
| Fri Apr 29, 2022 |  Final Exam https://webcourses.ucf.edu/courses/1395006/assignments/7363979 | due by 12:50pm |
| |  Avoiding Plagiarism Try 2 https://webcourses.ucf.edu/courses/1395006/assignments/7363996 | |
| |  Backfill Extra Credit https://webcourses.ucf.edu/courses/1395006/assignments/7363997 | |
| |  Citing APA Try 2 https://webcourses.ucf.edu/courses/1395006/assignments/7364000 | |
| |  Stratigraphy Assignment Online https://webcourses.ucf.edu/courses/1395006/assignments/7364012 | |

Syllabus





ANT 4153: North American Archaeology



Dr. Amanda Groff (<mailto:agroff@mail.ucf.edu?subject=ANT2511>)



Syllabus

Instructor Contact

| | |
|---|---|
| <p>Instructor</p> |   <p>Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)</p> |
| <p>Office</p> | <p>HPH 309</p> |
| <p>Office Hours (Virtual and Phone)</p> | <p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my |

| | |
|-----------------------------|---|
| | <p>face!)</p> <p>3. Schedule a zoom call (if you do want to see my face!)</p> <p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm</p> <p>For phone or virtual calls, please make an appointment first!!</p> |
| Phone | Office Phone: 407 823-3757 |
| E-mail/Response Time | <p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have a family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Dobby and Bug</p> |
| GTA Office Hours | Jane Holmstrom TBD |
| GTA E-Mail | Jane.Holmstrom@ucf.edu |

Course Information

| | |
|--------------------|--------------------------------------|
| Course Name | ANT 4153- North American Archaeology |
|--------------------|--------------------------------------|

| | |
|----------------------|-------------------------------------|
| Credit Hours | 3 hrs |
| Prerequisites | Sophomore standing or CI (override) |
| Corequisites | None |
| Semester/Year | Spring 2022 |
| Location | 100% Online (no in person meetings) |

Course Description and Scope

This course is an introduction to the archaeological study of North America's past. As such, we will include only geographic areas north of Mexico. The course begins with a review of the nature of North American archaeology and a summary of what is known about the settlement of this continent. Then we will outline the culture history of the culture areas of North America. Although our main focus will be on what archaeologists have learned about our past, we will also explore various issues related to being a professional archaeologist and the relationship between archaeology and diverse groups within American society.

Course Catalog Description: The cultural development of Native North Americans from prehistoric times to the period of the first European contact.

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

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

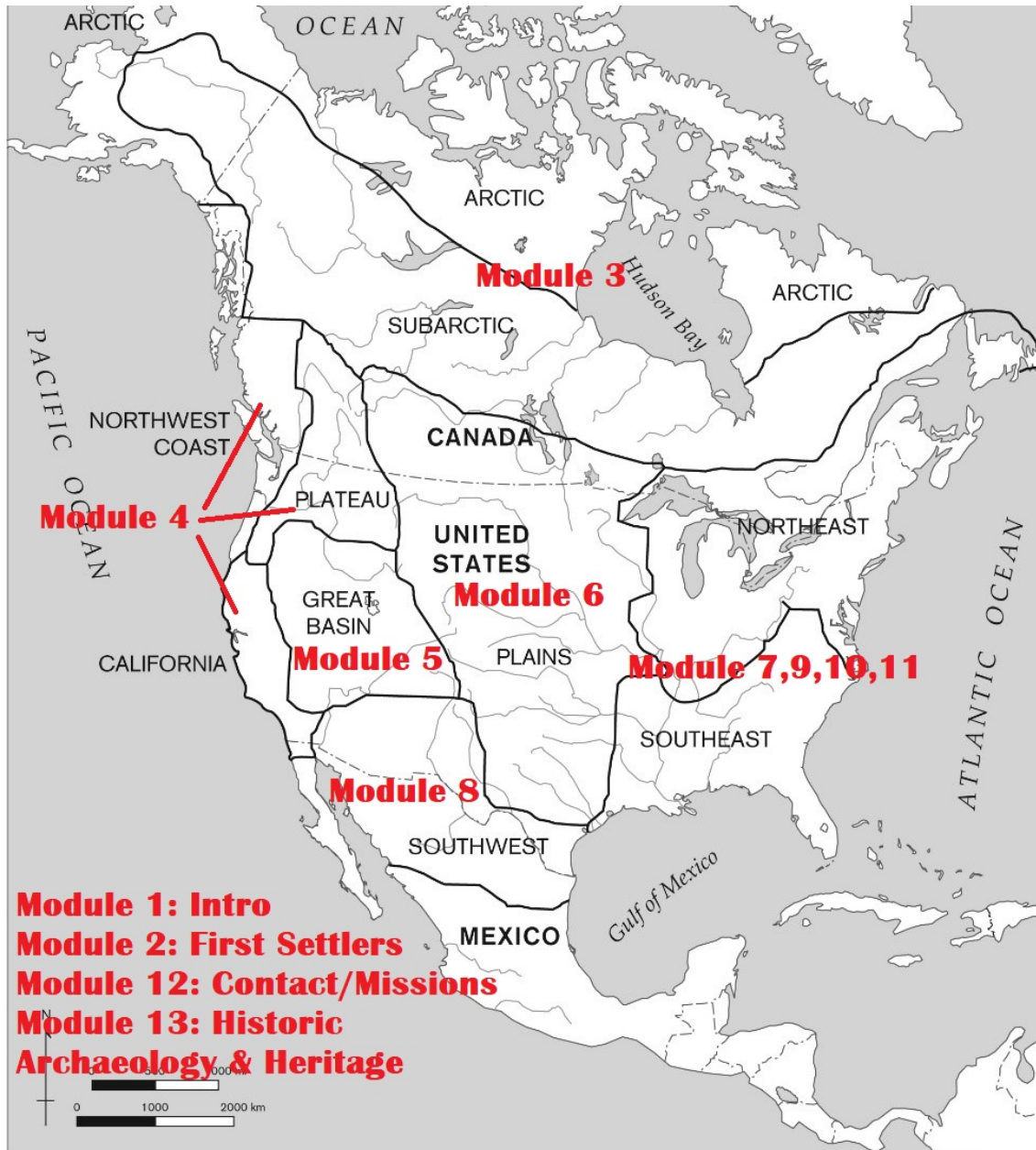
Course Objectives

The specific objectives for this course are that students:

- develop an understanding of the general historical outline for North America's past and of the many and diverse peoples and cultures that have existed here,
- understand the dynamic field of North American archaeology, especially how archaeologists gather information and interpret the past, and
- evaluate the ways in which contemporary archaeological practice must take into account and communicate with other stakeholders in North America's past.

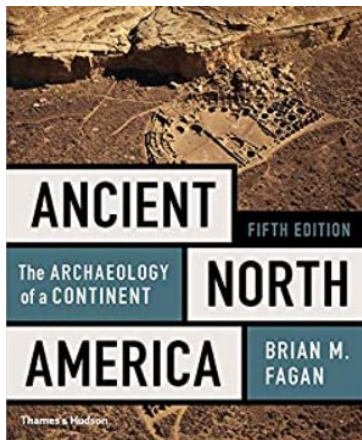
Course Organization by Module

****We take a regional and chronological approach!**



Required Text

(Hard copy, digital copy, and rentals are available):



Title: *Ancient North America: The Archaeology of a Continent*, 5th Edition By Brian Fagan

Publisher: Thames and Hudson

Year: 2019 ISBN: 978-0500293607

Rental via Amazon (https://www.amazon.com/Ancient-North-America-Archaeology-Continent-ebook-dp-B07JYBPHJ9/dp/B07JYBPHJ9/ref=mt_other?_encoding=UTF8&me=&qid=1639755398)

Ebook Rental or Purchase (reduced cost) (<https://www.vitalsource.com/products/ancient-north-america-the-archaeology-of-a-brian-m-fagan-v9780500841419>)

Required Tools

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

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

Course Requirements

This course begins on January 10th, 2022 and ends on April 29th, 2022. Your grade in this course will be based out of **500 total points**. There will be quizzes at the end of each module and exams

worth a total of 375 points, and assignments worth a total of 125 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule and Total Points

| Module # | Chapter Readings | # of Quiz Points | Assignment Points | Closing Date for Module |
|------------------------|------------------|------------------|-------------------|-------------------------|
| Getting Started Module | | 10 | -- | January 14 |
| 1 | 1 | 5 | 10 | January 28 |
| 2 | 2 & 3 | 5 | 10 | January 28 |
| 3 | 4 | 5 | 10 | February 11 |
| 4 | 5 | 5 | 10 | February 11 |
| Exam 1 | | 100 | -- | February 13 |
| 5 | 6 | 5 | -- | February 25 |
| 6 | 7 | 5 | 10 | February 25 |

| | | | | |
|---------------------------|---------|------------|------------|---------------------|
| 7 | 8 | 5 | 10 | February 25 |
| 8 | 9 & 10 | 5 | 20 | March 18 |
| 9 | 11 | 5 | -- | March 18 |
| Exam 2 | | 100 | -- | March 20 |
| 10 | 12 | 5 | --* | April 1 |
| 11 | 13 | 5 | 10 | April 1 |
| 12 | 14 & 15 | 5 | -- | April 22 |
| 13 | 16 & 17 | 5 | 35* | April 22 |
| Exam 3 (Final) | | 100 | -- | April 29 |
| TOTAL | | 375 | 125 | = 500 points |

*Module 10 introduces the final project directions; it is not due until Module 13 closes

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

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

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

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

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

Written Assignments

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

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

Final Project

We are going to try our hand at an "unessay"! No paper writing; but you will record an audio (no video) museum tour that is 5-7 minutes in length. You will have 20+ days to work on it. Trust me, it's not like traditional paper writing!!

Grading Scheme

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

| Letter Grade | Percentage |
|--------------|------------|
| A | 93.5-100% |
| A- | 89.5-93% |
| B+ | 86.5-89% |
| | |

| | |
|----|----------|
| B | 82.5-86% |
| B- | 79.5-82% |
| C+ | 76.5-79% |
| C | 69.5-76% |
| D+ | 66.5-69% |
| D | 62.5-66% |
| D- | 59.5-62% |
| F | <59 |

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

Reviewing Quiz/Assignment Questions

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

Important Dates and Information

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

Withdrawal deadline for this course: Friday, March 25

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

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the

Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 14**. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hour for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses

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

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

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

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

to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.

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

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

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

COVID-19 and Illness Notification

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

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

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

In case of Faculty Illness

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

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

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

Online Technology

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

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

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

Academic Integrity

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

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

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

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

Turnitin

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

author's work was used in the assignment.

GroupMe and Other Group Messaging Platforms

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

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already

been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

see <http://www.ehs.ucf.edu/workplacesafety.html>

(<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).

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

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

(<https://youtu.be/NIKYajEx4pk>)

Deployed Active Duty Military Students

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

Copyright

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

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

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

Third-Party Software and FERPA

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

My expectations of you for taking North American Archaeology.

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

What You Can Expect From Me

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

Final Comments

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

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



Archaeological Sciences

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

ANT 4183 / Spring 2022

Class Meetings:

Time: Tuesdays and Thursdays 3:00 PM – 4:15 PM

Location: CB2 Rm 206

Professor: Dr. Emily Zavodny

Office: HPH Rm 309-D

Office Hours: Tuesdays/Thursdays 1:20-2:50 PM (virtual) or by appointment

Email: Emily.Zavodny@ucf.edu or via Webcourses

Graduate Teaching Assistant (GTA): Ms. Brianna Muir

Office Hours: Wednesdays 9-11:00 AM (virtual) or by appointment

Email: via Webcourses

University Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

Overview

This is an interdisciplinary course that pulls from a number of disciplines – forensic science, criminal justice, archaeology – to introduce students to topics and issues relevant to working with materials recovered from forensic or field archaeology contexts. Throughout the course we will evaluate the many ways that archaeological sciences in particular have contributed to our knowledge about forensic, historic, and ancient material remains. We will explore these various topics through readings posted online as well as through lectures and films. You will be assessed through quizzes, exams, and case studies. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Required Texts (They're Free!)

Readings this semester will come from articles and book chapters posted to our Webcourses. *This means you do not need to purchase a textbook for this course!*

Learning Outcomes

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
 - Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
 - Understand the basic field methods for locating and identifying sites for excavation and recovery.
 - Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
 - Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.
-

COURSE STRUCTURE & ASSIGNMENTS

1. Course Structure

Weekly modules with required readings and assignments will open at 12:01 AM each Saturday. All assignments (quizzes, exams, film activities) will be due by 11:59 PM the following Friday. We will meet as a class Tuesdays and Thursdays from 3:00-4:15 pm except for exam days: February 3, March 3, and March 31. On these exams will be posted online at the start of our class time (3:00 pm Thursday) and available until 11:59 PM the next day (Friday). Our fourth and final exam will be posted online during finals week and times will be announced later in the semester.

2. Assignments

A. SYLLABUS QUIZ: 5 POINTS (1 x 5 POINTS)

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 5 PM (EST) Friday, January 14th**. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

B. ONLINE READING QUIZZES: 100 POINTS (10 x 10 POINTS EACH)

Required readings will be posted online at the beginning of each week. There will be eleven (11) online readings quizzes throughout the course; each will be due by 11:59 PM Friday evening of that week. Quizzes will consist of multiple choice, true/false, and fill-in-the-blank questions. *Your lowest quiz score will be dropped at the end of the semester!*

Important: Quizzes are timed and must be completed in one sitting. You will have 15 minutes to complete the quiz once you begin.

C. CASE STUDY RESPONSES: 100 POINTS (10 x 10 POINTS EACH)

Twelve short case studies will be posted throughout the semester and you are responsible for completing ten (10) of these. It does not matter which ten you complete, but each one must be

submitted by its respective due date. Your responses will also be run through TurnItIn.com, so please turn in your own work **in your own words**.

D. EXAMS: 300 POINTS (4 X 75 POINTS EACH)

There will be four (4) **non-cumulative** exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. Exams will be posted online at 3:00 pm on the Thursday of Weeks 4, 8, and 12. You will have until 11:59 PM that Friday to take the exam. Our fourth and final exam will be posted online during finals week and times will be announced later in the semester. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

Important! Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin.

3. Office Hours

Our GTA and I will each hold virtual office hours this semester. Office hours will be held in a recurring Zoom meeting that can be accessed through our Webcourse. When you join the meeting you will enter the waiting room. I will meet with each of you individually, so please be patient as there may be several students in the waiting room at a time. I will meet students (ie. admit you to my meeting) in the order that you join the Zoom. If these times do not work for you or are having technical difficulties, please email me or our GTA so we can schedule a different time or venue.

GRADING POLICIES

1. Final Grades

Your final grade is based on the following: syllabus quiz (1), online reading quizzes (10), exams (4), and case study responses (10). The total value for all assignments is 505 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

$$100 \left(\frac{\text{Percentage Grade} = \text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Case Studies}}{505} \right)$$

Letter grades are assigned according to the table below.

| Letter Grade | A | B | C | D | F |
|---------------------|----------|----------|----------|----------|----------|
| <i>Percentage</i> | 90-100 | 80-89 | 70-79 | 60-69 | ≤ 59 |

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please

come see me during my office hours or schedule an appointment. Your GTA and I cannot discuss grades via email.

Please be aware that this course is a requirement for Criminal Justice certificates. Many programs require you to earn a “C” or better for this course to count towards your degree!

2. Late Work & Make-Up Policy

All assignments are due in-class or online on the date indicated on the course schedule and syllabus. You may submit late quizzes or film activities with a 15% deduction per day from your grade on that assignment. In order to make-up an exam, however, you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence). Students with an approved excuse should make every effort to contact me **before** the assignment in question is due, otherwise accommodations may not be possible. All make-up work is at the discretion of the instructor.

COVID-19

UCF and I expect that you will wear masks indoors and in our classroom. Our class size prohibits us from social distancing so I expect all of us to follow the latest CDC guidelines in order to keep each other safe. UCF also expects members of our campus community who are able to do so to get vaccinated.

If you believe you have been exposed to COVID-19 or have tested positive you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. **Your health and safety should be your top priority.** Please contact me when you are able so that we can discuss accommodations. If you’ve read this far, email me a picture of your favorite animal by January 18th for two extra credit points.

OTHER COURSE POLICIES

1. Course Communication

You must check the course webpage and your Knights email regularly as these are the primary means of communication for this course. We will be using our Webcourse page to post important information throughout the semester, including grades, required reading, and announcements. Some assignments, such as quizzes and exams, will be completed and submitted entirely on Webcourses. You are responsible for all of the information posted online to our course page.

Email is the best way to communicate with your GTA and me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. We will respond

to emails within 48 hours of receiving them, but please note that it may take us the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline.

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something similarly informal (Mr, Mrs, Ms). Even if it is not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

2. Course Etiquette

Studying the dead is a great privilege and you are expected to maintain high levels of professionalism throughout this course. We will be looking at images of real dead bodies, handling real human bones, and discussing the last moments of real people. Please be respectful when viewing these images and materials and during class discussions. **Absolutely no photography or video is allowed in class.** Any disrespectful behaviors will result in a deduction of your overall course grade and/or removal from class and possibly the course.

Additionally, anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class may address topics or examples that seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

Laptops are allowed in class for note-taking only. If you are you using your laptop for other purposes, you will be asked to put it away. Cellphones should be silenced and stored out of sight for the entirety of the class.

3. Academic Responsibility

First and foremost, read the syllabus and course schedule. This document is your guide so that you can keep up with the scheduled readings, modules, and assignments. 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.

4. Student Accessibility and Accommodations

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

with disabilities. Students with disabilities who need disability-related access in this course should contact Student Accessibility Services (SAS) and me as soon as possible. More information can be found at <http://sas.sdes.ucf.edu/>. SAS is located at Ferrell Commons Room 185 and can be contacted via email (sas@ucf.edu) or phone (407-823-2371, TTY/TDD only phone 407-823-2116).

UCF POLICIES

1. Academic Integrity

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. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osrr.sdes.ucf.edu/>). Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. 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 my discretion, you may also receive a failing grade for the course.

Depending on the severity of the offense, an Academic Misconduct report will also be filed with the Office of Student Conduct and could lead to 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. It's not worth it!

2. 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.

3. Religious Observances

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

4. Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and may require accommodation due to that unique status should contact me as soon as after the semester begins and/or after they receive notification of deployment to make related arrangements.

5. 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>>

6. Campus Safety Procedures

Emergencies on campus are rare, but students should be aware of their surroundings and familiar with some basic safety and security concepts. Every UCF classroom contains an emergency procedure guide posted on a wall near the door and an online version can be found at http://emergency.ucf.edu/emergency_guide.html. Students with special needs related to emergency situations should speak with me outside of class. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to the “Student Self Service” section of myUCF, choosing “Personal Information,” and clicking on “UCF Alert.”

ANT 4184: Mortuary Archaeology

Meeting Time: 1:30pm - 2:45pm Tuesdays

Meeting Location: CB1 307

Instructor: [Edward González-Tennant, PhD, RPA](#)

Office Location: Phillips Hall, 311C

Email: Use WebCourses Mail

Virtual Office Hours: Tuesdays 9:30am - 11:00am

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

Graduate Teaching Assistant (GTA): Jonathan Barkmeier

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Email

Office Hours: TBD

Catalog Description

Archaeological interpretations of death; basic data collection, skeletal analysis, and comparative study of mortuary ritual – both ancient and modern. Prerequisite(s): ANT 2140 or ANT 2511. <- This is a very OLD description that is being updated to better reflect what mortuary archaeology actually is, which is a topic we'll discuss in depth during the first two weeks. Mortuary archaeology is less about skeletal analysis and more about the study of ritual, the cultural aspects of death and how humans commemorate this important life event. We'll discuss skeletal analysis a bit - when we discuss cannibalism, for instance - but there will not be assignments or exams questions that involve identifying specific bones or the like.

Required Course Materials/Resources

Pearson, Mike Parker. *The Archaeology of Death and Burial*. Texas A&M University Press.

Additional readings will be posted on WebCourses as PDF files.

Course Description

This course explores how archaeologists come to understand death and dying through the analysis of material culture (e.g., artifacts, architecture). Death and mourning are fundamental, inescapable aspects of the human experience. Understanding the different ways human groups dispose of and commemorate the dead is essential to understanding culture. Each culture has unique ways of expressing grief, commemorating life, and rules governing the response to the biological processes of decay after death. These processes leave behind physical remains that archaeologists recover and use to learn about past behavior, social structure, and belief systems. Understanding how archaeologists use these data is the central goal of this course.

