

# Course Syllabus

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## ANT 5128C: Lithic Analysis: The Archaeology of Stone Tools

University of Central Florida

MW 12:30-1:45 PM MSB Room 0149



"So what's this? I asked for a *hammer*!  
A hammer! *This* is a crescent wrench! ...  
Well, maybe it's a hammer. ... Damn these stone  
tools."

### Course Instructor:

Dr. Brigitte Kovacevich

Office: Howard Phillips Hall Room 309P

Phone: 407-823-6554

Office Hours: **In-person hours:** Monday 2-3; **Virtual hours:** Tuesday 10-12 (email for a link to a zoom meeting room, advanced notice will ensure a meeting time). With advanced notice I can also meet

outside of these times.

E-mail: [brigitte.kovacevich@ucf.edu](mailto:brigitte.kovacevich@ucf.edu) (<mailto:brigitte.kovacevich@ucf.edu>)

**Course Description:** This course is an introduction to the manufacture and analysis of flaked stone tools. We will also examine the ways in which lithic analysis can enlighten us about human behavior in past societies. Students will work with both archaeological and experimental collections, and engage in stone tool manufacture themselves. Course work will include raw materials properties and selection, technological developments, replication studies, tool description, classification, and analysis, debitage (waste) analysis, lithic illustration, toolstone sourcing, and analysis of style and technology.

**Learning outcomes:**

By the end of the course students should be able to 1) identify ancient tool technologies, 2) replicate some ancient tool technologies, 3) describe and analyze stone tools and debitage, 4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

**Required Textbooks:**

Patten, Bob. 2009. *Old Tools-New Eyes: A Primal Primer of Flintknapping*, Second Edition. Stone Dagger Publications, Denver.

Whittaker, John C. 1994. *Flintknapping: Making and Understanding Stone Tools*. University of Texas Press, Austin.

Available online via the library:

Andrefsky, W., 2005. *Lithics: Macroscopic Approaches to Analysis (Cambridge Manuals in Archaeology)*. Cambridge: Cambridge University Press.

Link: [https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#\(https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d%23AN=146](https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#(https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d%23AN=146)

**Course requirements (undergraduates):**

Attendance and participation	10%
Article Summary (5 in total)	20%

Midterm Exam	20%
Final exam	20%
Final Paper (all aspects combined)	30%

**Course requirements (graduates):**

Attendance and participation	10%
Article presentation (3 in total)	15%
Midterm Exam	20%
Final exam	20%
Final Paper (all aspects combined)	20%
Poster Presentation.	15%

**Class attendance and participation (graduates and undergraduates)**

Because this is an upper level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. Attendance will be taken each day. If you do miss a discussion class, you can make up the attendance points by summarizing all the readings in two double-spaced pages within a week of the absence and emailing it to me. If you miss a lab class there will generally be no way to make that up. You may be able to schedule lab time outside of the class period with your TA, but this is not guaranteed. Your “academic activity” for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

**Article Summary (undergraduates)**

This will be a 1-2 page, double-spaced summary of the 1-2 articles that the class will read as a whole. This will be due before the lecture/discussion class on Monday and will prepare you for the discussion. You will be able to choose 5 of 10 possible days to write these summaries, but I still expect you to come to class having read the articles and prepared to discuss even if you are not doing the summary for that day.

**Article Presentation (graduate students)**

Graduate students will be asked to read and present extra articles during certain class periods marked as "Graduate Student Readings." On the assigned day certain students will create an outline of the article, a brief critical summary of the article and then present this outline to the class and present several questions for discussion. Each graduate student will present 3 times during the semester and this will form the basis of the article presentation grade. The instructor will provide a sign up for days and topics within the first week of the semester and examples of article summaries will be provided. If you miss the day of your article presentation you will get a 0 for the summary and a 0 for attendance for the day.

### Midterm and Final Exam (graduates and undergraduates)

Students will also be required to take a midterm and final exam that will consist of both practical (lithic identification) and theoretical (questions on the readings) components which will translate to objective (multiple choice, fill-in-the blank, matching, etc.) and subjective (essay and short answer) questions.