Student Learning Outcomes

Upon successful completion of this course, each student will have spent time:

- examining the archaeological dimensions of burial and other death-related rituals,
- comparing and contrasting varying methods for constructing mortuary landscapes,
- examining how data, theory, and methods affect interpretations of mortuary evidence,
- considering the role of mortuary evidence in understanding past cultures,
- understanding how analyses of the body are integrated into interpretations of burial rituals, and
- developing expertise in documenting and interpreting mortuary evidence (e.g., gravestones).

Course Modality (Spring 2022)

This is a mixed mode course, meaning the instructor will be present on campus any day a lecture is scheduled. The instructor will simultaneously broadcast the lectures in real-time via Zoom. Students are permitted to attend lecture in person (face to face) or via Zoom. The Zoom recordings will be made available within a few hours of the lecture's schedule time for students who are unable to attend either due to conflicts (e.g., illness).

COVID-19 Statements (Spring 2022)

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.

Per Dr. Michael D. Johnson (UCF Interim Provost), "we have heard some requests for making vaccinations and masks mandatory. Please know these options are not available to us under state law and policy. UCF continues to expect students, faculty and staff to become fully vaccinated and to wear masks indoors, in accordance with [CDC guidelines \(Links to an external site.\)](#)." If you are unable or unwilling to wear a mask, I recommend taking advantage of the Zoom simulcast format for each lecture, either in real-time or later when the lecture video becomes available.

If I (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. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

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.

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

Grading

Grades will be determined from classroom discussion/participation, four online discussions, one film response, three exams, and a semester project. Further details will be provided during the semester.

Your grades will come from the following:

| | |
|---------------------|--------------------|
| Class Participation | 10 possible points |
| Film Response | 10 possible points |
| Seriation Exercise | 10 possible points |
| Semester Project | 20 possible points |
| Four Exams | 60 possible points |

Total Possible Points: 110

Breakdown of Grading

Class Participation: Most weeks will include an online discussion. You are not required to participate every week, but will need to participate in at least 10 online discussions to get full credit. See the online discussions for more details.

[Total Points: 10]

Film Response: Students will watch a film (*Who Owns the Past?*) via WebCourses and write a 2-page response paper. Complete instructions and a rubric will be provided during the semester.

[Total Points: 5]

Seriation Exercise: Assignment examining how archaeologists place artifacts into a temporally-meaningful order, with coffin handles as the artifact class used. See assignment for more details (as well as lecture for the associated week).

[Total Points: 10]

Semester Project: This project requires you to document a local cemetery (determined in consultation with the instructor) and examine demographic differences in tombstone construction, design, epitaph style, and other aspects. You will be expected to apply concepts learned in class to your cemetery analysis. The semester project consists of the following assignments: a 2-page statement of intent (5 points), supporting documentation (5 points), and an 8-page paper (15 points). Guidelines for completing the cemetery project will be posted via

WebCourses and discussed at several points during the semester.
[Total Points: 25]

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 15 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours. Questions are drawn from lectures and readings. There is NO cumulative final exam. Exams will take place on Fridays.
[Total Points: 60]

Total Possible Points: 110

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, $90/100 = .9 \times 100 = 90\%$. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

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

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Late Assignment Policy Policy

Make-up assignments are granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. Students have 1 week to make up an assignment.

Per university policy, students can also submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. It is each student's responsibility

to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. Students have 1 week to make up an assignment.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 1 week to turn in assignments. The penalty for this is -5% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

The only exception to this policy are the weekly online discussions for class participation. No late work will be accepted for the online discussions.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait at least 24 hours before contacting me about individual grades. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

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

Course Schedule

I will post PDFs of lecture notes and other relevant materials on Monday of each week.

Week 1: Jan 10 - 14

Topic: Course Introduction

Readings: None

Assignments: [Online Discussion - Week 1](#) & [Syllabus Quiz](#)

Week 2: Jan 17 - 21

Topic: Historical Perspectives on Mortuary Archaeology

Readings: Pearson Chapter 1; [Kroeber 1927](#); [Childe 1945](#); [Palgi and Abramovitch \(1984\)](#), & [Stutz and Tarlow \(2013\)](#)

It appears like a lot of reading for Week 2, but it's not really. Most of readings are only a few pages long!

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 2](#)

Week 3: Jan 24 - 28

Topic: Ethnoarchaeology and Analogy

Readings: Pearson Chapter 2; [Elliot \(1990\)](#); & [Sprague \(2005\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 3](#)

Week 4: Jan 31 – Feb 4

Topic: Reading the Body

Readings: Pearson Chapter 3; [Arriaza et al \(2005\)](#); & [Sanders \(2009\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 4](#)

[Exam 1: Weeks 1-4](#)

Week 5: Feb 7 - 11

Topic: Status, Rank, and Power in Burial Traditions

Readings: Pearson Chapter 4; [Keegan \(2009\)](#); [Scott \(2012\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 5](#)

Week 6: Feb 14 - 18

Topic: Gender & Kinship in Burial Traditions

Readings: Pearson Chapter 5 & [Sullivan \(2011\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 6](#)

Week 7: Feb 21 - 25

Topic: Placing the Dead

Readings: Pearson Chapter 6; [Deetz \(1996\)](#); & [Tarlow \(2000\)](#)

Lecture Notes (PDF)

Assignments: [Stylistic Seriation Exercise](#) & [Online Discussion - Week 7](#)

Week 8: Feb 28 - Mar 4

Topic: Historical Archaeology

Readings: [Liebens \(2003\)](#); [Davidson \(2007\)](#); & [Davidson \(2010\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 8](#)

[Exam 2: Weeks 5-8](#)

Spring Break: Mar 7 - 11 (No Class)

Week 9: Mar 14 - 18

Topic: Archaeological Evidence for Historical Cannibalism

Readings: [Rautman and Fenton \(2005\)](#); [Dixon et al \(2010\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 9](#)

Week 10: Mar 21 - 25

Topic: Case Study – The Sloan Site

Readings: [Morse \(1997\) Chapters 1, 2, 9, & 10](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 10](#) & [Semester Project - Statement of Intent](#)

Week 11: Mar 28 - Apr 1

Topic: Identity and Memory in Prehistoric American Burials

Readings: [Pearson Chapter 7](#); [Tuross et al \(1994\)](#); [Wallis \(2008\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 11](#)

[Exam 3: Weeks 9 - 11](#)

Week 12: Apr 4 - 8

Topic: Difficult Heritage & Dark Tourism

Readings: [González-Tennant \(2013\)](#); [González-Tennant \(2016\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 12](#) & [Semester Project Supporting Documentation](#)

Week 13: Apr 11 - 15

Topic: Politics of the Dead

Readings: [Pearson Chapters 8, 9](#); [LaRoche and Blakey \(1997\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 13](#) & [Film Response Who Owns the Past?](#)

Week 14: Apr 18 - 22

Topic: Companion Species - Dog Burials in Prehistoric North America

Readings: [Morey and Winant 1992](#); [Morey \(2006\)](#)

Lecture Notes (PDF)

Assignments: [Online Discussion - Week 14](#) & [Semester Project Final Project Paper](#)

Week 15: April 25 (No Class – Classes End on Monday)

[Exam 4: Weeks 12 - 15](#)

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund

January 9, 2020 - Drop/Swap Deadline

January 10, 2020 - Add Deadline

March 20, 2020 - Withdrawal Deadline (COVID-19 Update: April 20, 2020)

Statement on Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* [https://goldenrule.sdes.ucf.edu/Links to an external site.>](https://goldenrule.sdes.ucf.edu/Links%20to%20an%20external%20site.>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic

Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

In-Class Recording Statement

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

Course Accessibility Statement

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

Campus Safety Statement

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 [Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to 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> [Links to an external site.](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> [Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk> [Links to an external site.](#))



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Deployed Active Duty Military Students

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

Religious Observances

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

UCF Ethics

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

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

Copyright

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

ANT4187-22Spring 0001

[Jump to Today](#)



Paleoethnobotany

Instructor Contact

- Instructor: **Dr. Neil Duncan**
- Office: HPH 309
- Office Hours: Virtually on Thursdays, 10am-Noon or by appointment (please email me if you want to zoom)
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>) (Please DO NOT email me at knights.ucf.edu, I will not receive it!)

Course Information

- Course Name: Paleoethnobotany
- Course ID & Section: ANT4187/ANG5188
- Credit Hours: 3
- Preequisites: ANT2140, Junior Standing
- Semester/Year: Spring 2020
- Meeting time: Th 3:00pm-5:50pm
- Meeting place: MSB0149

Course Description:

Catalog description: Provides students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. Odd Spring.

Paleoethnobotany studies the interrelationships between humans and the plant world through the archaeological record. This course will provide students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. The course will cover the major approaches paleoethnobotany uses in the study of archaeobotanical remains: charred wood and plant macro-remains, pollen, phytoliths, and starch grains and explore how these data can be integrated with each other and with other dietary and environmental indicators. Laboratory sessions will provide hands-on experience in sampling and identification techniques of plant materials.

Student Learning Outcomes:

- To help students interested in the archaeological use of plants, diet, and past environments gain the knowledge needed to understand and critique archaeobotanical data and paleoethnobotanical interpretations.
- To provide hands-on experience working with, analyzing and interpreting archaeobotanical remains.
- To appreciate multidisciplinary and collaborative research in modern archaeology.
- To obtain first-hand research and/or grant-writing experience in paleoethnobotany.

Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical

techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

Grading and Course Requirements

Undergrads and Grads

There will be 4 take-home (turned in online) quizzes distributed throughout the semester. These are designed to give you a chance to interpret an archaeobotanical dataset or apply what you're learning. Your work will be your own.

In addition, for each daily discussion reading, a student will be assigned to lead the discussion for that reading. The number of opportunities is limited by class size, but expect to have around three discussions to lead.

For each assigned reading (not including the Pearsall text) you will prepare an abstract that summarizes the main points/findings in the article and it's possible significance AND one (or more, if you like) discussion question. Abstracts should be around 3 to 5 sentences. Abstracts and discussion questions will be due on the day they are assigned and uploaded as a single document in webcourses.

Participation is expected and evaluated.

Graduate Students Only

In addition to the above, graduate students will be assigned as group leaders during lab sessions. You will be responsible for overseeing group work and completion, making sure proper procedures are followed, and qualitatively assessing group participation. This will be part of your participation grade

In addition to the above requirements, you will have two options to prepare a project proposal for paleo- or ethnobotanical research in your area of graduate research or to conduct original research with materials from your own research.

Option 1: The goal of this 15-20 page research proposal is to assess your understanding of the potential contribution of paleoethnobotany to answering archaeological and anthropological questions including, but not limited to, diet, subsistence, environment and ritual. Guidelines for writing a research proposal will be distributed during the first week of class, but your proposal will generally include an abstract, an introduction that outlines your research questions, background research and theoretical approach that will inform your proposed research, the methods you intend to use to answer your research questions, and, finally, a statement of the significance of your proposed work (or, why this proposed work is important). Finally, you will present your proposal to class in a 15 minute "powerpoint" presentation at the end of the semester.

Option 2: This option is available to graduate students who are interested in conducting original research in their own areas of interest with materials that they have obtained (soils, artifacts, etc. or data) as part of their graduate projects. While I encourage graduate students to take this option, you should be aware that it may require a significant amount of personal time to complete. In addition, Laboratory Safety Training through UCF Environmental Health & Safety may also be required.

The research will be written up as paper or poster of a quality to be presented at a professional meeting. Lastly, you will present the paper or poster at the end of the semester.

Points:

Undergraduates

Quizzes: 4 x 100 = 400

Abstracts (7 each) and Discussion Questions (3 each): 300

Class Participation: 100

Discussion Leadership: 100

Total for undergrads: 900

Graduates:

Quizzes: 4 x 100 = 400

Abstracts (7 each) and Discussion Questions (3 each): 300

Class Participation: 100

Discussion Leadership: 100

Proposal or paper: 100

Total for grads: 1000

| Name: | Range |
|-------|-------------------|
| A | 100 % to 94.0% |
| A- | < 94.0 % to 90.0% |
| B+ | < 90.0 % to 87.0% |
| B | < 87.0 % to 84.0% |
| B- | < 84.0 % to 80.0% |
| C+ | < 80.0 % to 77.0% |
| C | < 77.0 % to 74.0% |
| C- | < 74.0 % to 70.0% |
| D+ | < 70.0 % to 67.0% |
| D | < 67.0 % to 64.0% |
| D- | < 64.0 % to 60.0% |
| F | < 60.0 % to 0.0% |

A Note on Grading

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

Required Textbook and Readings

Deborah Pearsall's *Paleoethnobotany: A Handbook of Procedures* 3rd Edition, 2015, Left Coast Press ISBN-10: 1611322995 will be our main text and referred to as "DMP" in the schedule below. Discussion readings will be provided as PDFs. Discussion readings are subject to change.

Attendance/Participation and Missed Assignments

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

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [.\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation *in advance* to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

3) Illness of yourself or dependent – a doctor’s note is required.

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

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

Please note that late assignments will suffer a point reduction.

Policy Statements

Statement Regarding COVID-19

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Deployed Active Duty Military Students

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

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

Religious Observances

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

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Third-Party Software and FERPA

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

Diversity and Inclusion

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including

confidential resources and information concerning reporting options at www.shield.ucf.edu (<http://www.shield.ucf.edu>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

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

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

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

UCF Cares

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

University Writing Center

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

In-Class Recording Statement

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

Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

1) Week 1/11

Introduction to the class.

Syllabus and expectations

2) Week 1/18

Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:

[Ford, R. I. \(1979\). *Paleoethnobotany in American Archaeology Advances in Archaeological Method and Theory* \(Vol. 2\): Academic Press. Ford 1979.](https://webcourses.ucf.edu/courses/1398113/files/90959504/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959504/download?download_frd=1)

[Marston, J., C. Warriner, and J. D'Alpoim Guedes \(2014\) *Paleoethnobotanical Method and Theory in the Twenty-First Century. In Method and Theory in Paleoethnobotany*, J. Marston, J. D'Alpoim Guedes, C. Warriner, eds. Boulder: University Press of Colorado.](https://webcourses.ucf.edu/courses/1398113/files/90959505/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959505/download?download_frd=1)

[van der Veen, Marijke \(2014\) *The materiality of plants: plant–people entanglements. World Archaeology* 46\(5\):799-812.](https://webcourses.ucf.edu/courses/1398113/files/90959506/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959506/download?download_frd=1)

Lab: Flotation

3) Week 1/25

Sampling for Macroremains; Issues and Directions in Recovery of Macroremains. DMP Ch 2

Discussion Readings

[Chapman, J., & Watson, P. J. \(1993\). *The Archaic Period and the Flotation Revolution. In C. M. Scarry \(Ed.\), Foraging and Farming in the Eastern Woodlands* \(pp. 27-38\). Gainesville: University Press of Florida.](https://webcourses.ucf.edu/courses/1398113/files/90959507/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959507/download?download_frd=1)

[Wagner, G. E. \(1988\). *Comparability among recovery techniques. In C. A. Hastorf & V. S. Popper \(Eds.\), Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains.* \(pp. 17-35\). Chicago: University of Chicago Press.](https://webcourses.ucf.edu/courses/1398113/files/90959508/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959508/download?download_frd=1)

Lab: Flotation

4) Week 2/1

Presenting and Interpreting Results. DMP Ch 3:97-141

Discussion Readings

[Lopinot, N. and W. Woods \(1993\) *Wood Overexploitation and the Collapse of Cahokia. In Foraging and Farming in the Eastern Woodlands*, ed. by C. M. Scarry, pp. 206-231](https://webcourses.ucf.edu/courses/1398113/files/90959510/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959510/download?download_frd=1)

[Beresford-Jones, D. G., Whaley, O., Ledesma, C. A., & Cadwallader, L. \(2011\). Two millennia of changes in human ecology: archaeobotanical and invertebrate records from the lower Ica valley, south coast Peru. *Vegetation History and Archaeobotany*. doi: 10.1007/s00334-011-0292-4](https://doi.org/10.1007/s00334-011-0292-4) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959509/download?download_frd=1)

Lab: Sorting flotation, wood identification

5) Week 2/8

In-text Case Studies; Issues and Directions in Macroremain analysis. DMP Ch 3:141-182

Discussion Readings

Case study 1 page 170 DMP Dung Fuel or Broad-spectrum revolution

Case study 2 page 177, Diet and social change

[Miksicek, C. \(1987\) Formation Processes of the Archaeological Record. In *Advances in Archaeological Method and Theory* 10, ed. by M. Schiffer, pp. 211-248.](https://doi.org/10.1007/978-1-4020-9111-1_10) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959511/download?download_frd=1)

[Reddy, Seetha N. and Jon M. Erlandson. 2012. Macrobotanical food remains from a trans-Holocene sequence at Daisy Cave \(CA-SMI-261\), San Miguel Island, California. *J Arch Sci* 39:33-40](https://doi.org/10.1007/978-1-4020-9111-1_10) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959512/download?download_frd=1)

[Sheets, P., et al. \(2011\) Manioc Cultivation at Ceren, El Salvador: Occasional Kitchen Garden Plant or Staple Crop? *Ancient Mesoamerica* 22\(01\): 1-11.](https://doi.org/10.1007/978-1-4020-9111-1_10) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959513/download?download_frd=1)

[Ugent, D., et al. \(1982\) Archaeological Potato Tuber Remains from the Casma Valley of Peru. *Economic Botany* 36\(2\): 182-192.](https://doi.org/10.1007/978-1-4020-9111-1_10) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959514/download?download_frd=1)

Lab: Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

Part 2: Pollen in Archaeology

6) Week 2/15

Nature and Production of Pollen; History of Pollen Analysis. DMP Ch 4, pp185-225

Discussion Readings

[Barton, H. and R. Fullager 2006 Microscopy. In *Ancient Starch Research*, pp47-52. Robin Torrence and Huw Barton, eds. Left Coast Press. \(slanted toward starch but useful overview of microscope techniques\)](https://doi.org/10.1007/978-1-4020-9111-1_10) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959549/download?download_frd=1)

First Take-home Quiz Due (no discussion readings this week)

Lab: Pollen

7) Week 2/22

Presenting and Interpreting Results DMP Ch 4, pp 226-251

Discussion Readngs

[Bryant, V.M. and R G. Holloway \(1983\). The role of palynology in archaeology. *Advances in archaeology Method and Theory*. 6: 191-224.](https://webcourses.ucf.edu/courses/1398113/files/90959537/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959537/download?download_frd=1)

[Hase, Yoshitaka, Akiko Iwauchi, Utako Uchikoshiyama, Eri Noguchi and Naoko Sasaki \(2012\) Vegetation changes after the late period of the Last Glacial Age based on pollen analysis of the northern area of Aso Caldera in central Kyushu, Southwest Japan. *Quaternary International* 254:107-117.](https://webcourses.ucf.edu/courses/1398113/files/90959516/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959516/download?download_frd=1)

[Kozáková, Radka, Petr Pokorný, Vladimír Peša, Alžběta Danielisová, Katarína Čuláková and Helena Svitavská Svobodová \(2015\) Prehistoric human impact in the mountains of Bohemia. Do pollen and archaeological data support the traditional scenario of a prehistoric “wilderness”? *Review of Palaeobotany and Palynology* 220:29-43.](https://webcourses.ucf.edu/courses/1398113/files/90959517/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959517/download?download_frd=1)

Lab: Presenting and Interpreting Results

8) Week 3/1

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

Discussion Readings

Case study:

[Fearn, M. L., & Liu, K.-b. \(1995\). Maize pollen of 3500 B.P. from southern Alabama. *American Antiquity*, 60\(1\), 109-117.](https://webcourses.ucf.edu/courses/1398113/files/90959519/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959519/download?download_frd=1)

[Eubanks, M. \(1997\). Reevaluation of the identification of ancient maize pollen from Alabama. *American Antiquity*, 62\(1\), 139-145.](https://webcourses.ucf.edu/courses/1398113/files/90959518/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959518/download?download_frd=1)

[Fearn, M. L., & Liu, K.-b. \(1997\). Identification of Maize pollen: Reply to Eubanks. *American Antiquity*, 62\(1\), 146-148](https://webcourses.ucf.edu/courses/1398113/files/90959520/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959520/download?download_frd=1)

[Pearsall, D \(2019\) The Paleoethnobotany of Maize. Chapter 6 in Case Studies in Paleoethnobotany, pp112-145](https://webcourses.ucf.edu/courses/1398113/files/90959544/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959544/download?download_frd=1)

Lab: Pollen

SPRING BREAK no class 3/8

Part 3: Opal Phytoliths in Archaeology

9) Week 3/15

Second Take-home Quiz Due

Lecture:

Nature and Occurrence of Phytoliths. DMP Ch 5, pp 253-279

Discussion Reading:

[Ball, T., Karol Chandler-Ezell, Ruth Dickau, Neil Duncan, Thomas C. Hart, Jose Iriarte, Carol Lentfer, Amanda Logan, Houyuan Lu, Marco Madella, Deborah M. Pearsall, Dolores R. Piperno, Arlene M. Rosen, Luc Vrydaghs, Alison Weisskopf and Jianping Zhang \(2015\) Phytoliths as a tool for investigations of agricultural origins and dispersals around the world. *Journal of Archaeological Science*.](https://webcourses.ucf.edu/courses/1398113/files/90959521/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959521/download?download_frd=1)

[Liu, Li., Duncan, N.A., Chen, X., Ji, P. \(2016\). Plant-based subsistence strategies and development of complex societies in Neolithic Northeast China: Evidence from grinding stones, *Journal of Archaeological science: Reports* 7, 247-261.](https://webcourses.ucf.edu/courses/1398113/files/90959542/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959542/download?download_frd=1)

Lab: Phytoliths

10) Week 3/22

Field Sampling; Laboratory Analysis. DMP Ch 5, pp280-313

Scanning and Counting Procedures; Presenting and Interpreting Results. DMP Ch 5

Discussion Readings

[Harvey, E. L. and D. Q. Fuller \(2005\). "Investigating crop processing using phytolith analysis: the example of rice and millets." *Journal of Archaeological Science* 32\(5\): 739-752.](https://webcourses.ucf.edu/courses/1398113/files/90959522/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959522/download?download_frd=1)

[Iriarte, J. \(2003\). "Assessing the feasibility of identifying maize through the analysis of cross-shaped size and three-dimensional morphology of phytoliths in the grasslands of southeastern South America." *Journal of Archaeological Science* 30\(9\): 1085-1094.](https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1)

[Piperno, D. R., et al. \(2000\). "Phytoliths in Cucurbita and other Neotropical Cucurbitaceae and their occurrence in early archaeological sites from the lowland American tropics." *Journal of Archaeological Science* 27\(3\): 193-208.](https://webcourses.ucf.edu/courses/1398113/files/90959524/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959524/download?download_frd=1)

Lab: Phytoliths

11) Week 3/29

Third Take home quiz assigned

In-text Case Studies; Issues and Directions in Phytolith Analysis. DMP Ch 5, pp214-340

Discussion Readings

[Pearsall, D. M., K. Chandler-Ezell, A. Chandler-Ezell \(2003\) Identifying maize in neotropical sediments and soils using cob phytoliths. *Journal of Archaeological Science* 30:611-627.](https://webcourses.ucf.edu/courses/1398113/files/90959525/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959525/download?download_frd=1)

[Rover, Irwin \(2004\) On transparent blindfolds: Comments on identifying maize in Neotropical sediments and soils using cob phytoliths *JAS* 31:815-819](https://webcourses.ucf.edu/courses/1398113/files/90959526/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959526/download?download_frd=1)

[Pearsall, Deborah M., Karol Chandler-Ezell, Alex Chandler-Ezell](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1)

[\(2004\) Maize can still be identified using phytoliths: response to Rovner *JAS* 31:1029-1038](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1)

[Case study in DMP: How Common was Maize at Real Alto? p326](https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959527/download?download_frd=1) (please abstract and discussion question this)

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/5

Third Take-home Quiz Due

Starch grain analysis. DMP Chp 6, pp341-374

Discussion Readings

[Gott, B., H. Barton, D. Samuel, and R. Torrence \(2006\) Biology of Starch. In *Ancient Starch Research*, pp 35-45. Robin Torrence and Huw Barton, eds. Left Coast Press.](https://webcourses.ucf.edu/courses/1398113/files/90959515/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959515/download?download_frd=1)

[Piperno, Dolores R., A. J. Ranere, I. Holst, and P. Hansell \(2000\) Starch grains reveal early root crop horticulture in the Panamanian tropical forest. *Nature* 407\(6806\):894-897.](https://webcourses.ucf.edu/courses/1398113/files/90959530/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959530/download?download_frd=1)

[Perry, L. \(2004\) Starch analyses reveal the relationship between tool type and function: an example from the Orinoco valley of Venezuela. *Journal of Archaeological Science* 31:1069-1081.](https://webcourses.ucf.edu/courses/1398113/files/90959529/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959529/download?download_frd=1)

[Hardy, K., T. Blakeney, L. Copeland, J. Kirkham, R. Wrangham, M. Collins](https://webcourses.ucf.edu/courses/1398113/files/90959528/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959528/download?download_frd=1)

[\(2009\) Starch Granules, dental calculus and new perspectives on ancient diet. *JAS* 36\(2\):248-255](https://webcourses.ucf.edu/courses/1398113/files/90959528/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959528/download?download_frd=1)

Lab: Starch

13) Week 4/12

DMP Chp 6, pp 375-384

Discussion Readings

[Babot, M. Pilar \(2003\) Starch grain damage as an indicator of food processing. *Phytolith and starch research in the Australian-Pacific-Asian regions: the state of the art*: 69-81.](https://webcourses.ucf.edu/courses/1398113/files/90959531/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959531/download?download_frd=1)

[Lu, H., X. Yang, M. Ye, K. B. Liu, Z. Xia, X. Ren, L. Cai, N. Wu and T. S. Liu \(2005\) Culinary archaeology: Millet noodles in Late Neolithic China. *Nature* 437\(7061\):967-968.](https://webcourses.ucf.edu/courses/1398113/files/90959539/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959539/download?download_frd=1)

[Ge, W. E. I., L. I. Liu, Xingcan Chen and Zhengyao Jin \(2011\) Can Noodles Be Made from Millet? An Experimental Investigation of Noodle Manufacture Together with Starch Grain Analyses. *Archaeometry* 53\(1\):194-204.](https://webcourses.ucf.edu/courses/1398113/files/90959532/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959532/download?download_frd=1)

[Mercader, J., T. Bennett and M. Raja \(2008\) Middle Stone Age starch acquisition in the Niassa Rift, Mozambique. *Quaternary Research* 70\(2\):283-300.](https://webcourses.ucf.edu/courses/1398113/files/90959533/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90959533/download?download_frd=1)

The final part: paleoethnobotanical and paleoecological data

14) Week 4/19

Take home Quiz 4 Assigned

[Clement, Charles R., and André B. Junqueira](https://webcourses.ucf.edu/courses/1398113/files/90973759/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973759/download?download_frd=1)

[2010 Between a Pristine Myth and an Impoverished Future. Biotropica 42\(5\):534-536.](https://webcourses.ucf.edu/courses/1398113/files/90973759/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973759/download?download_frd=1)

[Bush, Mark B., Crystal H. McMichael, Dolores R. Piperno, Miles R. Silman, Jos Barlow, Carlos A. Peres, Mitchell Power, and Michael W. Palace](https://webcourses.ucf.edu/courses/1398113/files/90973760/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973760/download?download_frd=1)

[2015 Anthropogenic influence on Amazonian forests in pre-history: An ecological perspective. Journal of Biogeography 42\(12\):2277-2288.](https://webcourses.ucf.edu/courses/1398113/files/90973760/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973760/download?download_frd=1)

[Levis, C. et al.](https://webcourses.ucf.edu/courses/1398113/files/90973758/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973758/download?download_frd=1)

[2017 Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. Science 355:925-931.](https://webcourses.ucf.edu/courses/1398113/files/90973758/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973758/download?download_frd=1)

[McMichael, C. N., F. Matthews-Bird, W. Farfan-Rios, and K. J. Feeley](https://webcourses.ucf.edu/courses/1398113/files/90973757/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973757/download?download_frd=1)





[2017 Ancient human disturbances may be skewing our understanding of Amazonian forests. Proc Natl Acad Sci U S A.](https://webcourses.ucf.edu/courses/1398113/files/90973757/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1398113/files/90973757/download?download_frd=1)

















Lab: TBA

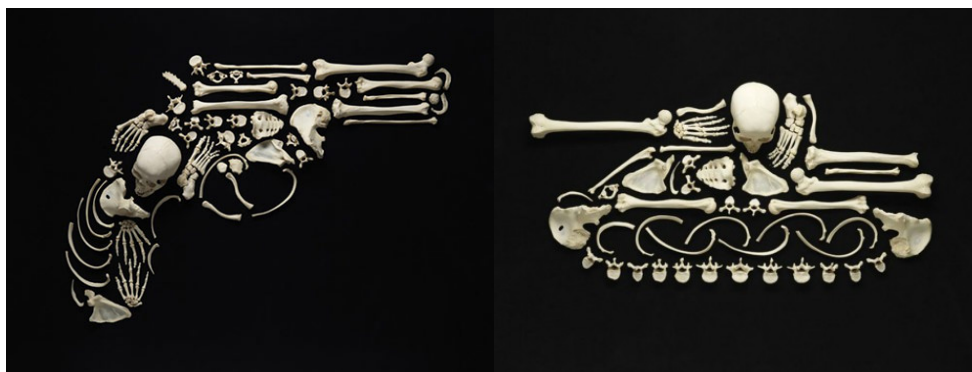
Final Exam Day Fourth Take-home Quiz Due!!!

Abstracts Due!!!! DATE TBA (not listed in schedule)

Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Thu Mar 26, 2020 |  PHYTOLITH VIRTUAL LAB (https://webcourses.ucf.edu/courses/1398113/assignments/7434195) | due by 3:59pm |
| Sun Jan 16, 2022 |  Academic Activity (https://webcourses.ucf.edu/courses/1398113/assignments/7449972) | due by 11:59pm |
| Tue Jan 18, 2022 |  Week 2 (https://webcourses.ucf.edu/courses/1398113/assignments/7449451) | due by 3pm |
| Tue Jan 25, 2022 |  Week 3 (https://webcourses.ucf.edu/courses/1398113/assignments/7449545) | due by 3pm |

| Date | Details | Due |
|------------------|---|---------------|
| Tue Feb 1, 2022 |  Week 4 (https://webcourses.ucf.edu/courses/1398113/assignments/7449546) | due by 3pm |
| Tue Feb 8, 2022 |  Week 5 (https://webcourses.ucf.edu/courses/1398113/assignments/7449547) | due by 3pm |
| Tue Feb 15, 2022 |  Quiz 1 (https://webcourses.ucf.edu/courses/1398113/assignments/7434196) | due by 3:59pm |
| Tue Feb 22, 2022 |  Week 7 (https://webcourses.ucf.edu/courses/1398113/assignments/7449587) | due by 3pm |
| Tue Mar 1, 2022 |  Week 8 (https://webcourses.ucf.edu/courses/1398113/assignments/7449605) | due by 3pm |
| Tue Mar 15, 2022 |  Quiz 2 (https://webcourses.ucf.edu/courses/1398113/assignments/7434197) | due by 3pm |
| Tue Mar 15, 2022 |  Week 9 (https://webcourses.ucf.edu/courses/1398113/assignments/7449607) | due by 3:59pm |
| Tue Mar 22, 2022 |  Week 10 (https://webcourses.ucf.edu/courses/1398113/assignments/7449608) | due by 3:59pm |
| Tue Mar 29, 2022 |  Week 11 (https://webcourses.ucf.edu/courses/1398113/assignments/7449675) | due by 3pm |
| Tue Apr 5, 2022 |  Quiz 3 (https://webcourses.ucf.edu/courses/1398113/assignments/7434198) | due by 3pm |
| Tue Apr 5, 2022 |  Week 12 (https://webcourses.ucf.edu/courses/1398113/assignments/7449719) | due by 3pm |
| Tue Apr 12, 2022 |  Week 13 (https://webcourses.ucf.edu/courses/1398113/assignments/7449721) | due by 3pm |
| Tue Apr 19, 2022 |  Week 14 (https://webcourses.ucf.edu/courses/1398113/assignments/7449724) | due by 3pm |
| Wed Apr 27, 2022 |  Quiz 4 (https://webcourses.ucf.edu/courses/1398113/assignments/7434199) | due by 3pm |
| |  Class participation (https://webcourses.ucf.edu/courses/1398113/assignments/7434193) | |
| |  Discussion Leadership (https://webcourses.ucf.edu/courses/1398113/assignments/7434194) | |



(Photo source: francoisrobertphotography.com)

Spring 2022 – Department of Anthropology – College of Sciences - UCF

ANT4406: Pain and Suffering

The Anthropology of Violence and Social Conflict

Class Time: Tuesday/Thursday. 1:30 to 2:45pm

Instructor: Dr. J. Marla Toyne

Office: HPH 409R **Phone:** 407 823 1927

Office Hours: Thursday 10:00 to 12:00pm

Email: j.marla.toyne@ucf.edu

Or Email for appointment if necessary.

Place: BA1 - 12241402

Credit Hours: 3 credits

Mode: F2F

Course Overview:

What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call “primitive”, then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

Prerequisites: Ideally ANT2511 or ANT2410, or permission of Instructor.

Course Catalogue: Survey the phenomenon of violence in human societies by exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology.

Course Objectives:

The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment/execution, ritual violence, suicide, structural violence, and warfare.

- **Develop an understanding of the phenomenon of violence**
- **Explore the manifestations of violence in human societies**
- **Evaluate various theories of violence**
- **Use cross-cultural comparison to identify the impact of violence on human societies (past and present)**
- **Prepare and discuss different individual cases studies of violence**
- **Synthesize research on violence in different cultural contexts**
- **Review and place a full ethnography within the broader context of social violence**

Course Requirements:

This course will include lectures, films, online pages, and readings that explore diverse aspects of violent behaviors. The course will include a major writing assignment as well as in-class weekly discussions including helping lead a weekly discussion topic. Weekly quizzes will enhance student preparation, and ethnography book club discussions help engage in reading select ethnographies.

Topics covered on a weekly basis will include:

- *Types of Violent Behaviors* (definitions)
- *Scales of Violent Behaviors* (personal, interpersonal, group, national)
- *Theories of Violence* (Physical, Structural, Material, Civilized, Social)
- *Evolution of Violence* (evidence of early aggressive behaviors in our hominid ancestors)
- *Non-Human Primate Violence* (evolutionary significance of intraspecies aggression)
- *Non-State Level Violence*
- *State Level Violence* (political violence, war, genocide)
- *Socially Sanctioned Violence* (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- *Victims of Violence* (women, children, minorities, elderly, ethnicities)
- *World History of Violence*
- *Violence in Popular Culture and Media* (television, films, video games, literature, fine arts, graphic novels)
- *Cases of Violent Behaviors* (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

Student Success:

This is my goal. This is a Face-to-Face course. There are **F2F meetings with lectures and interactive discussions**, 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, 2) reviewed and thought about the provided review questions. 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. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.

Recommendations for 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 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.

Required Texts:

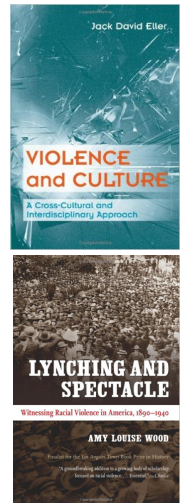
1. **Eller, J.D. (2006) *Violence and Culture: Across-Cultural and Interdisciplinary Approach*. Wadsworth: Belmont, California.**
2. **Wood, A.L. (2009) *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. Chapel Hill: University of North Carolina Press.**

These are available in the bookstore, but they are also on Course Reserve in the Library for limited check out. Or online stores at various outlets.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically Webcourses as PDFs. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Recommended:

Scheper-Hughes N, and Bourgois P, eds. (2003) *Violence in War and Peace: An Anthology*. Wiley-Blackwell Publishers: New York. (Selected Readings as SH & B: chapter)



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

| | | | |
|-----------|-----------|----------------|-----------|
| A 95-100% | B+ 87-89% | C+ 77-79% | D+ 65-69% |
| A- 90-94% | B 84-86% | C 74-76% | D 60-64% |
| B- 80-83% | C- 70-73% | F 59% or below | |

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Evaluation:

| | |
|--|-----|
| Quizzes and Reflections (based on weekly readings) | 20% |
| Article Discussant | 20% |
| Book Review | 20% |
| Final Exam Article Review | 20% |
| Participation | 20% |
| <hr/> | |
| Total | 100 |

Grade Dissemination

Quizzes, assignments, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Accessing Online Course Content

You have an online assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Attendance and Participation

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

Participation is an important component of this class and you will be evaluated points for your presence and natural participation. I do call on students, but I am much more excited to pick among willing hands of volunteers who would like to ask questions and offer answers and opinions on readings and class topics.

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.

IF verbal public, in-class participation is the scariest thing on the planet, please come see me and let me know and we will consider alternative participation strategies.

LEARNING ASSESSMENT

Regular attendance and participation in class is required (see Attendance Policy). 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 knowledgebase week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

Assignments

MiniQuizzes/Reflections – weekly readings: These are assigned, dated, and timed. **MONDAY NIGHT** before TUESDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings and thought through some key concepts.

Discussions – weekly topic LEADERSHIP: Each student will sign up to help lead the discussion for 1 new article that will add to our weekly readings. A sign-up sheet will be passed out during the first week of classes and online. If students miss signing up independently, they will be assigned an article.

Approximately 1-2 students per week will be the ‘article discussants’. The expectation is that the student will be present in class and be prepared to introduce a novel article and add to the discussion of the topic. ALL other students are expected to participation with questions and comments. Everyone gets a turn to shine and lead the discussion.

Book Review Assignment: Further instructions will be detailed on Webcourses for each component of this written assignment.

FINAL Exam: Unfortunately, there will not be regular exams, but a final ‘exam’ article review and synthesis is expected. Two weeks before the end of class you will sign up for a provided article on a specific topic, you will find another article with a similar theme (NOT on the list, nor used in class already), and you will **write a**

3 pages, double-spaced, Times New Roman font, 1 inch margins, amazing review of both articles, then comparing them, and finally synthesizing them to the violent topic and the rest of the course materials. Further instructions online. Online submission during finals period.

These written assignments must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

In text citations must follow the AJBA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and formatting errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See Course Protocols for further formatting and Discussion Protocols.

Policies

Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

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 4 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 (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4406 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/chapters/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered.

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.

Missed exams/assignments: There are **no make-ups** for **online quizzes, discussions, or assignments**. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. 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.

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.

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.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, working on homework, 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 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.
- **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.

UCF Cares

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

ACADEMIC RESPONSIBILITY AND EXPECTATIONS

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 at [<http://osc.sdes.ucf.edu/process/roc>](http://osc.sdes.ucf.edu/process/roc).

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Turnitin.com: In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

ACCESSIBILITY STATEMENT

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

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

Campus Safety Statement

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

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

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.

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 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.

Dates to remember: The SPRING Academic calendar can be found online at: <http://calendar.ucf.edu/2022/spring>

Late registration, Add/Drop: January 10-14th, 2022

Withdrawal deadline for this course: March 25th, 2022

Class Weekly Reading SCHEDULE:

Concept of Violence and Readings (Assignment deadlines can be found online)

- Week 1** **Introduction to Anthropology of Violence**
Eller: Chapter 1
Sh & B Ch1
Riches (1986)
- Week 2** **Theories of Violence (and Peace)**
Eller (2006) Chapter 2
Accomazzo (2012)
- Week 3** **Non-human Violence (significance of patterns of intraspecies aggression)**
Crofoot and Wrangham(2009)
Wrangham etal. (2006)
- Week 4** **Human Capacity for Violence**
Eller: Chapter 3
SH & B: Chapter 7-12, 16, 18
Van de Berghe (1974)
- Week 5** **Evolution of Violence (evidence of early aggressive behaviors in our hominid ancestors)**
Eller: Chapter 4
Keeley (1996) Chapters 1 and 9
Chagnon (1984)
- Week 6** **Socially Sanctioned Violence (Legal punishment, ritual, combat sports, self-defence)**
Eller: Chapter 6 and 7
SH & B: Chapters 46-49
Smith (2000)
- Week 7** **State Level Violence**
Eller: Chapter 8 and 9
SH & B: Chapter 51, 49 (terrorism)
- Week 8** **Victims of Violence (gender violence, women)**
Eller: Chapter 5
Gentry (2015)
Film: *When Women Kill*
- Week 9** **SPRING BREAK**
- Week 10** **Intimate Violence (Children/Elders/Suicide)**
Korbin (2003)
Sh & B Ch 33
TBD reading
- Week 11** **Structural and Symbolic Violence**
Farmer (2004)
Sh & B 32
- Week 12** **Violence in Popular Culture and Media (TV, films, video games, literature, fine arts, etc)**
Young (2010) Chapter 1, 3
- Week 13** **Lynching and Spectacle (Intro, Part 1)**
- Week 14** **Lynching and Spectacle (Part 2 and Part 3)**
- Week 15** **Peaceful Societies and Conflict Resolution**
Fry (2007) Chapter 1-6



Welcome to:

Culture, Disease & Healing

ANT 4408M – Spring 2022

Mondays & Wednesdays: 3:30 – 4:20 pm,
& Online Component: to be completed
between Thur. and Sun.