### Final project/paper (graduates and undergraduates)

Students will be required to submit an original experimental design involving lithic technologies. This paper can be a proposal for an experimental design, but if possible, the experiment could be carried out. It should be at least 8-10 double-spaced pages in length. This experiment should include:

- An explanation of why the experiment needs to be conducted
- A description of the experiment's applicability to specific archaeological contexts
- A literature review summarizing previous relevant experiments
- A methods section - how will the experiment be carried out?
- A materials section - what materials are needed to carry out the experiment?
- A series of hypotheses to be tested and potential results
- Conclusions and results of study (if experiment was carried out)

### Poster Presentation (graduates)

In addition to the final paper/project, graduate students will be asked to create an academic poster of their project and present it to the class in the final days of the class.

## **SAFETY:**

The handling and analysis of finished lithic artifacts and debris, and especially the practice of flintknapping itself, are inherently dangerous activities. Stone tools, debitage, and even raw material may be sharp! The odds are very good that you will be cut (or otherwise injured) at least once during this course. To guard against this as much as possible, proper attention to safety is required. On lab class days with flintknapping, please observe the following procedures:

(1) Handle lithic artifacts, debitage, and raw materials with care, and hold artifacts over the tables provided at all times.

(2) Do not wear open-toed shoes to class (including flip-flops, sandals, etc.). The floor may be littered with very small piece of debitage that will cut you, and artifacts have sometimes been dropped off the tables and onto toes—space in the lab will be provided for you to leave a pair of closed-toe shoes so you don't have to carry a pair to and from class.

On knapping practicum days (marked “flintknapping” on the syllabus), please take the following additional precautions:

(1) Wear appropriate clothing such as long pants (jeans work well), socks, and shoes which cover your legs, feet, and ankles, and a loose long-sleeve shirt that covers your forearms completely is preferred. Consider wearing old clothing that you don't mind getting dirty or possibly damaged.

(2) Wear safety goggles and leather gloves at all times (see Lab Equipment below).

(3) Be awake and alert. You must not be groggy from lack of sleep or under the influence of over-the-counter or prescription medicines, alcohol, or other intoxicating substances, don't drink and knap!

Your instructor will provide basic first aid and bandages in case of injury, but more serious wounds may require the use of an ambulance service and/or hospitalization. You agree to participate in the course at your own risk. Neither your instructors, nor UCF is responsible for any medical costs incurred by you that relate to injuries derived from your participation in this course. Check that your health insurer will cover any medical costs associated with injuries that might result from your handling of lithic artifacts or our knapping activities. If you have a medical condition that could imperil you if were cut (i.e. hemophilia) or those administering first aid inform your instructors immediately after class—such information will be held in the strictest confidence (modified from syllabus of Prof. Peterson, University of Hawaii).

### **Lab Equipment:**

Some lab equipment is provided by the Anthropology Department, and is required for participation in the flintknapping components of the course includes: (1) shatter-resistant plastic safety glasses; and (2) safety gloves. Students are responsible for making sure they bringing them to class on the days specified (we will have a space for them to store and leave them) and they must be worn while knapping. Other items may need to be purchased out of pocket as the semester continues.

## ETHICAL ISSUES

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

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

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

## **Academic Integrity**

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

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

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

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

**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.

## **GRADES:**

Midterm exams will be handed back in class since they are taken in class, students can pick up final exams by emailing the instructor. Final projects and article summaries will be graded in webcourses where they are submitted.

Make-ups for midterm and final exam may not be possible because of the laboratory nature of parts of the exam. Missing one of these exams may result in an extensive 10-12 page take home exam that will cover related topics. Late assignments for article summaries will not be accepted. The Final Project may be turned in late with a penalty of 10% per day. Extra Credit may be offered during the semester.

Grades at the threshold of the next highest letter grade above the .5 level will be rounded up. FINAL GRADES ARE FINAL.

### Grading scale

#### Grading Scale (%)

94-100	A
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90-93	A-
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## Grading Scale (%)

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

## COURSE SCHEDULE

(Tentative! Subject to change-FOR THE MOST UP TO DATE READING LIST SEE WEEKLY MODULES)

## **WEEK 1**

Monday, January 9: Course Introduction: The Basics, Fracture Mechanics, Flintknapping Demonstration

Readings (this seems like a lot but you can skim some that is repetitive!):

1. **Patten** 2009: 7-52
2. **Whittaker** 1994: 1-82
3. **Andrefsky** 2005: Chapters 1 and 2

Wednesday, January 11: Lab-Flintknapping-Hard Hammer Percussion

## **WEEK 2**

Monday, January 16: NO CLASSES-MLK DAY

Wednesday, January 18: Early Stone Tool Industries

Readings

1. **Toth, Nicholas**. 1985. The Oldowan Reassessed: a Close Look at Early Stone Artifacts. *Journal of Archaeological Science* 12: 101-120.

Additional Graduate Student Readings (optional for undergraduates):

1. **Newcomer, Mark**. 1971. Some Quantitative Experiments in Handaxe Manufacture. *World Archaeology* 3(1): 85-104.

Lab-at least partial Flintknapping Day: Hard Hammer Percussion

## **WEEK 3**

Monday, January 23: Primate Tool Use and Early Stone Tool Industries

Readings:

1. **Patten** 2009: 53-66
2. **Whittaker** 1994: 85-126
  
3. **Pelegriin, Jacques**. 2005. "Remarks About Archaeological Techniques and Methods of Knapping: Elements of a Cognitive Approach to Stone Knapping," in *Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour*, edited by Valentine Roux and Blandine Bril, pp. 23-33. McDonald Institute for Archaeological Research, Cambridge.

Additional Graduate Student Readings (optional for undergraduates):

4. **Haslam, Michael**. "'Captivity bias' in animal tool use and its implications for the evolution of hominin technology." *Philosophical Transactions of the Royal Society B: Biological Sciences* 368.1630 (2013): 20120421.
5. **Roche, Helene**. 2005. "From Simple Flaking to Shaping: Stone-knapping Evolution Among Early Hominids," in *Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour*, edited by Valentine Roux and Blandine Bril, pp. 35-48. McDonald Institute for Archaeological Research, Cambridge.

Wednesday, January 25: Lab-Hard Hammer Percussion Continued-Flintknapping day

## **WEEK 4**

Monday, January 30: Lab-Middle and Upper Paleolithic Stone Tool Technologies

Readings:

1. Boeda, Eric. "Levallois: A Volumetric Construction, Methods, A Technique," in *The Definition and Interpretation of Levallois Technology*, edited by Harold Dibble and Ofer Bar-Yosef, pp. 41-68.

Additional Graduate Student Readings (optional for undergraduates):

3. **Eren MI and SJ Lycett** (2012) Why Levallois? A morphometric comparison of experimental 'preferential' Levallois flakes versus debitage flakes. *PLoS ONE* 7.1.
4. **Eren, Metin I., Aaron Greenspan, and C. Garth Sampson**. 2008. Are Upper Paleolithic Blade Cores More Productive Than Middle Paleolithic Discoidal Cores? A Replication Experiment. *Journal of Human Evolution* 55(6): 952-961.

Wednesday, February 1: Lab-Flintknapping: Soft Hammer Percussion

## **WEEK 5**

Monday, February 6: Debates on Neanderthals-Hunting and Throwing Capabilities

Readings:

1. **Rios-Garaizar, J.** (2016). Experimental and archeological observations of Northern Iberian Peninsula Middle Paleolithic Mousterian point assemblages. Testing the potential use of throwing spears among Neanderthals. In *Multidisciplinary approaches to the study of Stone Age weaponry* (pp. 213-225). Springer, Dordrecht.

Additional Graduate Student Readings (optional for undergraduates):

1. **Hardy, B. L., Moncel, M. H., Daujeard, C., Fernandes, P., Béarez, P., Desclaux, E., ... & Gallotti, R.** (2013). Impossible Neanderthals? Making string, throwing projectiles and catching small game during Marine Isotope Stage 4 (Abri du Maras, France). *Quaternary Science Reviews*, 82, 23-40.
2. **Villa, P., & Soriano, S.** (2010). Hunting weapons of Neanderthals and early modern humans in South Africa: similarities and differences. *Journal of anthropological research*, 66(1), 5-38.

Wednesday, February 8: Lab- Spearthrowing/Atlatl practice (please still prepare for flintknapping as some may flintknap while others throw)

## **WEEK 6**

Monday, February 13: Paleolithic Technologies: Advanced Bifaces by Stone Age Foragers

Readings:

1. **Whittaker** 1994: 177-217 and 219-242
2. **Bradley, Bradley, Michael Collins, and Andrew Hemmings.** 2010. "Chapter 2: Clovis Blade Making Technology," in *Clovis Technology*. International Monographs in Prehistory.
3. **Aubry, Thierry, Bruce Bradley, and 6 other authors.** 2008. Solutrean Laurel Leaf Production at Maitreaux: an Experimental Approach Guided by Techno-Economic Analysis. *World Archaeology* 40:

48-66.