Location: BA-1 Building, Room 122

Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Mondays 4:45 – 6:15 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309

E-mail: jmishtal@ucf.edu (preferred contact method) Phone: (407) 823-2227

Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate

Office Hrs: Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309

E-mail: abigail.shepherd@knights.ucf.edu Phone: (407) 823-2227

Office Hours

Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas. Please let us know if you plan to see us 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>

**COVID-19 Status for Professor and GTA: we are fully vaccinated and boosted! to protect ourselves and you. Please vaccinate and mask up!
We will be wearing masks for classes and expect you to do the same.**

Course Description and Objectives:

This medical anthropology course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using contemporary ethnographies, the course explores varied notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, traditional approaches to health as well as new medical technologies, health disparities, and caregiving. We will use examples, from the US,

Russia, Ireland, China, Egypt, Lebanon, Israel, and other locations.

This course counts as credit toward:

- **Global Health Certificate**
(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)
- **Diversity GEP Credit**

Learning Outcomes - Upon completion of the course, the students will:

- become familiar with the ways in which health and illness are understood and experienced in varied cultural contexts
- understand key theoretical paradigms and concepts in medical anthropology
- gain an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

COVID-19 UCF RULES:

MASK UP & VACCINATE!



University-Wide Mask Policy for Indoor Classes:

Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms

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

Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.

Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

COVID-19 and Illness Notification

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

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

www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness.

When possible, you should contact us before missing class.

Course Materials (required):

1. Books:

- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.* Fadiman, Anne. [1997] 2012. New York: Farrar, Straus & Giroux. ISBN-10: 0374525641

Access: (a) used copies on Amazon from \$4; (b) UCF bookstore; (c) **free:** UCF library on reserve

- *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland.* Scheper-Hughes, Nancy. 2001. Berkeley: University of California Press. ISBN-10: 0520224809

Access: (a) used copies on Amazon from \$15; (b) UCF bookstore; (c) **free:** UCF library

- *Women's Health in Post-Soviet Russia: The Politics of Intervention.* Rivkin-Fish, Michele. 2005. Indiana University Press. ISBN: 0253217679

Access: (a) used copies on Amazon from \$15; (b) UCF bookstore; (c) **free:** UCF library

2. Articles (provided):

Several articles are also required and are available to students electronically on the Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester.

3. Required Films/Videos (provided):

Students are required to see all films and 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.

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.

Campus Safety: Should an emergency arise in our class, we’ll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency, dial 911. Emergency procedure guides are posted on classrooms’ walls near the door (http://emergency.ucf.edu/emergency_guide.html).

Grading Policy:

Descriptions of Exams, Online Work, and Papers:

1. Exam I: 25 points

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

2. Exam II: 25 points

The second exam (on the last day of classes) will consist of up to 25 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3.) Assignments online (scaffolds) to build the Narrative Medicine Paper: 20 points

Students in this class will have the opportunity to conduct a Narrative Medicine project and write a paper about it (see below). Four Online Assignments at 5 points each are designed as a step-by-step process known as “scaffolding” to develop and write a great Narrative Medicine paper.

The 4 assignments are: **(1)** reaction synopsis of one-page in length, not to exceed 400 words, to Arthur Kleinman’s text on “Illness Narratives,” **(2)** two preliminary references with annotations for the illness narrative, **(3)** preliminary list of 5 interview questions to elicit the illness narrative; and **(4)** a rough Narrative Medicine paper outline.

- Full instructions will be provided on Canvas.
- Due dates for components of the paper are on Canvas and in the schedule below (in weeks 3, 6, 8, and 10).

4.) Narrative Medicine Paper: 30 points

In the narrative medicine paper students analyze an “illness narrative”: the experience of illness from the patient’s point of view. This can be based on: 1) an interview you conduct with a family member, a friend, or someone else you know who has experienced some health condition and/or treatment (treatment can be biomedical or complementary alternative medicine); or 2) your own illness narrative of a health experience you have had.

The papers should be 1800 - 2000 words (approx. 7-8 pages double-spaced) in length, plus 1 page for references relevant to your specific illness narrative. Online Assignments are designed as a step-by-step process to develop and write a great Narrative Medicine paper. We’ll hold 3 Paper Workshops to guide you through the steps for this project and paper.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me

or the GTA *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

- **Punctuality for testing:** is expected for all exams. After the first student who completed the test leaves the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:

- 1.) Exam I: 25 points
- 2.) Exam II: 25 points
- 3.) 4 Assignments (scaffolds) for Narrative Medicine Paper: 20 points
- 4.) Narrative Medicine Paper: 30 points
- 5.) Attendance, class participation, computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

The Grade Scale:

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

Weekly Schedule

WEEK 1: *Week’s Topics:* Syllabus and Overview of Class.

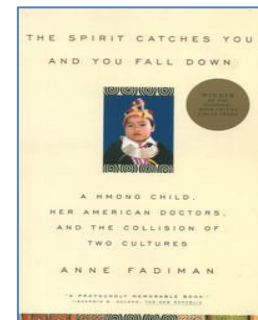
Mon, 1/10: First class – introduction of the course & overview of the syllabus.

Wed, 1/12: Overview of medical anthropology from a cultural perspective. Who is Lia and what happened to her?

Read for Wed:

Book: *The Spirit Catches You and You Fall Down.*

Read pages 3-37.



Online Component:

Assignment # 1: Instructions on Canvas

(Become familiar with our Canvas site. Make sure you can access posted articles.)

WEEK 2: *Week’s Topics:* “Collisions” with the health care system in North America: The Case of the Hmong in California.

Mon, 1/17: **No Class** – MLK Holiday

Wed, 1/19: Lia’s treatment

Read for Wed:

Book: *The Spirit Catches You and You Fall Down.* Read pages 38-77.

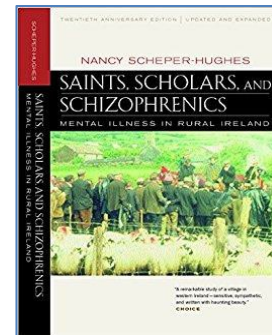
Online Component:
Instructions on Canvas
(Read A. Kleinman)

WEEK 3: *Week's Topics:* "Collisions" with the health care system in North American: The Case of the Hmong in California & Preparation for Papers

Mon, 1/24: Narrative Medicine Paper Workshop # 1
Read for Mon: None

Wed, 1/26: Could Lia have been saved?
Read for Wed:
Book: *The Spirit Catches You and You Fall Down*. Read pages 225-288.

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



Online Component:
Instructions on Canvas
(**Submit scaffold assignment #1: due by midnight Jan. 30, 2022**)

WEEK 4: *Week's Topic:* China and Health: Traditional Chinese Medicine, Acupuncture, and Physical Culture

Mon, 1/31: Physical culture, TCM, Acupuncture
Read for Mon:
Chen, Kaixian, and Chen Hongzhuan Chen. "Traditional Chinese medicine for combating COVID-19" *Frontiers of Medicine* 2020, 14(5): 529-532



Wed, 2/2: An integrated approach to health in the healthcare system
Read for Wed: none

Online Component:
Instructions on Canvas (read and annotate)

WEEK 5: *Week's Topic:* Ireland & mental health.

Mon, 2/7: New Section: Ireland - mental health & sexuality.
Read for Mon:
Book: *Saints, Scholars, and Schizophrenics*.
Read pages xiii-75.

Wed, 2/9: Mental health and sexuality.
Read for Wed:

Book: *Saints, Scholars, and Schizophrenics*. Read pages 76-170.

Online Component:

Instructions on Canvas

WEEK 6: *Week's Topics: Ireland: mental health, unwanted celibacy, and guilt.*

Mon, 2/14: Brothers, sisters and lovers

Read for Mon:

Book: *Saints, Scholars, and Schizophrenics*. Read pages 173-221.



Wed, 2/16: The idea of “sex roles” and destinies

Read for Wed:

Book: *Saints, Scholars, and Schizophrenics*. Read pages 222-328.

Online Component:

Instructions on Canvas

([Submit scaffold assignment #2: due by midnight Feb. 20, 2022](#))

WEEK 7: *Week's Topic: High Tech Medicine, Religion, and Culture.*

Mon, 2/21: Case studies: Egypt and Lebanon

Read for Mon:

“Middle Eastern Masculinities in the age of New Reproductive Technologies: male infertility and stigma in Egypt and Lebanon.” *Medical Anthropology Quarterly* 18(2):162-182. 2004. By Marcia Inhorn



Wed, 2/23: Case study: Israel

Read for Wed:

“Rabbis and reproduction: The uses of new reproductive technologies among ultraorthodox Jews in Israel.” 2002. By Susan M. Kahn IN: *Infertility around the Globe*. Eds: Inhorn and van Balen. University of California Press. P. 283-297.

Online Component:

Instructions on Canvas

WEEK 8:

Mon, 2/28: Review for Exam I

Wed, 3/2: EXAM I

Online Component:

Instructions on Canvas

(**Submit** scaffold assignment #3: due by midnight March 6, 2022)

WEEK 9: 3/7 – 3/11 – SPRING BREAK

Online Component:

NO assignment – spring break (rest, catch-up, read ahead)

WEEK 10: *Week's Topic:* New section: Body politics & healthcare in Eastern Europe & Russia.

Mon, 3/14: Narrative Medicine Paper Workshop # 2

Read for Mon: none

Please bring your questions about your paper to this class.

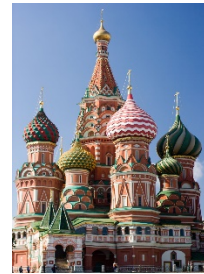
Wed, 3/16: *New Section:* Eastern Europe & Russia – What was communism and what came next?

Read for Wed: none

Online Component:

Instructions on Canvas

(**Submit** scaffold assignment #4: due by midnight March 20, 2022)



WEEK 11: *Week's Topic:* The Case of Russia - Body Politics and Healthcare

Mon, 3/21: Russia – What is “moral correction”?

Read for Mon:

Book: *Women's Health in Post-Soviet Russia*.

Read pages 1-65.

Wed, 3/23: Russia – Sex Education

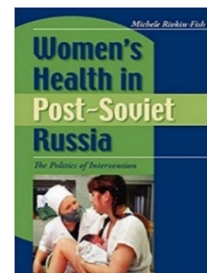
Read for Wed:

Sex education and the idea of “discipline” - *Women's Health in Post-Soviet Russia*.

Read pages 66-119.

Online Component:

Instructions on Canvas



WEEK 12: *Week's Topic:* The Case of Russia, cont.

Mon, 3/28: Who is “responsible” for your health problems?

Read for Mon:

Book: *Women's Health in Post-Soviet Russia*.
Pages 123-178.

Wed, 3/30: Russia: Bribes or “Privatizing strategies” – chocolates, vodka, and other strategies

Read for Wed:

Book: *Women's Health in Post-Soviet Russia*.
Pages 179-222.



Online Component:
Instructions on Canvas

WEEK 13: *Week's Topic:* Heteronormativity and Medicine

Mon, 4/4: Defining heteronormativity, heterosexism, homophobia, transphobia, and homonormativity in the context of health and illness

Read for Mon:

“Challenging Heteronormativity in Medicine” by William J. Robertson.
2019, in *Routledge Handbook of the Medical Humanities*. Pp. 105-113.

Wed, 4/6: GUEST PRESENTATION

Dr. Lindsay Taliaferro, PhD, MPH, MS, College of Medicine, Department of Population Health Sciences, UCF

Research Case Study: “Understanding gender minority young adults' experiences with healthcare.”

Read for Wed: none

Double Attendance
Credit

Online Component:
Instructions on Canvas

WEEK 14: *Week's Topic:* Anthropology of Drug Use and Drug Politics

Mon, 4/11: Substance Use & Abuse. What is looking “Up-stream”?

Read for Mon:

“Why Does Juan García Have a Drinking Problem? The Perspective of Critical Medical Anthropology.” 1992. *Medical Anthropology*, 14(1):77-108. By Singer, Merrill et al.

Wed, 4/13: GUEST PRESENTATION

Abigail Shepherd, MA Candidate, Anthropology

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

Read for Wed: none

Double Attendance
Credit

Online Component:
Instructions on Canvas

WEEK 15: *Week's Topic:* Final preparation of papers and review for exam II

Mon, 4/18: Narrative Medicine Paper Workshop # 3
Read for Mon: none.

Wed, 4/20: Review for Exam II

Online Component:
Instructions on Canvas

WEEK 16: Exam II & Narrative Medicine Papers

Mon, 4/25: Exam II (in last class) in BA-1, room 122

Thur 4/28 (UCF final exam date): Narrative Medicine Papers due by midnight via Canvas (can submit early)