Additional Graduate Student Readings (optional for undergraduates):

4. **Thomas, K.A., Story, B.A., Eren, M.I., Buchanan, B., Andrews, B.N., O'Brien, M.J. and Meltzer, D.J.**, 2017. Explaining the origin of fluting in North American Pleistocene weaponry. *Journal of Archaeological Science*, 81, pp.23-30.
5. Thomas, K.A., Story, B.A., Eren, M.I., Buchanan, B., Andrews, B.N., O'Brien, M.J. and Meltzer, D.J., 2017. Explaining the origin of fluting in North American Pleistocene weaponry. *Journal of Archaeological Science*, 81, pp.23-30.

Wednesday, February 15: Lab-Flintknapping: Pressure Flaking, Tool Retouch, Resharpening, Modification, and Fluting

## **WEEK 7**

Monday, February 20: Bipolar Technology

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176
3. **Shott, Michael**. 1989. Bipolar Industries: Ethnographic Evidence and Archaeological Implications. *North American Archaeologist* 10: 1-24.

Additional Graduate Student Readings (optional for undergraduates):

4. **LeBlanc, Raymond**. 1992. Wedges, Pieces Esquillees, Bipolar Cores and Other Things: An Alternative to Shott's View of Bipolar Industries.
5. **Jeske, Robert J., and Rochelle Lurie**. "The archaeological visibility of bipolar technology: an example from the Koster site." *Midcontinental Journal of Archaeology* (1993): 131-160.

Wednesday February 22: Lab-Flintknapping: Anvil (bipolar) reduction

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

## **WEEK 8**

Monday, February 27: Gender, Agency, and Style in Stone Tool Production

Whittaker pp. 289-298

Readings:

1. **Brandt, S. and K. Weedman.** (2002) Woman the toolmaker. *Archaeology* Sep/Oct:50-53.

Additional Graduate Student Readings (optional for undergraduates):

1. **Gero, J. M. 1991.** [Genderlithics: women's roles in stone tool production](http://courses.washington.edu/archyaec/archy483/Readings/gero.pdf) (<http://courses.washington.edu/archyaec/archy483/Readings/gero.pdf>). In *Engendering Archaeology: Women and Prehistory*, edited by J. M. Gero and M. W. Conkey. Oxford: Blackwell. Pp. 163-193.
2. **McGuire, Kelly and William Hildebrandt, 1994.** The possibilities of men and women: gender and the California Milling Stone Horizon. *Journal of California and Great Basin Anthropology* 16(1):41-59.

**Film:** *Woman the Toolmaker*

Wednesday, March 1: MIDTERM EXAM (in class)

## **WEEK 9**

Monday, March 6: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4

3. **Adams, W. Y. and E. W. Adams.** 1991. *Archaeological Typology and Practical Reality: A Dialectical Approach to Artifact Classification and Sorting*. Cambridge: Cambridge University Press. Pp. 155-243 (excerpts).

Additional Graduate Student Readings (optional for undergraduates):

5. **Flenniken, J. J. and Raymond, A. W.** (1986) Morphological projectile point typology: replication experimentation, and technological analysis. *American Antiquity* 51:603-614.
6. **Thomas, D. H.** (1986) Points on points: a reply to Flenniken and Raymond. *American Antiquity* 51:619-627

Wednesday, March 8: Lab-Typology Experiment

## **WEEK 10**

NO CLASSES-SPRING BREAK

## **WEEK 11**

Monday, March 20: Field Trip-Orange County Regional History Center

Wednesday, March 22: Lab-Classification, Identify and describe a stone tool from the museum collection

Readings: TBA

## **WEEK 12**

Monday, March 27: Refitting

1. **Schurmans, U. A.** 2007. Refitting in the Old and New Worlds. In *Fitting Rocks: Lithic Refitting Examined*, edited by A. A. Schurmans and M. de Bie. Oxford: BAR. Pp. 7-23.

Additional Graduate Student Readings (optional for undergraduates):

3. **Close, A. E.** 2000. Reconstructing movement in prehistory. *Journal of Archaeological Method and Theory* 7: 49-77.
4. **Morrow, T. M.** 1996. Lithic refitting and archaeological site formation processes: a case study from the Twin Ditch Site, Greene County, Illinois. In *Stone Tools: Theoretical Insights into Human Prehistory*, edited by G. H. Odell. New York: Plenum. Pp. 345-373.