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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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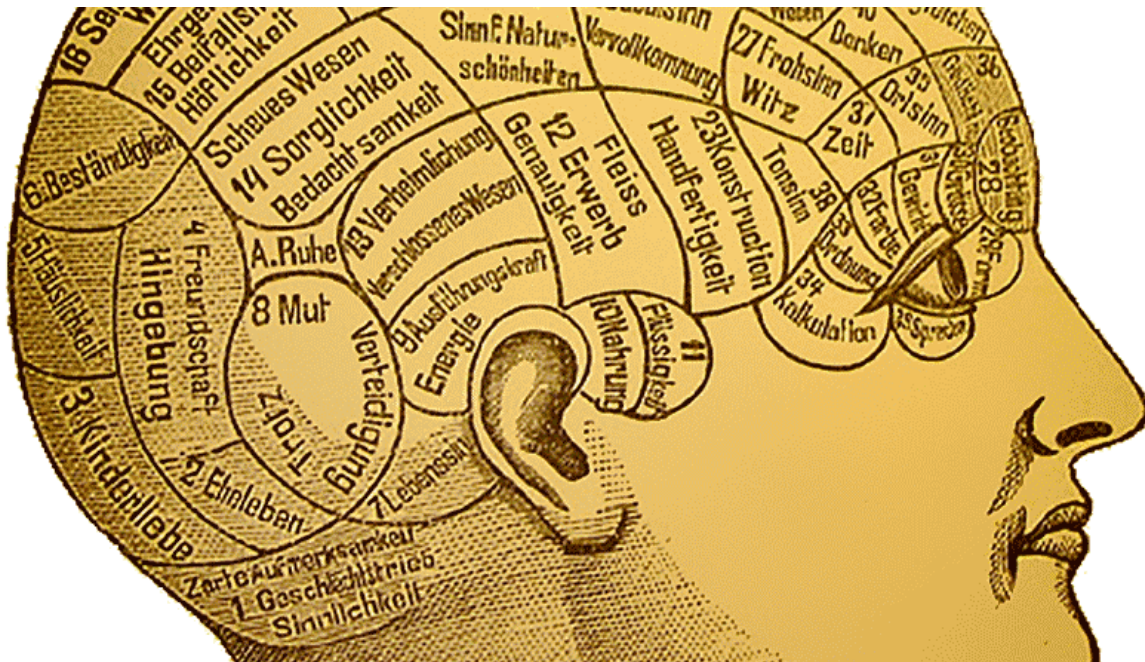
~~~~~ *Have a great summer!* ~~~~~



# Course Syllabus

[Jump to Today](#)

 [Edit](#)



## ANG 4482 Anthropology of Mental Health

Department of Anthropology

College of Sciences, University of Central Florida

### Instructor Information

- Instructor: Beatriz Reyes-Foster
- Office Location: Howard Phillips Hall Room 409I
- Office Hours: Thursdays 1-3 PM
- Phone: (407) 823-2206
- Digital Contact: [beatriz.reyes-Foster@ucf.edu](mailto:beatriz.reyes-Foster@ucf.edu)

### Teaching Assistants

- GTA: Suzanne Draper
- Email: [Suzanne.Draper@ucf.edu](mailto:Suzanne.Draper@ucf.edu) (<mailto:Suzanne.Draper@ucf.edu>) OR Webcourses messaging

### Course Information

- Term: 2022
- Course Number & Section: ANT 4482 01

- Course Name: Anthropology of Mental Health
- Credit Hours: 3
- Class Meeting Days: Tuesday and Thursday
- Class Meeting Time: 10:30-11:45 am
- Class Location: Classroom Building 1, Room 307
- Course Modality: Face to Face

## Enrollment Requirements

Course Prerequisites (if applicable): Junior standing and at least one course in anthropology or a related social science (sociology, psychology, or social work).

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): None

## Course Description

This course introduces anthropological approaches to mental health and examines mental health and healing in cross-cultural perspective.

## Course Materials and Resources

### Required Materials/Resources

- Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. New York: The Free Press.
- Nakamura, Karen. *A Disability of the Soul: An Ethnography of Schizophrenia and Mental Illness in Contemporary Japan*. Cornell University Press.
- Lester, Rebecca. 2019. *Famished: Eating Disorders and Failed Care in America*.

*Other readings will be available through Webcourses.*

### Optional Materials/Resources

None

## Student Learning Outcomes

Students will accomplish the following learning outcomes:

1. Become familiar with the most important literature in psychological and psychiatric anthropology.
2. Explain what an anthropology of mental health is.
3. Understand the social construction of mental health, mental illness, and treatment.

4. Develop knowledge in the epistemology, philosophical underpinnings, and science of mental health and mental illness in cross-cultural perspective.

## Course Activities

### *Reading Responses*

Beginning in week 2 of the course, students will write a brief (450 to 500 word; no more than 500) response to the readings for each week and post it to a canvas discussion board. The response can take the form of question or comment about the assigned readings OR a response to another person's post. If you choose to comment on another person's response, be sure to **clearly reference and engage** the assigned texts. All reading responses are due **Wednesdays before 8 PM**. Please note that due to the timely nature of the reading responses **there is no grace period** for this assignment. Late reading responses will not be accepted.

### *Scaffolded Individual Paper*

All Students have the following options for a final paper:

1. An illness narrative based on 1) an interview with a family member or friend who has experienced mental illness; **OR** 2) an interview with a family member or friend who has witnessed or been a caregiver for a friend or relative struggling with mental illness and undergoing treatment.
2. A review of a full-length ethnography which links the book to course readings and situates in the context of concepts learned in class.

### *Proposal & Annotated Outline*

A scaffolded assignment is one in which students turn in earlier versions or stages of their work throughout the semester. In lieu of exams, a paper proposal and an annotated outline will be due approximately in Week 5 and Week 11 of the term. Detailed guidelines are available in Webcourses.

### *Group Research Paper and Poster*

In addition to the final paper, students will collaboratively (in groups of 3-4) research a diagnostic category from the DSM-V and create a poster examining how this category has been researched anthropologically and how the illness presents cross-culturally. **This poster should be created using powerpoint then converted to PDF for online submission for our virtual poster session.**

## Activity Submissions



All student work shall be submitted through Webcourses.

## Attendance/Participation

Attendance is mandatory. Absences may be excused due to illness, death, childcare problems, or other unforeseeable emergencies. Per the Undergraduate Catalog, excused absences include "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays)." Anything outside of the scope of these circumstances will not be considered an excused absence and will result in a reduction of your grade.

### About COVID and Attendance

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.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

| Assignment                   | Percentage of Grade |
|------------------------------|---------------------|
| Attendance and participation | 10%                 |
| Reading Responses            | 15%                 |
|                              |                     |

|                           |      |
|---------------------------|------|
| Paper Proposal            | 15%  |
| Annotated Outline         | 15%  |
| Final Paper               | 25%  |
| Group Poster Presentation | 20%  |
| Total                     | 100% |

| Letter Grade | Points          |
|--------------|-----------------|
| 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            | 70 – 76 points  |
| D            | 60 – 69 points  |
| F            | 59 and below    |

Consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) [\(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

# Course Schedule

You may view the course schedule for the semester [by following this link](#).

## University Services and Resources

### COVID-Specific Statements and Policies

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

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

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

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

## Academic Services and Resources

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

## Non-Academic Services and Resources

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

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

## Policy Statements

## Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that I can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you. Please note I expect you to be respectful of one another, the GTA, and myself. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online/in-person classroom, you may be removed from the course and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you. Check here to find out how to set your PGPs in Webcourses: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456> (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>)

## Academic Integrity

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

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

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Course Accessibility Statement

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

## 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) [>](http://emergency.ucf.edu/emergency_guide.html).

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



<https://youtu.be/NIKYajEx4pk>

>).

## Deployed Active Duty Military Students

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

## 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.

## Third-Party Accessibility and Privacy Statements

### Turnitin.com



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

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

## Important Dates to Remember

|                                  |                                         |
|----------------------------------|-----------------------------------------|
| Drop/Swap Deadline               | <b>Friday, January 14</b>               |
| Withdrawal Deadline              | <b>Friday, March 25</b>                 |
| Spring Break                     | <b>Monday, March 6-Sunday, March 13</b> |
| Grade Forgiveness Deadline       | <b>Monday, April 25</b>                 |
| Research Presentation/Final Exam | <b>Tuesday, May 3 10:00 AM-12:50 PM</b> |






## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                       | Due              |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Sun Mar 15, 2020 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2487938&amp;include_contexts=course_1396319">ANT4482- Test</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2487938&amp;include_contexts=course_1396319"> (https://webcourses.ucf.edu/calendar?event_id=2487938&amp;include_contexts=course_1396319)</a>                | 8:30am to 9:30am |
| Thu Mar 19, 2020 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2487939&amp;include_contexts=course_1396319">ANT4482- Online Office Hours</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2487939&amp;include_contexts=course_1396319"> (https://webcourses.ucf.edu/calendar?event_id=2487939&amp;include_contexts=course_1396319)</a> | 10am to 12pm     |

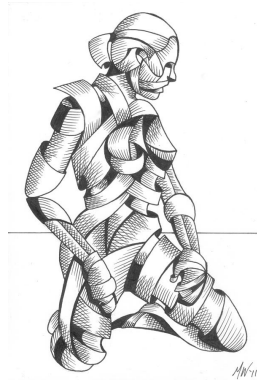
| Date             | Details                                                                                                                                                                                                                                                                                                                                   | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Tue Mar 24, 2020 |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487942&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487942&amp;include_contexts=course_1396319</a> )   | 12pm to 1:15pm |
| Tue Mar 24, 2020 |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487943&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487943&amp;include_contexts=course_1396319</a> )   | 12pm to 1:15pm |
| Thu Mar 26, 2020 |  <a href="#">ANT4482- Online Office Hours</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487940&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487940&amp;include_contexts=course_1396319</a> )     | 10am to 12pm   |
| Thu Mar 26, 2020 |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487944&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487944&amp;include_contexts=course_1396319</a> )   | 12pm to 1:15pm |
| Tue Mar 31, 2020 |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487945&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487945&amp;include_contexts=course_1396319</a> )   | 12pm to 1:15pm |
| Thu Apr 2, 2020  |  <a href="#">ANT4482- Online Office Hours</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487941&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487941&amp;include_contexts=course_1396319</a> )   | 10am to 12pm   |
| Thu Apr 2, 2020  |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487946&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487946&amp;include_contexts=course_1396319</a> ) | 12pm to 1:15pm |
| Tue Apr 7, 2020  |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487947&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487947&amp;include_contexts=course_1396319</a> ) | 12pm to 1:15pm |
| Thu Apr 9, 2020  |  <a href="#">ANT4482- Regular Class Meeting</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2487948&amp;include_contexts=course_1396319">https://webcourses.ucf.edu/calendar?event_id=2487948&amp;include_contexts=course_1396319</a> ) | 12pm to 1:15pm |



| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                   | Due            |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 14, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356096">Academic Activity Assignment</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356096">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356096">https://webcourses.ucf.edu/courses/1396319/assignments/7356096</a>)</a> | due by 11:59pm |
| Wed Jan 19, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356083">Week 2 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356083">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356083">https://webcourses.ucf.edu/courses/1396319/assignments/7356083</a>)</a>      | due by 11:59pm |
| Wed Jan 26, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356084">Week 3 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356084">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356084">https://webcourses.ucf.edu/courses/1396319/assignments/7356084</a>)</a>      | due by 11:59pm |
| Fri Jan 28, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356101">Proposal</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356101">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356101">https://webcourses.ucf.edu/courses/1396319/assignments/7356101</a>)</a>                     | due by 11:59pm |
| Wed Feb 2, 2022  |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356085">Week 4 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356085">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356085">https://webcourses.ucf.edu/courses/1396319/assignments/7356085</a>)</a>      | due by 11:59pm |
| Wed Feb 9, 2022  |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356086">Week 5 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356086">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356086">https://webcourses.ucf.edu/courses/1396319/assignments/7356086</a>)</a>      | due by 11:59pm |
| Fri Feb 11, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356100">Group Poster Topic</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356100">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356100">https://webcourses.ucf.edu/courses/1396319/assignments/7356100</a>)</a>          | due by 11:59pm |
| Wed Feb 16, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356087">Week 6 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356087">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356087">https://webcourses.ucf.edu/courses/1396319/assignments/7356087</a>)</a>    | due by 11:59pm |
| Wed Feb 23, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356088">Week 7 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356088">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356088">https://webcourses.ucf.edu/courses/1396319/assignments/7356088</a>)</a>    | due by 11:59pm |
| Wed Mar 2, 2022  |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356089">Week 8 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356089">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356089">https://webcourses.ucf.edu/courses/1396319/assignments/7356089</a>)</a>    | due by 11:59pm |
| Wed Mar 16, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356090">Week 9 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356090">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356090">https://webcourses.ucf.edu/courses/1396319/assignments/7356090</a>)</a>    | due by 11:59pm |
| Fri Mar 18, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356097">Annotated Outline</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356097">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356097">https://webcourses.ucf.edu/courses/1396319/assignments/7356097</a>)</a>          | due by 11:59pm |
| Wed Mar 23, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356091">Week 11 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356091">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356091">https://webcourses.ucf.edu/courses/1396319/assignments/7356091</a>)</a>   | due by 11:59am |
| Wed Mar 30, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356092">Week 12 Reading Response</a><br><a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356092">(<a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356092">https://webcourses.ucf.edu/courses/1396319/assignments/7356092</a>)</a>   | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                          | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Apr 6, 2022  |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356093">Week 13 Reading Response</a><br>( <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356093">https://webcourses.ucf.edu/courses/1396319/assignments/7356093</a> )       | due by 11:59pm |
| Wed Apr 13, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356094">Week 14 Reading Response</a><br>( <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356094">https://webcourses.ucf.edu/courses/1396319/assignments/7356094</a> )       | due by 11:59pm |
| Mon Apr 18, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356099">Final Paper: Illness Narrative</a><br>( <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356099">https://webcourses.ucf.edu/courses/1396319/assignments/7356099</a> ) | due by 11:59pm |
| Wed Apr 20, 2022 |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356095">Week 15 Reading Response</a><br>( <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356095">https://webcourses.ucf.edu/courses/1396319/assignments/7356095</a> )       | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356102">Roll Call Attendance</a><br>( <a href="https://webcourses.ucf.edu/courses/1396319/assignments/7356102">https://webcourses.ucf.edu/courses/1396319/assignments/7356102</a> )           |                |

# ANTHROPOLOGY OF THE BODY



ANT 4486

Section 0M01

Spring 2022

Thursday: 3:00pm – 4:15pm & 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): Wednesday, 2:00pm – 3:30pm

## Course Description

When writing about the human body, author Bill Bryson insisted that “we pass our existence within this wobble of flesh and yet take it almost entirely for granted.” This course is an effort to take the body seriously by giving it proper analytic attention. Drawing on work from cultural and medical anthropology and adjacent fields, we will explore “the body” as a culturally and historically contingent category, a site of identification and alteration, and a material locus of performance and practices. Course materials will cover a range of topics that affect and intersect with the body, including race, gender, illness, nationalism, and disability, in multiple contexts, such as Italy, Fiji, Israel, India, and the United States. By engaging with key areas of anthropological inquiry on these and other topics, this course will allow us to critically examine how culture, politics, and economics shape the body and how it is experienced.

## Public Course Description

Critically examines the body from a cultural anthropological perspective

## **Prerequisites**

ANT 2000 *or* ANT 2410 *or* Consent of Instructor

## **Student Learning Objectives**

This course has four objectives: 1) to familiarize you with some of the ways in which the body is differentially experienced, managed, and understood in various contexts; 2) to expose you to key areas of inquiry in the anthropology of the body; 3) to instigate critical thinking about the body in both the classroom and your everyday lives; and 4) to encourage the development and advancement of your own anthropological interests in the body.

## **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 (6 points each, 60 points total)***

There will be 11 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 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 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. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone with COVID-19, there will be no make-up for missed quizzes because your lowest score on one quiz 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 on information available.

***Grading Structure***

|                        |           |
|------------------------|-----------|
| Midterm Exam           | 40 points |
| Final Exam             | 40 points |
| Quizzes (10 out of 11) | 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***

Not only has research shown 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. Also, because you will not have access to electronic versions of the readings during class, you should bring hard copies of them 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 of the University of Central, and we embrace it as a source of strength. Our differences – of race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, abilities, experience, 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. Therefore, you are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates (in-person, virtual, and online).

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.

### ***Knights Email and Webcourses Communication***

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e., 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 would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work 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>

### ***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.

### ***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 Dr. Harris and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this course.

### ***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 going to 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 then 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>

### ***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>



### ***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.

### ***Religious Observance***

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

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

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

### ***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.

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

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. Please consult the CDC for COVID-19 symptoms: [www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](http://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

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

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

### ***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*

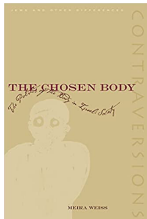
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including 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*.

## 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, January 14**. 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 book for this course is:



- Weiss, Meira. 2002. *The Chosen Body: The Politics of the Body in Israeli Society*. Stanford: Stanford University Press.

The required book is available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses website for this course 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. For technical support with Webcourses, call 407-823-0407.

## Course Schedule

### *Week 1*

#### Thursday, January 13

- TOPIC: Syllabus and course overview

#### Online

- ASSIGNMENT #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).

**Week 2**

**Thursday, January 20**

QUIZ #1

- TOPIC: The Social Body
- READING: Scheper-Hughes, Nancy, and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1(1): 6-41.

**Online**

- ASSIGNMENT #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
- 

**Week 3**

**Thursday, January 27**

QUIZ #2

- TOPIC: The Political Body – Part 1
- READING: Weiss, pg. 1-8, 27-64

**Online**

- ASSIGNMENT #3: Begin searching for articles/book/book chapters (instructions on Webcourses).
- 

**Week 4**

**Thursday, February 3**

QUIZ #3

- TOPIC: The Political Body – Part 2
- READING: Weiss, pg. 65-93

**Online**

- ASSIGNMENT #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).

**Week 5**

**Thursday, February 10**

QUIZ #4

- TOPIC: The Lived Body
- READING: Gordon, Deborah R. 1990. "Embodying Illness, Embodying Cancer." *Culture, Medicine and Psychiatry* 14: 275-297.

**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**

**Thursday, February 17**

QUIZ #5

- TOPIC: The Wounded Body
- READING: Das, Veena. 1995. "National Honor and Practical Kinship: Unwanted Women and Children." In *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Faye D. Ginsburg and Rayna Rapp, 212-233. Berkeley: University of California Press.

**Online**

- ASSIGNMENT #6: Read and annotate (instructions on Webcourses).
- 

**Week 7**

**Thursday, February 24**

QUIZ #6

- TOPIC: The Gendered Body
- READING: Gill, Rosalind, Karen Henwood, and Carl McLean. 2005. "Body Projects and the Regulation of Normative Masculinity." *Body & Society* 11(1): 37-62.

**Online**

- ASSIGNMENT #7: Submit annotated bibliography (instructions on Webcourses).

**Week 8**

**Thursday, March 3**

QUIZ #7

- TOPIC: The “Deviant” Body
- READINGS: McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. “Big Freaky-Looking Women?: Normalizing Gender Transgression Through Bodybuilding.” *Sociology of Sport Journal* 26: 235-254.

Sloop, John M. 2012. “‘This Is Not Natural’: Caster Semenya’s Gender Threats.” *Critical Studies in Media Communication* 29(2): 81-96.

**Online**

- ASSIGNMENT #8: Submit outline for research paper (~1 page) (instructions on Webcourses).

**Week 9**

**Thursday, March 10**

- NO CLASS – SPRING BREAK
- NO ASSIGNMENT #9

**Week 10**

**Thursday, March 17**

MIDTERM EXAM

**Online**

- ASSIGNMENT #10: Begin writing research paper (instructions on Webcourses).

**Week 11**

**Thursday, March 24**

- NO CLASS – SFAA CONFERENCE
- AT-HOME FILM: *Black Bodies*

## Online

- ASSIGNMENT #11: Proceed with writing research paper (instructions on Webcourses).
- 

## Week 12

Thursday, March 31

QUIZ #8

- TOPIC: The Racialized Body
- READINGS: Waring, Chandra D. L. 2013. “They See Me As Exotic...That Intrigues Them’: Gender, Sexuality, and the Racially Ambiguous Body.” *Race, Gender & Class* 20(3-4): 299-317.

Yancy, George. 2017. *Black Bodies, White Gazes: The Continuing Significance of Race in America*. Lanham: Rowman & Littlefield. (pg. 1-16)

## Online

- ASSIGNMENT #12: Proceed with writing research paper (instructions on Webcourses).
- 

## Week 13

Thursday, April 7

QUIZ #9

- TOPIC: The “Ideal” Body – Part 1
- READINGS: Bordo, Susan. 2004. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley: University of California Press. (pg. 185-213)

West, Lindy. 2016. *Sbrill: Notes from a Loud Woman*. New York: Hachette Books. (pg. 86-107)

## Online

- ASSIGNMENT #13: Proceed with writing research paper (instructions on Webcourses).
- 

## Week 14

Thursday, April 14

QUIZ #10

- TOPIC: The “Ideal” Body – Part 2

- READING: Becker, Anne. 1994. "Nurturing and Negligence: Working on Others' Bodies in Fiji." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 100-115. Cambridge: Cambridge University Press.

### Online

- ASSIGNMENT #14: Proceed with writing research paper (instructions on Webcourses).
- 

### *Week 15*

Thursday, April 21

QUIZ #11

- TOPIC: The Modified Body
- READINGS: Chong, Jia-Rui. 2005. "Beauty and the Bleach." *The Los Angeles Times*, July 26.

Kaw, Eugenia. 1994. "'Opening' Faces: The Politics of Cosmetic Surgery and Asian American Women." In *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, 241-265. New Brunswick: Rutgers University Press.

### Online

- ASSIGNMENT #15: Proceed with writing and final editing (instructions on Webcourses).
- 

### *Finals Week*

Thursday, April 28 – 1:00pm - 2:30pm

FINAL EXAM

Sunday, May 1

Research Paper due by  
11:59pm

# Course Syllabus

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# Human Biological Diversity

ANT 4516 (0W60) ■ Spring 2022

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

## Course Information

**Course Name:** Human Biological Diversity  
**Course ID:** ANT 4516 (0W60) / Spring 2022  
**Credit Hours:** 3.0 hours  
**Location/time:** Online instruction via WebCourses@UCF

## Professor Contact

**Professor:** Dr. Lana Williams  
**Main office:** UCF Main Campus - Phillips Hall 309F  
**Phone:** 407-823-2227  
**Online Office:** Tuesday 12:00-1:30 PM EST via Chat  
(or by scheduled Zoom appointment)  
**E-mail:** via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## GTA Contact

**GTAs:** Katherine Lane  
**Main office:** UCF Main Campus - Phillips Hall 309 (by appointment only)  
**Online Office:** Thursday 10:00-11:30AM EST via Chat  
(or by scheduled appointment)  
**E-mail:** via WebCourses Inbox messaging

## Syllabus Quick Links

- [Course Description](#)
  - [Skill development](#)
  - [Required textbook](#)
  - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [COVID Notifications](#)
- [Working in WebCourses](#)
  - [Planning your time](#)
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  - [Getting started](#)
  - [Communicating with Inbox](#)
- [Technical Resources](#)
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- [Course Policies](#)
  - [Missing or late work](#)
  - [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.
- Develop and defend informed opinions 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:

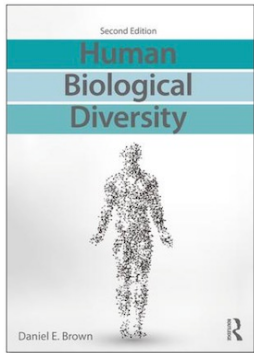
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion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

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

be provided through WebCourses@UCF.

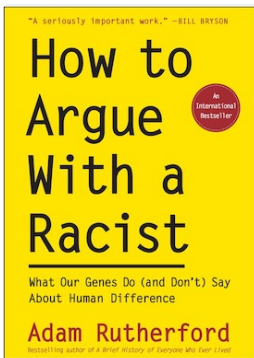
**NOTE:** The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



### ***Human Biological Diversity***

Author: Daniel Brown  
Edition: **2nd Edition**  
Year: **2019**  
Publisher: Routledge  
ISBN: 9781138037533

Available in paperback and eBook formats



### ***How to Argue with a Racist***

Author: Adam Rutherford  
Edition: **Updated edition**  
Year: **2020**  
Publisher: The Experiment Publishing  
ISBN: 9781615198306

Available in hardback, paperback and eBook formats

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

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) 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 evolution, biological anthropology 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, 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 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 background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to success in this course. All due dates for graded work (e.g., assignments, quizzes and exams) are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Tuesdays from 12:00-1:30PM EST via Chat (or Zoom appointment)**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

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

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (<http://sas.sdes.ucf.edu/>) (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 professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

## *What are the course requirements?*

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

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts, practice materials and study guides;
- 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 discussions;
- submit 3 online written exams (with ProctorHub active)

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

**All graded work is due on an assigned schedule.** A missed or late quiz, discussion, activity assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and

make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

## How do I get started in the course?

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

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

## How will I be evaluated and graded?

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

| Assessment:                                 | Points Possible | % Final Grade |
|---------------------------------------------|-----------------|---------------|
| Required activity (1) & POV discussions (3) | 40              | 15%           |
| Quizzes (12)                                | 120             | 15%           |
| Activity assignments (9)                    | 180             | 25%           |
| Exams (3)                                   | 300             | 45%           |
| <i>Total Possible</i>                       | <i>640</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 and share your results with other students in the class. No prior knowledge is expected. **You are required to 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:

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

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

## *How do I view my grades?*

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

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

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

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

Question 8 1 / 1 pts

Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:

You Answered mtDNA lineage (Mitochondrial Eve)

Correct Answers mtDNA

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](https://scs.sdes.ucf.edu/services/) [.\(https://scs.sdes.ucf.edu/services/\)](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) with appropriate documentation to obtain a [courtesy class absence notification](https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13) [.\(https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout\\_id=13\)](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) [\\_\(https://policies.ucf.edu/documents/4-401.pdf\)\\_](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) [\\_\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)\\_](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf).

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

### **Armor Up at UCF!**

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

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

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

### **Illness Notifications**

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

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

### **Flexibility and Accountability**

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

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

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

These include:

- **Writing help** from the [University Writing Center](http://uwc.cah.ucf.edu/) [\\_\(http://uwc.cah.ucf.edu/\)\\_](http://uwc.cah.ucf.edu/), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](http://sarconline.sdes.ucf.edu/) [\\_\(http://sarconline.sdes.ucf.edu/\)\\_](http://sarconline.sdes.ucf.edu/) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](https://apps.ucf.edu/) [\\_\(https://apps.ucf.edu/\)\\_](https://apps.ucf.edu/), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com) [\\_\(https://vimeopro.com\)](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/>) 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>) 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/>), 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/>) 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/>) 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/>), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

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

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

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

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential



resources and information concerning reporting options at <https://letsbeclear.ucf.edu> (<https://letsbeclear.ucf.edu/>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

## *How is academic integrity maintained?*

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

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

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

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

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

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

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

## Quiz Audit Logs

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

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

## ProctorHub and Exams

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

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

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

- There is also a **ProctorHub practice quiz** included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **08:00AM EST on FEB 04, 2022**. It is recommended that you take this quiz **at least once during the week prior to your first exam** to ensure your webcam and the system are working properly.

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

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

These situations will be handled as soon as reasonably possible by your instructor on a case-by-case basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](http://guides.ucf.edu/c.php?g=78577&p=517810) [\\_\(http://guides.ucf.edu/c.php?g=78577&p=517810\)](http://guides.ucf.edu/c.php?g=78577&p=517810) [\\_\(http://guides.ucf.edu/content.php?pid=137016&sid=1173345\)](http://guides.ucf.edu/content.php?pid=137016&sid=1173345)
- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) [\\_\(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers
- **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 (through [Office 365](https://extranet.cst.ucf.edu/office365selfsvc/) [\\_\(https://extranet.cst.ucf.edu/office365selfsvc/\)](https://extranet.cst.ucf.edu/office365selfsvc/)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) [\\_\(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

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

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

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

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

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

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

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

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










## What is my course lecture and assignment schedule?

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

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







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

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                                 | Due            |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 14, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382435">POV1: Who Should Get the Credit?</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382435">https://webcourses.ucf.edu/courses/1394844/assignments/7382435</a> )      | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382434">REQUIRED ACTIVITY: Are You a Roller?</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382434">https://webcourses.ucf.edu/courses/1394844/assignments/7382434</a> )  | due by 11:59pm |
| Mon Jan 17, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382437">POV1: Group Response</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382437">https://webcourses.ucf.edu/courses/1394844/assignments/7382437</a> )                | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382394">QUIZ 1: Evolutionary Ideas</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382394">https://webcourses.ucf.edu/courses/1394844/assignments/7382394</a> )          | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382440">REQUIRED ACTIVITY: Discussion Response</a> ( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382440">https://webcourses.ucf.edu/courses/1394844/assignments/7382440</a> ) | due by 11:59pm |
| Tue Jan 18, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449822">POV1: Reflection Statement</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449822">https://webcourses.ucf.edu/courses/1394844/assignments/7449822</a> )          | due by 11:59pm |
| Mon Jan 24, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382417">QUIZ 2: Genes and Microevolution</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382417">https://webcourses.ucf.edu/courses/1394844/assignments/7382417</a> )    | due by 11:59pm |
| Wed Jan 26, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382408">ACTIVITY 1: Mapping Genes to Traits</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382408">https://webcourses.ucf.edu/courses/1394844/assignments/7382408</a> ) | due by 11:59pm |
| Mon Jan 31, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382409">QUIZ 3: Molecular Genetics</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382409">https://webcourses.ucf.edu/courses/1394844/assignments/7382409</a> )          | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                             | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Feb 2, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382399">ACTIVITY 2: DNA Profiling</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382399">https://webcourses.ucf.edu/courses/1394844/assignments/7382399</a>             | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382393">ACTIVITY 3: DNA Phylogeny</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382393">https://webcourses.ucf.edu/courses/1394844/assignments/7382393</a>             | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382391">EXAM 1: Modules 1 through 4</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382391">https://webcourses.ucf.edu/courses/1394844/assignments/7382391</a>           | due by 11:59pm |
| Mon Feb 7, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382412">QUIZ 4: Macroevolution and Taxonomy</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382412">https://webcourses.ucf.edu/courses/1394844/assignments/7382412</a>   | due by 11:59pm |
| Mon Feb 14, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382395">QUIZ 5: Race and Variation</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382395">https://webcourses.ucf.edu/courses/1394844/assignments/7382395</a>            | due by 11:59pm |
| Wed Feb 16, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382390">ACTIVITY 4: Skin Color Variability</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382390">https://webcourses.ucf.edu/courses/1394844/assignments/7382390</a>    | due by 11:59pm |
| Thu Feb 17, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382433">POV2: Is Your IQ Biased?</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382433">https://webcourses.ucf.edu/courses/1394844/assignments/7382433</a>            | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382438">POV2: Group Response</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382438">https://webcourses.ucf.edu/courses/1394844/assignments/7382438</a>                | due by 11:59pm |
| Mon Feb 21, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382392">QUIZ 6: Traits and Behavior</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382392">https://webcourses.ucf.edu/courses/1394844/assignments/7382392</a>         | due by 11:59pm |
| Tue Feb 22, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449842">POV2: Reflection Statement</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449842">https://webcourses.ucf.edu/courses/1394844/assignments/7449842</a>          | due by 11:59pm |
| Wed Feb 23, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382402">ACTIVITY 5: Sickle Cell and Malaria</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382402">https://webcourses.ucf.edu/courses/1394844/assignments/7382402</a> | due by 11:59pm |
| Mon Feb 28, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382413">QUIZ 7: Affinities and Migration</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382413">https://webcourses.ucf.edu/courses/1394844/assignments/7382413</a>    | due by 11:59pm |
| Wed Mar 2, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382410">ACTIVITY 6: Got Lactase?</a><br><a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382410">https://webcourses.ucf.edu/courses/1394844/assignments/7382410</a>            | due by 11:59pm |

| <b>Date</b>      | <b>Details</b>                                                                                                                                                                                                                                                                                                                                           | <b>Due</b>     |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Mar 14, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382397">QUIZ 8: Population Demography</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382397">https://webcourses.ucf.edu/courses/1394844/assignments/7382397</a> )          | due by 11:59pm |
| Wed Mar 16, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382405">ACTIVITY 7: Population Dynamics</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382405">https://webcourses.ucf.edu/courses/1394844/assignments/7382405</a> )        | due by 11:59pm |
| Mon Mar 21, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382415">EXAM 2: Modules 5 through 9</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382415">https://webcourses.ucf.edu/courses/1394844/assignments/7382415</a> )            | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382414">QUIZ 9: Growth and Development</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382414">https://webcourses.ucf.edu/courses/1394844/assignments/7382414</a> )         | due by 11:59pm |
| Wed Mar 23, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382396">ACTIVITY 8: Growth Indicators</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382396">https://webcourses.ucf.edu/courses/1394844/assignments/7382396</a> )          | due by 11:59pm |
| Mon Mar 28, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382400">QUIZ 10: Aging and Senescence</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382400">https://webcourses.ucf.edu/courses/1394844/assignments/7382400</a> )          | due by 11:59pm |
| Wed Mar 30, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382406">ACTIVITY 9: Alzheimer's Disease</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382406">https://webcourses.ucf.edu/courses/1394844/assignments/7382406</a> )      | due by 11:59pm |
| Mon Apr 4, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382416">QUIZ 11: Our Physical Limits</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382416">https://webcourses.ucf.edu/courses/1394844/assignments/7382416</a> )         | due by 11:59pm |
| Wed Apr 6, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382411">ACTIVITY 10: Are You Hot or Cold?</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382411">https://webcourses.ucf.edu/courses/1394844/assignments/7382411</a> )    | due by 11:59pm |
| Mon Apr 11, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382398">QUIZ 12: Adapt to Malnutrition</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382398">https://webcourses.ucf.edu/courses/1394844/assignments/7382398</a> )       | due by 11:59pm |
| Wed Apr 13, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382401">ACTIVITY 11: Starch Consumption</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382401">https://webcourses.ucf.edu/courses/1394844/assignments/7382401</a> )      | due by 11:59pm |
| Mon Apr 18, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382403">QUIZ 13: Adapt to Infectious Disease</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382403">https://webcourses.ucf.edu/courses/1394844/assignments/7382403</a> ) | due by 11:59pm |
| Wed Apr 20, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382404">ACTIVITY 12: Virus Hunters</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382404">https://webcourses.ucf.edu/courses/1394844/assignments/7382404</a> )           | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                             | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Thu Apr 21, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382432">POV3: Where's My e-Waste?</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382432">https://webcourses.ucf.edu/courses/1394844/assignments/7382432</a> )         | due by 11:59pm |
| Sun Apr 24, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382439">POV3: Group Response</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382439">https://webcourses.ucf.edu/courses/1394844/assignments/7382439</a> )              | due by 11:59pm |
| Mon Apr 25, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382407">QUIZ 14: Modern and Future Worlds</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382407">https://webcourses.ucf.edu/courses/1394844/assignments/7382407</a> ) | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449973">POV3: Reflection Statement</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7449973">https://webcourses.ucf.edu/courses/1394844/assignments/7449973</a> )        | due by 11:59pm |
| Tue Apr 26, 2022 |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382436">EXTRA CREDIT: Feeling Stressed?</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382436">https://webcourses.ucf.edu/courses/1394844/assignments/7382436</a> )   | due by 11:59pm |
| Sun May 1, 2022  |  <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382424">EXAM 3: Modules 10 through 14</a><br>( <a href="https://webcourses.ucf.edu/courses/1394844/assignments/7382424">https://webcourses.ucf.edu/courses/1394844/assignments/7382424</a> )     | due by 11:59pm |



# **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:** Spring 2022

**Location:** CB1 219

**Day/Time:** Thursday 9:00 – 11:50 AM

## **Professor Information**

**Professor:** Sarah Freidline, Ph.D.

**Office Location:** Howard Phillips Hall 311A (check in with desk attendant in 309F)

**Office Phone:** (407)823-2227 (Anthro. Department)

**Office Hours:** Thursdays, 12:00 – 2:00 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:** Megann Phillips, M.A.

**Office Location:** Howard Phillips Hall 309 (computer lab)

**Office Hours:** Mondays, 3:00 – 5:00 PM (or by appointment)

**Email:** [megannphillips@ucf.edu](mailto:megannphillips@ucf.edu)

## **University Course Catalog Description**

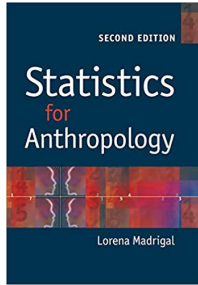
Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

## **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 (1/14).** 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 (12 assignments, 10 points each): Homework assignments 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 11:59 pm EST on Sunday each week they are due.

- 2) Participation in Student-Led Discussions (10 points each): Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each discussion day, pairs or small groups will lead a class discussion about the topics covered in the assigned papers. 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.

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) Discussion leaders (20 points each): This is a group assignment. Pairs or small groups will lead a class discussion about the topics covered in the assigned papers. Each of you will lead the class discussions on the assigned manuscripts several times 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. 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 **5 questions** to ask your fellow students to stimulate discussion and **post these questions on the Discussion board in WebCourses several days 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. Discussion leaders can make this a PowerPoint presentation, if you'd like.
- 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 Group Project - Research Proposal (180 points in total): This is a group project – consisting of two to three students per group. Your big project for the semester will be a NSF-style research project proposal for an original project using methods learned in this course. You will need to present your proposal two ways: during class in a PowerPoint presentation format and in a written format due by the date of our final exam. 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, propose methods for collecting and analyzing data, and discuss the significance of the project. Examples of NSF grant proposals will be available on WebCourses.

- **Approval of Topic** (10 points) – Your group’s proposed topic and a brief description of methods for collecting and analyzing data. This must be handed in in the beginning of class on February 3<sup>rd</sup>.
- **Written plan for research proposal** (20 points) – As a group, you will turn in a printed research plan describing your topic, research question, hypotheses and methods, by the beginning of class on March 3<sup>rd</sup>.
- **Group Dataset Presentation** (50 points) – At the end of the semester, your group will give a 10-minute PowerPoint presentation of your proposal to the class, and you will be expected to answer questions afterwards.
- **Group Research Proposal** (100 points) – As a group, you will write up the proposal describing the research background, question and hypotheses, methods for collecting and analyzing data, and 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 **10-pages** (double-spaced; not including bibliography) in length and submitted through WebCourses as either a Microsoft Word or Adobe .pdf document due by \*TBA\*. Essentially, your final written analysis 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 11:59 PM EST by Sunday** each week they are due.

**Discussion leader:** Questions need to be posted on Discussion board on WebCourses at least two days before class.

**Final project:** Both the “Approval of Topic” and “Written Plan for Research Proposal” need to be handed in before class on the days they are due. The “Group Research Proposal” should be uploaded to WebCourses by 11:59 pm EST the night before the scheduled final exam.

#### **Attendance/Participation**

You should attend all lectures, complete all reading 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.

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**

Typically, I will not accept late homework assignments, unless there are special circumstances with documentation.

### **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  | 15%                              |
| Participation         | 30%                              |
| 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.

### **COVID 19**

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

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



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

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

### ***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>Jan. 13   | <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 Jan. 14 – Financial Aid Requirement</b></li> <li>• <b>Homework Assignment 2 due Jan. 23</b></li> </ul> |
| <b>Week 2:</b><br>Jan. 20   | <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; ethics in bioanthropology</li> <li>• <b>Homework Assignment 3 due Jan. 30</b></li> </ul> |
| <b>Week 3:</b><br>Jan. 27   | <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>Homework Assignment 4 due Feb. 6</b></li> </ul>                                                               |
| <b>Week 4:</b><br>Feb. 3    | <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>Final Project: Approval of Topic</b></li> <li>• <b>Homework Assignment 5 due Feb. 13</b></li> </ul>           |
| <b>Week 5:</b><br>Feb. 10   | <ul style="list-style-type: none"> <li>• Probability and statistics</li> <li>• Discussion: Paleopathology</li> <li>• <b>Homework Assignment 6 due Feb. 20</b></li> </ul>                                                                                                                       |
| <b>Week 6:</b><br>Feb. 17   | <ul style="list-style-type: none"> <li>• Probability and statistics</li> <li>• Discussion: Dental Anthropology</li> <li>• <b>Homework Assignment 7 due Feb. 27</b></li> </ul>                                                                                                                  |
| <b>Week 7:</b><br>Feb. 24   | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation</li> <li>• Discussion: Dental Anthropology</li> <li>• <b>Homework Assignment 8 due March 6</b></li> </ul>                                                                                                         |
| <b>Week 8:</b><br>March 3   | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation</li> <li>• Discussion: Virtual anthropology, fossil reconstruction &amp; geometric morphometrics</li> <li>• <b>Final Project: Written plan for research proposal</b></li> </ul>                                   |
| <b>Week 9:</b><br>March 10  | <b>Spring Break</b>                                                                                                                                                                                                                                                                            |
| <b>Week 10:</b><br>March 17 | <ul style="list-style-type: none"> <li>• The difference between two means</li> <li>• Discussion: Geometric morphometrics &amp; functional morphology</li> <li>• <b>Homework Assignment 9 due March 27</b></li> </ul>                                                                           |
| <b>Week 11:</b><br>March 24 | <b>AABAs</b> <ul style="list-style-type: none"> <li>• <b>Online Discussion TBA</b></li> <li>• <b>Homework Assignment 10 due April 3</b></li> </ul>                                                                                                                                             |
| <b>Week 12:</b><br>March 31 | <ul style="list-style-type: none"> <li>• Non-parametric tests</li> <li>• Discussion: Bone and dental histology</li> <li>• <b>Homework Assignment 11 due April 10</b></li> </ul>                                                                                                                |
| <b>Week 13:</b><br>April 7  | <ul style="list-style-type: none"> <li>• The analysis of frequencies</li> <li>• Discussion: Molecular Anthropology (Guest Lecture: Tomislav Maricic)</li> <li>• <b>Homework Assignment 12 due April 17</b></li> </ul>                                                                          |
| <b>Week 14:</b><br>April 14 | <ul style="list-style-type: none"> <li>• Correlation analysis</li> <li>• Discussion: Primate Behavior &amp; Ecology (Guest Lecture: Erin Wessling)</li> </ul>                                                                                                                                  |

|                             |                            |
|-----------------------------|----------------------------|
| <b>Week 15:</b><br>April 21 | <b>Final Presentations</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 2 Introduction to statistics and simple descriptive statistics; Research design; Ethics***

- 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/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.
- Gastel, B. & Day, R.A. (2013) Chapter 37 – Preparing Grant Proposals? In B. Gastel & R.A. Day (Eds.), *How to Write and Publish a Scientific Paper* 8th Edition (pp. 243-254). Greenwood Press.
- Marks, J. (2012). Why be against Darwin? Creationism, racism, and the roots of anthropology. *Am J Phys Anthropol*, 149 Suppl 55, 95-104. <https://doi.org/10.1002/ajpa.22163>
- Peregrine, P., Moses, Y. T., Goodman, A., Lamphere, L., & Peacock, J. L. (2012). What Is Science in Anthropology? *American Anthropologist*, 114(4), 593-597. <https://doi.org/10.1111/j.1548-1433.2012.01510.x>
- Turner, T. R., Wagner, J. K., & Cabana, G. S. (2018). Ethics in biological anthropology. *Am J Phys Anthropol*, 165(4), 939-951. <https://doi.org/10.1002/ajpa.23367>

#### ***Week 3 Looking at data: descriptive statistics; The biological profile - age at death & sex estimation***

- Madrigal Chapter 2
- 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>
- Raghavendra Babu, Y. P., Kanchan, T., Attiku, Y., Dixit, P. N., & Kotian, M. S. (2012). Sex estimation from foramen magnum dimensions in an Indian population. *J Forensic Leg Med*, 19(3), 162-167. <https://doi.org/10.1016/j.jflm.2011.12.019>
- 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>
- Wittwer-Backofen, U., Buckberry, J., Czarnetzki, A., Doppler, S., Grupe, G., Hotz, G., Kemkes, A., Larsen, C. S., Prince, D., Wahl, J., Fabig, A., & Weise, S. (2008). Basics in paleodemography: a comparison of age indicators applied to the early medieval skeletal sample of Lauchheim. *Am J Phys Anthropol*, 137(4), 384-396. <https://doi.org/10.1002/ajpa.20881>

#### ***Week 4 Looking at data: descriptive statistics; The biological profile - ancestry & stature estimation***

- Madrigal Chapter 2