Wednesday March 29: Lab-Refitting Experiments

## **WEEK 13**

Monday, April 3: Toolstone Sourcing

Readings:

1. Andrefsky Chapter 3
2. **Luedtke, Barbara.** 1979. The Identification of Sources of Chert Artifacts. *American antiquity*. v. 44, no. 4, 1979. p. 744-757.

Additional Graduate Student Readings (optional for undergraduates):

4. **Roll, Tom E., Michal P. Neeley, Robert J. Speakman, and Michael D. Glascock.** 2005 Characterization of Montana Cherts by LA-ICP-MS. In *Laser Ablation-ICP-MS in Archaeological Research*, edited by Robert J. Speakman and Hector Neff, pp. 59-76. University of New Mexico Press, Albuquerque.
5. **Glascock, Michael D., Robert J. Speakman, and Helen P. Pollard.** 2005 LA-ICP-MS as a Supplement to Abbreviated-INAA for Obsidian Artifacts from the Aztec-Tarascan Frontier. In *Laser Ablation-ICP-MS in Archaeological Research*, edited by Robert J. Speakman and Hector Neff, pp. 29-38. University of New Mexico Press, Albuquerque.

Wednesday April 3: Lab-Handheld X-ray Fluorescence Demonstration and Practical

## **WEEK 14**

Monday, April 10: Measuring and Analyzing Stone Tools

Readings:



Andrefsky Chapters 7 and 8 (skim Chapter 8 to 210 then read to the end of chapter and pay more attention to artifact diversity measures)

Additional Graduate Student Readings (optional for undergraduates):

Eren, Metin I., Anne Chao, Chun-Huo Chiu, Robert K. Colwell, Briggs Buchanan, Matthew T. Boulanger, John Darwent, and Michael J. O'Brien. "Statistical analysis of paradigmatic class richness supports greater Paleoindian projectile-point diversity in the Southeast." *American Antiquity* 81, no. 1 (2016): 174-192.

Wednesday, April 13: Lab-Measuring Flaked Stone

Readings:

1. Andrefsky Chapter 5

## **WEEK 15**

Monday April 17: Lab-Artifact Illustration

Readings:

1. **Addington, L. R.** 1986. *Lithic Illustration: Drawing Flaked Stone Artifacts for Publication*. Chicago: University of Chicago Press.
2. **Inizan, M.-L., M. Reduron-Ballinger, H. Roche & J. Tixier.** 1999. Graphic Representation, Chapter 7 in *Technology and Terminology of Knapped Stone*. Meudon: CREP.

Assignment: Complete an illustration of a stone tool

Wednesday April 19: Presentation of Posters






## **WEEK 16**







Monday, April 24: Presentation of Posters

**FINAL EXAM:** Wednesday April ??<sup>th</sup> @ 1PM-3:50 PM

**FINAL PROJECT DUE:** Monday May 1st @ 11:59 PM on Webcourses

## Course Summary:


Date	Details	Due
Fri Jan 13, 2023	 <a href="#">Article Presentation Topic Sign-Up</a>	to do: 11:59pm
Wed Feb 22, 2023	 <a href="#">Final Project Topic</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843426">https://webcourses.ucf.edu/courses/1421311/assignments/7843426</a> )	due by 11:59pm
Wed Mar 1, 2023	 <a href="#">Midterm Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843427">https://webcourses.ucf.edu/courses/1421311/assignments/7843427</a> )	due by 3:30pm
Wed Mar 8, 2023	 <a href="#">Take-Home Portion-Midterm Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843431">https://webcourses.ucf.edu/courses/1421311/assignments/7843431</a> )	due by 11:59pm
Wed Mar 22, 2023	 <a href="#">References for Final Project</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843429">https://webcourses.ucf.edu/courses/1421311/assignments/7843429</a> )	due by 11:59pm
Wed Apr 19, 2023	 <a href="#">Outline for Final Project</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843428">https://webcourses.ucf.edu/courses/1421311/assignments/7843428</a> )	due by 11:59pm
Mon Apr 24, 2023	 <a href="#">Poster Presentation Grade</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843649">https://webcourses.ucf.edu/courses/1421311/assignments/7843649</a> )	due by 11:59pm
	 <a href="#">Poster Submission and Grade</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843648">https://webcourses.ucf.edu/courses/1421311/assignments/7843648</a> )	due by 11:59pm
Mon May 1, 2023	 <a href="#">Final Project/Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843425">https://webcourses.ucf.edu/courses/1421311/assignments/7843425</a> )	due by 11:59pm