- 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>
- Dewitte, S. N., & Hughes-Morey, G. (2012). Stature and frailty during the Black Death: the effect of stature on risks of epidemic mortality in London, A.D. 1348-1350. *J Archaeol Sci*, 39(5). <https://doi.org/10.1016/j.jas.2012.01.019>

- Krishan, K., Kanchan, T., Menezes, R. G., & Ghosh, A. (2012). Forensic anthropology casework-essential methodological considerations in stature estimation. *J Forensic Nurs*, 8(1), 45-50. <https://doi.org/10.1111/j.1939-3938.2011.01122>
- 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 5 Probability and statistics; Paleopathology**

- Madrigal Chapter 3
- Grauer, A. L. (2018). A century of paleopathology. *Am J Phys Anthropol*, 165(4), 904-914. <https://doi.org/10.1002/ajpa.23366>
- Pietrobelli, A., Mariotti, V., Fusari, S., Gasparini, A., Bettuzzi, M., Morigi, M. P., & Belcastro, M. G. (2020). Syphilis in an Italian medieval jewish community: A bioarchaeological and cultural perspective. *Int J Paleopathol*, 30, 85-97. <https://doi.org/10.1016/j.ijpp.2020.06.001>
- Toyne, J. M., Esplin, N., & Buikstra, J. E. (2020). Examining variation in skeletal tuberculosis in a late pre-contact population from the eastern mountains of Peru. *Int J Paleopathol*, 30, 22-34. <https://doi.org/10.1016/j.ijpp.2020.04.002>

#### **Week 6 Probability and statistics; Dental Anthropology**

- Madrigal Chapter 3
- Bailey, S. E. (2002). A closer look at Neanderthal postcanine dental morphology: The mandibular dentition. *The Anatomical Record*, 269(3), 148-156. <https://doi.org/https://doi.org/10.1002/ar.10116>
- Scott, G. R., & Christy G. Turner, I. (1988). Dental Anthropology. *Annual review of anthropology*, 17(1), 99-126. <https://doi.org/10.1146/annurev.an.17.100188.000531>
- Scott, G. R., Pilloud, M., Navega, D., Coelho, J., Cunha, E., & Irish, J. (2018). rASUDAS: A New Web-Based Application for Estimating Ancestry from Tooth Morphology. *Forensic Anthropology*, 1(1), 18-31. <https://doi.org/10.5744/fa.2018.0003>
- Skinner, M. M., Wood, B. A., Boesch, C., Olejniczak, A. J., Rosas, A., Smith, T. M., & Hublin, J. J. (2008). Dental trait expression at the enamel-dentine junction of lower molars in extant and fossil hominoids. *J Hum Evol*, 54(2), 173-186. <https://doi.org/10.1016/j.jhevol.2007.09.012>

#### **Week 7 Hypothesis testing & estimation; Dental Anthropology**

- Madrigal Chapter 4
- AlQahtani, S. J., Hector, M. P., & Liversidge, H. M. (2010). Brief communication: The London atlas of human tooth development and eruption. *Am J Phys Anthropol*, 142(3), 481-490. <https://doi.org/10.1002/ajpa.21258>
- 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>
- Smith, T. M. (2013). Teeth and Human Life-History Evolution. *Annual review of anthropology*, 42(1), 191-208. <https://doi.org/10.1146/annurev-anthro-092412-155550>
- Smith, T. M., Austin, C., Green, D. R., Joannes-Boyau, R., Bailey, S., Dumitriu, D., Fallon, S., Grün, R., James, H. F., Moncel, M.-H., Williams, I. S., Wood, R., & Arora, M. (2018). Wintertime stress, nursing, and lead exposure in Neanderthal children. *Science Advances*, 4(10), eaau9483. <https://doi.org/doi:10.1126/sciadv.aau9483>

**Week 8 Hypothesis testing & estimation; Virtual anthropology, fossil reconstruction & geometric morphometrics**

- Madrigal Chapter 4
- 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>
- Hublin, J. J., Ben-Ncer, A., Bailey, S. E., Freidline, S. E., Neubauer, S., Skinner, M. M., Bergmann, I., Le Cabec, A., Benazzi, S., Harvati, K., & Gunz, P. (2017). New fossils from Jebel Irhoud, Morocco and the pan-African origin of Homo sapiens. *Nature*, 546(7657), 289-292. <https://doi.org/10.1038/nature22336>
- Neubauer, S., Hublin, J. J., & Gunz, P. (2018). The evolution of modern human brain shape. *Sci Adv*, 4(1), ea05961. <https://doi.org/10.1126/sciadv.a05961>
- Slice, D. E. (2007). Geometric morphometrics. <https://doi.org/10.1146/annurev.anthro.34.081804.120613>
- Spoor, F., Gunz, P., Neubauer, S., Stelzer, S., Scott, N., Kwekason, A., & Dean, M. C. (2015). Reconstructed Homo habilis type OH 7 suggests deep-rooted species diversity in early Homo. *Nature*, 519(7541), 83-86. <https://doi.org/10.1038/nature14224>

**Week 9 Spring Break - No readings**

**Week 10 The difference between two means; Geometric morphometrics & functional morphology**

- Madrigal Chapter 5
- Grine, F. E., & Daegling, D. J. (2017). Functional morphology, biomechanics and the retrodiction of early hominin diets. *Comptes Rendus Palevol*, 16(5-6), 613-631. <https://doi.org/10.1016/j.crvp.2017.01.005>
- Ross, C. F. (2005). Finite element analysis in vertebrate biomechanics. *Anat Rec A Discov Mol Cell Evol Biol*, 283(2), 253-258. <https://doi.org/10.1002/ar.a.20177>
- Ruff, C. B. (2018). Functional morphology in the pages of the AJPA. *Am J Phys Anthropol*, 165(4), 688-704. <https://doi.org/10.1002/ajpa.23402>
- Sparacello, V. S., Villotte, S., Shackelford, L. L., & Trinkaus, E. (2017). Patterns of humeral asymmetry among Late Pleistocene humans. *Comptes Rendus Palevol*, 16(5-6), 680-689. <https://doi.org/10.1016/j.crvp.2016.09.001>
- Tsegai, Z. J., Skinner, M. M., Pahr, D. H., Hublin, J. J., & Kivell, T. L. (2018). Systemic patterns of trabecular bone across the human and chimpanzee skeleton. *J Anat*, 232(4), 641-656. <https://doi.org/10.1111/joa.12776>

**Week 11 AABAs - To be announced**

**Week 12 Non-parametric tests; Bone and dental histology**

- Madrigal Chapter 7
- Burr, D. B. (2019). Bone Morphology and Organization. In *Basic and Applied Bone Biology* (pp. 3-26). <https://doi.org/10.1016/b978-0-12-813259-3.00001-4>

- Cerrito, P., Bailey, S. E., Hu, B., & Bromage, T. G. (2020). Parturitions, menopause and other physiological stressors are recorded in dental cementum microstructure. *Sci Rep*, 10(1), 5381. <https://doi.org/10.1038/s41598-020-62177-7>
- de Ricqlès, A. J. (2007). Fifty years after Enlow and Brown's Comparative histological study of fossil and recent bone tissues (1956–1958): A review of Professor Donald H. Enlow's contribution to palaeohistology and comparative histology of bone. *Comptes Rendus Palevol*, 6(8), 591-601. <https://doi.org/10.1016/j.crpv.2007.09.010>
- Schuh, A., Gunz, P., Villa, C., Kupczik, K., Hublin, J. J., & Freidline, S. E. (2020). Intraspecific variability in human maxillary bone modeling patterns during ontogeny. *Am J Phys Anthropol*, 173(4), 655-670. <https://doi.org/10.1002/ajpa.24153>

**Week 13 The analysis of frequencies; Molecular Anthropology (Guest Lecture: Dr. Tomislav Maricic)**

- Madrigal Chapter 8
- Green, R. E., Krause, J., Briggs, A. W., Maricic, T., Stenzel, U., Kircher, M., Patterson, N., Li, H., Zhai, W., Fritz, M. H., Hansen, N. F., Durand, E. Y., Malaspinas, A. S., Jensen, J. D., Marques-Bonet, T., Alkan, C., Prufer, K., Meyer, M., Burbano, H. A., . . . Paabo, S. (2010). A draft sequence of the Neandertal genome. *Science*, 328(5979), 710-722. <https://doi.org/10.1126/science.1188021>
- Kemp, B. M., Malhi, R. S., McDonough, J., Bolnick, D. A., Eshleman, J. A., Rickards, O., Martinez-Labarga, C., Johnson, J. R., Lorenz, J. G., Dixon, E. J., Fifield, T. E., Heaton, T. H., Worl, R., & Smith, D. G. (2007). Genetic analysis of early holocene skeletal remains from Alaska and its implications for the settlement of the Americas. *Am J Phys Anthropol*, 132(4), 605-621. <https://doi.org/10.1002/ajpa.20543>
- Reyes-Centeno, H., Ghirotto, S., Detroit, F., Grimaud-Herve, D., Barbujani, G., & Harvati, K. (2014). Genomic and cranial phenotype data support multiple modern human dispersals from Africa and a southern route into Asia. *Proc Natl Acad Sci U S A*, 111(20), 7248-7253. <https://doi.org/10.1073/pnas.1323666111>
- Stone AC, Stoneking M. Ancient DNA from a pre-Columbian Amerindian population. *Am J Phys Anthropol*. 1993 Dec;92(4):463-71. doi: 10.1002/ajpa.1330920405. PMID: 8296875
- Suzuki, K., Takigawa, W., Tanigawa, K., Nakamura, K., Ishido, Y., Kawashima, A., Wu, H., Akama, T., Sue, M., Yoshihara, A., Mori, S., & Ishii, N. (2010). Detection of Mycobacterium leprae DNA from archaeological skeletal remains in Japan using whole genome amplification and polymerase chain reaction. *PLoS One*, 5(8), e12422. <https://doi.org/10.1371/journal.pone.0012422>
- Weaver, T. D., & Roseman, C. C. (2008). New developments in the genetic evidence for modern human origins. *Evolutionary Anthropology: Issues, News, and Reviews*, 17(1), 69-80. <https://doi.org/10.1002/evan.20161>
- Welker, F. (2018). Palaeoproteomics for human evolution studies. *Quaternary Science Reviews*, 190, 137-147. <https://doi.org/10.1016/j.quascirev.2018.04.033>

**Week 14 Correlation analysis; Primate Behavior & Ecology (Guest Lecture: Dr. Erin Wessling)**

- Madrigal Chapter 9
- Brakes, P., Carroll, E. L., Dall, S. R. X., Keith, S. A., McGregor, P. K., Mesnick, S. L., Noad, M. J., Rendell, L., Robbins, M. M., Rutz, C., Thornton, A., Whiten, A., Whiting, M. J., Aplin, L. M., Bearhop, S., Ciucci, P., Fishlock, V., Ford, J. K. B., Notarbartolo di Sciara, G., . . . Garland, E. C. (2021). A deepening understanding of animal culture suggests lessons for conservation. *Proc Biol Sci*, 288(1949), 20202718. <https://doi.org/10.1098/rspb.2020.2718>

- Brooks, J., & Yamamoto, S. (2021). The founder sociality hypothesis. *Ecol Evol*, *11*(21), 14392-14404. <https://doi.org/10.1002/ece3.8143>
- Gruber, T., & Clay, Z. (2016). A Comparison Between Bonobos and Chimpanzees: A Review and Update. *Evol Anthropol*, *25*(5), 239-252. <https://doi.org/10.1002/evan.21501>
- Kalan, A. K., Kulik, L., Arandjelovic, M., Boesch, C., Haas, F., Dieguez, P., Barratt, C. D., Abwe, E. E., Agbor, A., Angedakin, S., Aubert, F., Ayimisin, E. A., Bailey, E., Bessone, M., Brazzola, G., Buh, V. E., Chancellor, R., Cohen, H., Coupland, C., . . . Kuhl, H. S. (2020). Environmental variability supports chimpanzee behavioural diversity. *Nat Commun*, *11*(1), 4451. <https://doi.org/10.1038/s41467-020-18176-3>
- Lindshield, S., Hernandez-Aguilar, R. A., Korstjens, A. H., Marchant, L. F., Narat, V., Ndiaye, P. I., Ogawa, H., Piel, A. K., Pruetz, J. D., Stewart, F. A., van Leeuwen, K. L., Wessling, E. G., & Yoshikawa, M. (2021). Chimpanzees (*Pan troglodytes*) in savanna landscapes. *Evol Anthropol*, *30*(6), 399-420. <https://doi.org/10.1002/evan.21924>
- Samuni, L., Mielke, A., Preis, A., Crockford, C., & Wittig, R. M. (2019). Intergroup Competition Enhances Chimpanzee (*Pan troglodytes verus*) In-group Cohesion. *International Journal of Primatology*, *41*(2), 342-362. <https://doi.org/10.1007/s10764-019-00112-y>
- Wessling, E. G., Dieguez, P., Llana, M., Pacheco, L., Pruetz, J. D., & Kuhl, H. S. (2020). Chimpanzee (*Pan troglodytes verus*) Density and Environmental Gradients at Their Biogeographical Range Edge. *International Journal of Primatology*, *41*(6), 822-848. <https://doi.org/10.1007/s10764-020-00182-3>

### ***Week 15 Final Presentations***





*Welcome to:*

# Ethnographic Research & Field Methods

ANT 4408M - Spring 2022

Mondays & Wednesdays: 1:30 – 2:20 pm,  
& Online Component: to be completed  
between Thur. and Sun.

Location: BA-1 Building, Room 122

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

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

**Office Hrs:** Mon. 4:45-6:15 pm via Zoom, and if needed by appointment in Howard Phillips Hall 309

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method) Phone: (407) 823-2227

## **Graduate Teaching Assistant (GTA): Abigail Shepherd, MA Candidate**

**Office Hrs:** Thursdays 3 - 5 pm via Zoom, and if necessary by appointment in Howard Phillips Hall 309

**E-mail:** [abigail.shepherd@knights.ucf.edu](mailto:abigail.shepherd@knights.ucf.edu) Phone: (407) 823-2227

## **Office Hours**

Office hours will be via Zoom, and if necessary in person. The Zoom link will be available on Canvas.

Please let us know if you plan to see us to minimize having to wait in the virtual “waiting room” line.

If you have any technical issues, please contact [Webcourses@UCF](mailto:Webcourses@UCF) Support:

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

**COVID-19 Status for Professor and GTA: we are fully vaccinated and boosted! to protect ourselves and you. Please vaccinate and mask up!**

**We will be wearing masks for classes and expect you to do the same.**

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## **Course Description**

This class will explore the procedures and principles of ethnographic research methods and writing. The course will engage students with primary methods in anthropology, including participant observation and

interviews, to understand how anthropologists conduct research. Course material will include a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

**Learning Outcomes:**

1. Students will understand how to conduct ethnographic research and analyze data by engaging with course materials and completing research assignments.
2. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

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**COVID-19 UCF RULES:**

**MASK UP & VACCINATE!**



**University-Wide Mask Policy for Indoor Classes:**

Students and faculty are **EXPECTED to WEAR a MASK** or facial covering inside all common spaces including classrooms

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

Following CDC guidelines, all students and faculty are **expected to get vaccinated** to protect themselves and others. Please observe **6-foot social distancing** guidelines.

Students are required to notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure robust tracing of cases at UCF and will help the university identify and contain potentially impacted populations.

**COVID-19 and Illness Notification**

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](http://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

You should contact us as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made and the documentation of your illness. When possible, you should contact us before missing class.

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**Required Course Materials**

**Book:**

Crang, Mike, and Ian Cook. 2007. *Doing Ethnographies*. Sage Publishing. [used copies on Amazon for less than \$20]

**Articles (provided):**

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website.

**Films (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. 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.

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**Expectations:**

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

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all 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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**Grading System**

The final grade will be weighted using the following calculation:

**Summary of points:**

- 2 Reflection Papers: 20 points
- Semester Research Project: 70 points
- Final Presentations: 10 points
- Attendance, class participation, computer/phone abuse will be used in borderline cases.

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**Total: 100 points (100%)****Reflection Papers: 20 points****The Grade Scale:**

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

Students will be responsible for completing assigned reflection papers that relate to the course content and semester project. These assignments will be submitted through Canvas.

**Semester Research Project: 70 points**

Students will complete a semester research project that utilizes ethnographic and qualitative methods and analysis. This project will be divided into different required parts, or “scaffolds.” These parts build on each other and must be done in a sequence. You will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

- Abstract: **5 points**
- CITI Training: **5 points**
- Literature Review: **5 points**
- Participant-observation: **10 points**
- Interviews: **15 points**
- Analysis: **10 points**
- Final Research Paper: **20 points**

**Final Presentation: 10 points**

Students will give a 5-7 minute final presentation of their topic at the end of the semester using PowerPoint slides. Further instructions will be provided on Canvas.

**A WRITING TIP:** In this class you’ll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

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

**Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

## COURSE SCHEDULE

| Date   | Topic                     | Reading – please complete for class                                                                                 | Online Work & Assignments (for Thur – Sun) |
|--------|---------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Jan 10 | Syllabus                  | Syllabus review in class together                                                                                   |                                            |
| Jan 12 | Key Concepts in Research  | Fetterman, David. 1998. “Walking in Rhythm: Anthropological Concepts” Pages 16-29. <i>Ethnography: Step-by-Step</i> | Become familiar with Canvas                |
| Jan 17 | Martin Luther King Jr Day | None                                                                                                                |                                            |
| Jan 19 | Theoretical Frameworks    | Ortner, Sherry. 2016. “Dark anthropology and its others” HAU: Journal of Ethnographic Theory                        | <b>Submit Reflection paper 1 on Ortner</b> |
| Jan 24 | Research Design           | Crang and Cook. In <i>Doing Ethnographies</i> . Pages 1-15                                                          |                                            |

|          |                                |                                                                                                                                                                           |                                                                 |
|----------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Jan 26   | Research Design: "studying up" | Nader, Laura. "Up the Anthropologist: Perspectives Gained from Studying Up." 284-311.                                                                                     | <b>Submit Semester Project #1- paper topic and abstract</b>     |
| Jan 31   | Ethics                         | Fluehr-Lobban. 2015. "Ethics" In <i>Handbook of Methods in Cultural Anthropology</i>                                                                                      |                                                                 |
| Feb 2    | Insider/Outsider               | Sherif, Bahira. 2001. "The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status." <i>Qualitative Inquiry</i> | <b>Complete &amp; Submit Semester project # 2 CITI Training</b> |
| Feb 7    | Preparing for Fieldwork        | Crang and Cook 17-33                                                                                                                                                      |                                                                 |
| Feb 9    | Preparing for fieldwork        | None                                                                                                                                                                      | <b>Submit Semester project #3- literature review</b>            |
| Feb 14   | Participant Observation        | Crang and Cook 35-59                                                                                                                                                      | <b>Conduct</b> participant observation                          |
| Feb 16   | Participant Observation        | Bohannon, Laura. "Shakespeare in the Bush." <i>Natural History</i> . Pp. 28-33.                                                                                           | <b>Conduct</b> participant observation                          |
| Feb 21   | Interviews                     | Crang and Cook 60-89                                                                                                                                                      | <b>Conduct</b> participant observation                          |
| Feb 23   | Interviews                     | <b>GUEST PRESENTATION:</b> Abigail Shepherd, MA Candidate: "Applying Ethnographic Methods in Substance Use Research."                                                     | <b>Submit Semester project #4- participant observation</b>      |
| Feb 28   | Focus groups                   | Crang and Cook 90-103                                                                                                                                                     | <b>Conduct</b> interviews                                       |
| March 2  | Data collection remotely       | Deakin, Hannah, and Kelly Wakefield. 2014. "Skype Interviewing: Reflections of Two Ph.D. Researchers."                                                                    | <b>Conduct</b> interviews                                       |
| March 7  | Spring Break                   |                                                                                                                                                                           | <b>Conduct</b> interviews (optional)                            |
| March 9  | Spring Break                   |                                                                                                                                                                           | <b>Conduct</b> interviews (optional)                            |
| March 14 | Participatory action research  | Crang and Cook 104-128                                                                                                                                                    | <b>Plan/conduct</b> interviews                                  |
| March 15 | Preparing data for analysis    | None                                                                                                                                                                      | <b>Submit Semester project #5- interviews</b>                   |
| March 21 | Analysis                       | Crang and Cook 131-149                                                                                                                                                    | Conduct analysis                                                |
| March 23 | Analysis                       | None                                                                                                                                                                      | Conduct analysis                                                |

|          |                          |                                                                                                                        |                                             |
|----------|--------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| March 28 | Writing                  | Crang and Cook 150-206                                                                                                 | Conduct analysis                            |
| March 30 | Writing                  | None                                                                                                                   | Submit Semester project #6 analysis         |
| April 4  | Representation           | Said, Edward. 2004. "Orientalism Once More"                                                                            |                                             |
| April 6  | Reflexivity              | Nasir Uddin. 2011. "Decolonising ethnography in the field" <i>International Journal of Social Research Methodology</i> | Submit Reflection paper 2 on Said and Uddin |
| April 11 | Project & Paper workshop | No readings.                                                                                                           |                                             |
| April 13 | Research Dissemination   | No readings<br>Project presentations in class.                                                                         |                                             |
| April 18 | Research Dissemination   | No readings<br>Project presentations in class.                                                                         |                                             |
| April 19 | Research Dissemination   | No readings<br>Project presentations in class.                                                                         |                                             |
| April 25 | Research Dissemination   | No readings<br>Project presentations in class.                                                                         |                                             |
| May 2    | Final Paper Due          | (during final exams)                                                                                                   | Submit Semester project- Final Paper Due    |



**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 great summer!* ~~~~~





# Course Syllabus

[Jump to Today](#)

## Beyond the Anthropology Major: Careers Applying Anthropology

The College of Sciences at the University of Central Florida



ANT 4861 (0W60) Beyond the Anthropology Major  
Spring 2022 • 3 credit hours • Fully Online in  
Webcourses

## Professor Contact

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

Office: Howard Phillips Hall, 309 (UCF Main Campus); 407-823-3769

Office Hours: Thursdays in Chat for online office hours and by appointment for in-person or virtual office hours

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

## Graduate Teaching Assistant Contact

GTA: Brenna Raisor

Office Hours: TBA in Chat

Contact: Webcourses Inbox or Discussion Board

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

due dates, check the course summary at the end.

**Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments.**

## University Catalog Description

Applying skills and experiences from the Anthropology BA curriculum to the job market or graduate school. PR: ANT 2140, ANT 2410, and ANT 2511.

## Course Overview

Have you thought about what to do with your Anthropology degree after graduation? This course is designed to prepare you to identify and translate your anthropological skills, experiences, and undergraduate academic achievements to the non-academic and alternate-academic (non-ac or alt-ac) and post-graduation job market or to graduate school so you will be ready for the next step in reaching your career goals.

You will prepare professional development documents to assist in your transition from student to post-graduation anthropological practitioner as you navigate the job market. You will also draft personal statements for selected graduate programs and network with practicing anthropologists in their various fields of work.

Through group discussions, written assignments, and self-reflection statements, you will experiment with how anthropological theory, ethics, knowledge, and skills are applied to the creation and refinement of professional development documents. You will also explore jobs in a variety of fields including education, user experience, project management, human resources, business and marketing, non-governmental and non-profit organizations, social services, and the medical fields to identify how anthropological skills can be applied and employed.

Ultimately this course is designed to prepare you to apply anthropology knowledge and skills wherever you go in the future!

**Anthropology Majors! If you are in the Methods & Practice track, this course can count as your High-Impact requirement OR a Restricted Elective. If you are in the General track, this course will count as a Restricted Elective. Methods & Practice track students: Contact me at [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) (<mailto:Sandra.Wheeler@ucf.edu>) if you want this course to count as your High-Impact requirement!**

# Integrative-Learning Experience Designation Statement

This course is designated as an Integrative-Learning Experience (IE) [High-Impact \(https://academicsuccess.ucf.edu/hip/for-students/\)](https://academicsuccess.ucf.edu/hip/for-students/) course. This high-impact designation will be noted on your transcripts. Integrative-Learning Experience (IE) courses offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. Students work closely with their professors and peers to develop, reflect on, and articulate their goals.

## Learning Outcomes

The goal of this course is to prepare you for the next step in your career post-graduation. You will:

1. Discover **different careers** and identify how your anthropological skill set applies to them
2. Develop **professional materials** for applications to graduate schools and job interviews, including a CV and resume, personal statement, and cover letter
3. Apply **anthropological theory**, ethics, knowledge and skills to the development of your professional portfolio/profile
4. Engage with and reflect upon the work of **alt-ac, non-ac, and ac-adjacent anthropological practitioners**
5. Explore **graduate programs**, requirements and expectations, and develop personal statements
6. Create a **LinkedIn** profile synthesizing and summarizing your professional knowledge, skills, and future career goals

## Required Text

Nolan RW (Ed). 2013. *A Handbook of Practicing Anthropology*. Wiley-Blackwell. This e-book is available **FOR FREE** through the UCF Library. You will need to log in with your NID and password to access it, make sure you select UCF as your Institution:

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597>

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597>

OR click here to access the UCF Library page for the book, then scroll down to Click Here for Online Access: <https://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=0cccde05-957d-4b65-9720-7e1c71df333e%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ucfl>

<https://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=0cccde05-957d-4b65-9720-7e1c71df333e%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ucfl>

Additional required readings are provided to you electronically in the Webcourses Intro pages.

## Grading Scale (+/- letter grades)

A 94-100%      B+ 87-89%      C+ 77-79%      D+ 67-69%

A- 90-93%      B 84-86%      C 70-76%      D 60-66%

B- 80-83%      F 59% or below

## Student Evaluation

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

| Assignment                               | Percent | Description                                                                                                                        |
|------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| Anthropological Practitioner Discussions | 30%     | Small group discussion and reflection on alt-ac jobs with anthropological practitioners: interviews, readings and final discussion |
| Professional Development Exercises       | 30%     | Exercises to help articulate your anthropological knowledge and skills for jobs or graduate school                                 |
| Professional Documents                   | 20%     | Development of professional documents like, CVs, resumes, personal statements, cover letters                                       |
| LinkedIn profile                         | 20%     | Develop your professional profile for a broad employment audience                                                                  |

## Getting Started Activities

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 and INTRODUCTION DISCUSSION BY FRIDAY.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

## Anthropological Practitioner Discussions and Reflections 30%

These small group discussions include leading questions with required posts and responses to other students in the group. These discussion and reflection assignments are meant to help you connect with different jobs and skills outlined in the assigned readings and posted interviews. Alt-ac (alternative-academic), ac-adjacent (academic adjacent), and non-ac (non-academic) scholars are highlighted here.

- Alt-Ac Video Interview Discussion and Reflection (Watch interviews with an anthropological practitioner and others in alt-ac positions **(complete at least 4)**)
- Alt-Ac Readings Discussion and reflection on how practitioners apply their skills **(complete at least 4)**
- Final Anthropological Practitioner Discussion and Reflection **(REQUIRED: final discussion at end of course)**

## Professional Development Exercises 30%

These exercises are intended to help you articulate and justify why your anthropological skills are relevant to various types of jobs. These documents are also meant to help build your professional toolkit for the job market or graduate school. **Everyone must attend a Job Fair or Career Fair (in person or online) and complete at least at least 6 other exercises.**

- What Is Your Anthropological Identity? Exercise and reflection
- What is your dream job? Exercise and reflection
- What Do My Transcripts Mean? How Do I Translate Them?
- What is My Elevator Pitch? Introduction Exercise and reflection (elevator pitch assignment, video, audio, or any media)
- What Are Some Job Titles? Exercise and reflection
- Do I Have a Code of Ethics? What Is It? Exercise and reflection
- How Do I Find Anthropological Jobs? Searches and reflection
- Can Social Media Help Me Find Alt-Ac Anthropologists? Searches and reflection
- What Are Career Fairs? Career Fair attendance and reflection **(REQUIRED: attend at least one, virtual or in person, during the spring term)**

## Professional Documents 20%

These assignments are focused on developing professional documents that highlight the skills, knowledge, and experiences from your anthropology coursework to CV and resume formats. This

knowledge, and experiences from your anthropology coursework to CV and resume formats. This also provides you with professional documents to submit to potential graduate schools or employers and can be integrated into your LinkedIn profile. **Everyone must attend a Career Services Workshop (in person or online) and complete all of these assignments.**

- Career Services Workshops (**REQUIRED: attend at least one workshop, virtual or in person, during the spring term**)
- CV drafts and final CV
- Resume drafts and final resume
- Cover letter/s for posted jobs (at least 2)
- Personal statements and/or narratives (at least 2)

## LinkedIn profile 20%

LinkedIn is a powerful tool that can help you leverage your academic knowledge, experiences, and skills to a diverse and broad professional audience. The Professional Development Exercises and Professional Documents will form the basis of your LinkedIn profile. **Everyone will complete all steps in this assignment group!**

- Synthesis of professional documents with images, narratives, skills, contacts
- Why are you even doing creating a LinkedIn profile? <https://www.topresume.com/career-advice/why-linkedin-is-important%20> [\\_ \(https://www.topresume.com/career-advice/why-linkedin-is-important%20\)](https://www.topresume.com/career-advice/why-linkedin-is-important%20)

## Important Syllabus Statements

### 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** for additional support:

<https://scs.sdes.ucf.edu/services/> (<https://scs.sdes.ucf.edu/services/>)

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

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

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

## Who Should Take This Online Course?

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

**This class is fully online** so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment.

## 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 |
|--------|--------|---------|-----------|----------|--------|----------|
|--------|--------|---------|-----------|----------|--------|----------|

| Sunday                                                                                                          | Monday                                                                                                                               | Tuesday                                                                                                          | Wednesday                                                                                                                               | Thursday                                                                                                                 | Friday                                                                                | Saturday                                                  |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Drink coffee!</li> <li>• Submit any outstanding assignments</li> </ul> | <ul style="list-style-type: none"> <li>• Start review of module pages</li> <li>• Make a plan to work through the Modules!</li> </ul> | <ul style="list-style-type: none"> <li>• Read posted chapters in module</li> <li>• Enjoy more coffee!</li> </ul> | <ul style="list-style-type: none"> <li>• Watch any video or media in modules</li> <li>• Hug your friends, water your plants!</li> </ul> | <ul style="list-style-type: none"> <li>• Keep reading and reviewing</li> <li>• Do something nice for yourself</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare to submit any assignments</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 any audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

## Course Requirements

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

- Complete all required module content
- Read and watch all posted content
- Complete the assignments by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class! I can even see how long you spent on each page!

To be successful in this course, you will need to check Webcourses often, and put effort into completing the assignments. These assignments are intended to help you articulate your future career goals and plans!

Modules will open regularly and all assignments are due on specific dates throughout the course (see



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

## Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your GTA using your Knights account, include **ANT 4861 or Careers** 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.

## University Services and Resources

### Academic Services and Resources

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

### Non-Academic Services and Resources

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

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

## Statements Regarding COVID-19

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

### Notifications in Case of Changes to Course Modality

## Notifications in Case of Changes to Course Modality

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

## COVID-19 and Illness Notification

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

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

## In Case of Faculty Illness

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

## Course Accessibility and Disability COVID-19 Supplemental Statement

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

# Academic Responsibility and Integrity

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

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study

aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

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

**\*I will also adhere to the highest standards of academic integrity, so please do not ask me to**

**change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.\***

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

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

## Campus Safety (if you are on campus)

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

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

## Student Accessibility Services (SAS)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design

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

## Deployed Active Duty Military Students

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

## Religious Observances

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

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

## Copyright

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

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

conduct standards and may face penalties. Also, it's just not cool.





## Third-Party Software and FERPA


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

## Course Lecture and Assignment Schedule


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


### Course Summary:


| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                       | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 14, 2022 |  <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305151">Getting Started Quiz</a><br><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305151">https://webcourses.ucf.edu/courses/1393875/assignments/7305151</a>                                                          | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305154">Introduce Yourselves!</a><br><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305154">https://webcourses.ucf.edu/courses/1393875/assignments/7305154</a>                                                         | due by 11:59pm |
| Sun Jan 16, 2022 |  <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305168">Practitioner Interview 1: Discussion and Reflection - Global Tech Ethnography</a><br><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305168">https://webcourses.ucf.edu/courses/1393875/assignments/7305168</a> | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305173">LinkedIn STEP 1: Create and Submit Your Profile</a><br><a href="https://webcourses.ucf.edu/courses/1393875/assignments/7305173">https://webcourses.ucf.edu/courses/1393875/assignments/7305173</a>                               | due by 11:59pm |

 [PDE 1: What is Your Anthropology Identity?](https://webcourses.ucf.edu/courses/1393875/assignments/7305153) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305153>)


Sun Jan 23, 2022


 [Practitioner Interview 1: Questions, Feedback, and Reflection Due](https://webcourses.ucf.edu/courses/1393875/assignments/7305185) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305185>)


 [Practitioner Reading 1: Discussion and Reflection](https://webcourses.ucf.edu/courses/1393875/assignments/7305167) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305167>)

 [PDE 2: What is Your Dream Job?](https://webcourses.ucf.edu/courses/1393875/assignments/7305152) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305152>)


Sun Jan 30, 2022


 [Practitioner Reading 1: Feedback and Reflection](https://webcourses.ucf.edu/courses/1393875/assignments/7305191) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305191>)

 [LinkedIn STEP 2: Add Summary Section, Education, and Work History](https://webcourses.ucf.edu/courses/1393875/assignments/7305174) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305174>)

 [PDE 3: What Do My Transcripts Mean? What Are My Skills?](https://webcourses.ucf.edu/courses/1393875/assignments/7305179) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305179>)

Sun Feb 6, 2022


 [Practitioner Interview 2: Discussion and Reflection - Museum and Curation](https://webcourses.ucf.edu/courses/1393875/assignments/7305165) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305165>)


 [Practitioner Reading 2: Discussion and Reflection](https://webcourses.ucf.edu/courses/1393875/assignments/7305160) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1393875/assignments/7305160>)

 [PDE 4: Job Titles Exercise](#) due by 11:59pm

[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305180>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305180)

Sun Feb 13, 2022

 [Practitioner Interview 2: Questions, Feedback, and Reflection Due](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305186>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305186)

 [Practitioner Reading 2: Feedback and Reflection Due](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305192>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305192)

 [CV Draft](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305171>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305171)


Sun Feb 20, 2022

 [Practitioner Interview 3: Discussion and Reflection - Technologist and Futurist](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305164>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305164)

 [Practitioner Reading 3: Discussion and Reflection](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305159>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305159)

 [PDE 5: Do I Have a Code of Ethics?](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305181>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305181)

Sun Feb 27, 2022

 [Practitioner Interview 3: Questions, Feedback, and Reflection Due](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305187>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305187)

 [Practitioner Reading 3: Feedback and Reflection Due](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305193>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305193)

 [Resume Draft](#) due by 11:59pm  
[\(<https://webcourses.ucf.edu/courses/1393875/assignments/7305198>\)](https://webcourses.ucf.edu/courses/1393875/assignments/7305198)

 [LinkedIn STEP 3: Add Skills,](#)



**Connections**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305175>

Sun Mar 6, 2022

**PDE 6: How Do I Find Anthropological Jobs?**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305182>**Practitioner Interview 4: Discussion and Reflection - Forensic Anthropology**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305163>

Sun Mar 13, 2022

**Practitioner Reading 4: Discussion and Reflection**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305158>**Practitioner Interview 4: Questions, Feedback, and Reflection Due**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305188>

Sun Mar 20, 2022

**Practitioner Reading 4: Feedback and Reflection Due**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305194>**PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists?**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305183>

Sun Mar 27, 2022

**Practitioner Interview 5: Discussion and Reflection - Embassy Work and Development**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305162>**Practitioner Reading 5: Discussion and Reflection**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1393875/assignments/7305157>**Practitioner Interview 5: Questions, Feedback, and Reflection Due**

due by 11:59pm

Sun Apr 3, 2022

<https://webcourses.ucf.edu/courses/1393875/assignments/7305189>

 [Practitioner Reading 5:  
Feedback and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305195>

 [PDE 8: What is My Elevator  
Pitch?](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305184>

Sun Apr 10, 2022

 [Practitioner Interview 6:  
Discussion and Reflection  
FORTHCOMING](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305161>

 [Practitioner Reading 6:  
Discussion and Reflection](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305156>

 [Cover Letter](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305170>


 [CV Final Version](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305172>

 [LinkedIn STEP 4: Add  
Network Updates and Show Work  
Sample](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305176>


Sun Apr 17, 2022


 [Narrative](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305178>


 [Practitioner Interview 6:  
Questions, Feedback, and  
Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305190>

 [Practitioner Reading 6:  
Feedback and Reflection Due](#) due by 11:59pm


<https://webcourses.ucf.edu/courses/1393875/assignments/7305196>

 [Career Services Workshop-  
AT LEAST ONE REQUIRED](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305169>


 [Final Practitioner Discussion  
and Reflection](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305166>

 [LinkedIn STEP 5: Submit  
Final Profile](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305177>


Sun Apr 24, 2022

 [Practitioner Reading 7:  
Discussion and Reflection](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305155>

 [Resume Final Version](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305199>

 [What Are Career Fairs?  
Everyone Must Do This!](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305200>

Sun May 1, 2022

 [Practitioner Reading 7:  
Feedback and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1393875/assignments/7305197>

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# Course Schedule Snapshot: Topics and Readings

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Additional Required Readings are found in the Intro pages of each Module. Required Readings from Text come from your assigned book for the course.

| Module   | Topic and Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1 | <p><b>Course Introduction and What is Your Anthropology?</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Briller and Goldmacher, Ch 1, Introduction</li> <li>• Nolan, Ch 1, The discipline of anthropology</li> <li>• Nolan, Ch 2, The world today and anthropology's place in it</li> </ul>                                                                                                                                                             |
| Module 2 | <p><b>Anthropological Practice I</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Briller and Goldmacher, Ch 2, Positioning yourself in the discipline</li> <li>• Ginsberg, Anthropology Between Academia and Practice</li> <li>• Tso, Job hunting in the 21<sup>st</sup> century</li> </ul>                                                                                                                                                              |
| Module 3 | <p><b>Anthropological Practice II</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Nolan, Ch 3, What is anthropological practice?</li> <li>• <a href="https://www.practicinganthropology.org/practice/about-practice/">https://www.practicinganthropology.org/practice/about-practice/</a><br/>(<a href="https://www.practicinganthropology.org/practice/about-practice/">https://www.practicinganthropology.org/practice/about-practice/</a>)</li> </ul> |

|                 |                                                                                                                                                                                                                                                                                                          |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• Redding, Professional training and preparation</li> </ul>                                                                                                                                                                                                       |
| <b>Module 4</b> | <b>Anthropological Practice III</b><br>Read: <ul style="list-style-type: none"> <li>• Odell Butler, Making the transition from academy to practice</li> <li>• Nolan, Ch 5, Anthropological practice today</li> </ul>                                                                                     |
| <b>Module 5</b> | <b>Getting Prepared I</b><br>Read: <ul style="list-style-type: none"> <li>• Basalla and Debelius, This might hurt a bit: Turning a CV into a résumé</li> <li>• Squires, Careers in practice</li> </ul>                                                                                                   |
| <b>Module 6</b> | <b>Getting Prepared II</b><br>Read: <ul style="list-style-type: none"> <li>• Bronitsky, Doing anthropology-full tilt, full time</li> <li>• Hoffman, Becoming a practicing disaster anthropologist</li> </ul>                                                                                             |
| <b>Module 7</b> | <b>Anthropological Practice IV</b><br>Read: <ul style="list-style-type: none"> <li>• Koons, Nongovernmental organizations</li> <li>• Partridge, Multilateral governmental organizations</li> </ul>                                                                                                       |
| <b>Module 8</b> | <b>Searching for Jobs</b><br>Read: <ul style="list-style-type: none"> <li>• Nolan, Ch 11, Career planning for practitioners</li> <li>• Nolan, Ch 12, Investigating employment opportunities</li> <li>• Bohren, Whiteford, Ethics and practicing anthropology-pragmatic, practical, principled</li> </ul> |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 9</b>  | <b>Anthropological Practice V</b><br>Read <ul style="list-style-type: none"> <li>• Fiske, Working for the federal government</li> <li>• Heurtin-Roberts, Hare, Practitioners working in health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Module 10</b> | <b>Is Graduate School Right for Me?</b><br>Read: <ul style="list-style-type: none"> <li>• <a href="https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/">https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/</a> <a href="https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/">(https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/)</a></li> <li>• TBA</li> </ul> |
| <b>Module 11</b> | <b>Anthropological Practice VI</b><br>Read: <ul style="list-style-type: none"> <li>• De Waal Malefyt, Anthropologists at work in design and product development</li> <li>• Koons, Practitioners in humanitarian assistance</li> <li>• Nolan, The future of practice</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Module 12</b> | <b>LinkedIn, Bringing it all together</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

6d You are currently logged into Student View

# ANT4933C-22Spring 0001

This is a face-to-face class

Please stay home if you feel sick

UCF expects you to wear a mask to class

Anthropology 4933C-0001—Spring 2022

Tuesdays and Thursdays, 3:00-4:15 pm, PSY 110 (3 credits)

Prerequisites: ANT 2140, or Consent of Instructor

Dr. John H. Walker

[john.walker@ucf.edu](mailto:john.walker@ucf.edu)

409o Howard Phillips Hall

Office Hours: T, R 10:00 AM - 12:00 Noon, or by appointment (contact me by email and I will try to reply in 24 hours)

Course Readings are found [HERE](#)

Here's [How to Log in to ArcGIS ONLINE.pdf](#)      [Download How to Log in to ArcGIS ONLINE.pdf](#)

Sign up for a free account to access training and other help: <https://www.esri.com/en-us/home> ([Links to an external site.](#))

**Covid information** (these are taken from the UCF website, so you may have seen them in other courses)

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

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

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

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.



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.

### *Course Description*

In this class we will work together to read and debate literature in Landscape Archaeology, while using maps to apply those ideas to our own research. We will use software such as Google Earth and ArcGIS online to create annotated maps to better understand landscapes at different scales, and around the world. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

### *Attendance policy*

If you will not be able to attend class, you should choose a different course. Attendance at **all** class sessions is expected because it is the **only** way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

### *Course Goals*

To read and analyze literature in landscape archaeology

To use mapping tools (ArcGIS online; Google Earth) to organize information and study a particular landscape.

To share knowledge and thoughtful, critical feedback with the other members of the class.

### *Required Software*

ArcGIS online--If you do not already have access, I will get a license for each of us. This tool will allow you access to GIS data from around the world, through the browser.

Google Earth [<http://earth.google.com/download-earth.html>] or ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] Note that this is free software.

**Before purchasing any books for the course**, please come to the first day of class for a discussion of sources and the availability of electronic texts through the UCF library.

We will also be using readings distributed electronically. Other class materials may include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. We will be using Webcourses to communicate with each other and distribute documents.

### *Grading*

The requirements for this course are weighted as follows:

|                     |     |
|---------------------|-----|
| Class participation | 10% |
| Weekly assignments  | 50% |
| Final map project   | 40% |

Class participation: The engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up 20% of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to **help your classmates**. If you are still figuring it out, you have an obligation to ask questions and **work with your classmates**. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the readings using a variety of formats, which we will organize in class. As a group, we will experiment with different formats for discussion, but all of them will depend on everyone being involved in every class session. Some of the plans or “scripts” for class format include debates, having individual discussion leaders, creation and discussion of study questions, small group work, or perhaps even “fieldwork” of some kind. In all cases, the point of the format will be to lead all of us to a productive conversation about that week’s readings.

Final Map Projects:

Each participant in the class will be create an annotated map of a landscape, using the concepts of landscape archaeology in conjunction with library research and ArcGIS online. I will approve each student's topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the quality of your map will suffer accordingly.

Formal presentation: A complete draft of the annotated map is due in the final two weeks of the semester. Depending on the number of students in the class, we will organize a class session to give and receive feedback on the projects. This could take the format of presentations with reviewers (with fewer students) or a "showcase" with students taking turns presenting their work at classroom computers.

Final version: Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a final version is turned in during Final exam week. Students will also publish their maps and layers online.

### *Course Websites*

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

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

Google Scholar ([scholar.google.com](http://scholar.google.com))

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

Maryland Global Land Cover Facility (<http://www.landcover.org/>)

USGS data gateway (<https://datagateway.nrcs.usda.gov/>)

ESRI ([www.esri.com](http://www.esri.com) ([Links to an external site.](#)))

Strange Maps (<http://bigthink.com/blogs/strange-maps> ([Links to an external site.](#)))

### *Writing Center*

UCF has an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at ([www.uwc.ucf.edu](http://www.uwc.ucf.edu)). Take advantage of these

resources, because they will certainly improve your writing, and they are available to you at no charge.

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others' written work. **The people you learn the most from are your fellow students.**

## Classroom decorum

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

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

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

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

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

**Disability Accommodations:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the

opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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



>).

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

## Academic Integrity

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org> [\(Links to an external site.\)](#)>.

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

**Responses to Cheating, Academic Dishonesty, Plagiarism:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

## Revisions and the syllabus

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