Date	Details	Due
	 <a href="#">Article Presentation Summary</a> <a href="#">#1</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843421">https://webcourses.ucf.edu/courses/1421311/assignments/7843421</a> )	
	 <a href="#">Article Presentation Summary</a> <a href="#">#2</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843518">https://webcourses.ucf.edu/courses/1421311/assignments/7843518</a> )	
	 <a href="#">Extra Credit</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843422">https://webcourses.ucf.edu/courses/1421311/assignments/7843422</a> )	
	 <a href="#">Extra Credit AIA Lecture April</a> <a href="#">19th</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843423">https://webcourses.ucf.edu/courses/1421311/assignments/7843423</a> )	
	 <a href="#">Final Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843424">https://webcourses.ucf.edu/courses/1421311/assignments/7843424</a> )	
	 <a href="#">Roll Call Attendance</a> ( <a href="https://webcourses.ucf.edu/courses/1421311/assignments/7843430">https://webcourses.ucf.edu/courses/1421311/assignments/7843430</a> )	

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# ANG5165-23Spring 0001

## ANG5165-23Spring 0001

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### Archaeology of South America

Dr. John H. Walker, PhD

Tuesdays and Thursdays, 9:00 AM to 10:20 AM

Business Administration, Room 122

This is a FACE TO FACE class



Catalog Description: Archaeology of Pre-Columbian South America: Seminar course on archaeology in South America

over the last 10,000 years, focusing on civilizations of the Andes, Amazon, Southern Cone, and other areas.

Prerequisite: ANT 2140 or Consent of Instructor

## [Modules](#)

## [Assignments](#)

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## [Syllabus](#)

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

Dr. John Walker  
john.walker@ucf.edu  
409o Howard Phillips Hall

**Office Hours:** Tuesdays and Thursdays, 10:30 AM-12:00 Noon, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. All email communication must take place either in Webcourses or using a Knights E-mail account.

### **Course description**

South America was once referred to as “the least known continent” by anthropologists. A lot has changed, but today archaeologists in South America still find evidence of cities, technologies, art styles and ways of life that were previously unknown. In this course, we will tour South America over the last ten thousand years, focusing primarily on the civilizations of the Andes, but also stopping in the Amazon, the Southern Cone, and other parts of the continent.

### **Course goals**

To examine the cultures and societies of pre-Columbian South America

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

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

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

### **Textbooks and Software**

We will use Jerry Moore's Prehistory of South America as our textbook:

A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent

University of Colorado Press

Paperback ISBN: 978-1-60732-332-7

EISBN: 978-1-60732-333-4

<https://upcolorado.com/university-press-of-colorado/item/2036-a-prehistory-of-south-america> [Links to an external site.](#)

Course readings will be found on the webcourses site for this course, which you must monitor. This is not a web-based course, but we will be using the webcourses site for assignments and updates to this syllabus.

In addition, there are two resources that you may want to consider:

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

Many articles and book excerpts will also be assigned, some of which we will use in class discussions. These are listed in a separate section. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

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

**Course Requirements**

The requirements for this course are weighted as follows:

Class participation	100 points: attendance and participation
Final	200 points: 1 exam
Midterm	200 points: 1 exam
Term Paper	500 points: research paper (maximum 10,000 words for all text, including all incidentals)
Total	1000 points

Graduate students are expected to be leaders in classroom discussions each week. The "Connecting Ideas" assignments each week are where you will submit a written document containing no fewer than five (5) discussion questions, totaling no more than 200 words. This questions will form the basis of our discussions each week, and our discussions will cover at least one half of our class time.

Graduate students will also write a research paper for the class, which will investigate a topic drawn from the literature we will be surveying in class. Get started right away by paging through the textbook, working with Google Scholar, and brainstorming topics that are related to your own areas of interest. The assignments tab will contain several "milestone" assignments to help you organize your time throughout the semester

The research paper should follow the Latin American Antiquity format, found here:

[SAA Latin American Antiquity Guide for Authors](#) [Links to an external site.](#)

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

- A 940-1000
- A- 900-939
- B+ 870-899
- B 840-869
- B- 800-839
- C+ 770-799
- C 740-769
- C- 700-739

D+ 670-699  
D 640-669  
D- 600-639  
F <600

### Strategies for studying

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you do this and earn a good grade:

- 1) Come to class every day. Don't cut class and expect to be able to make up the work late in the semester. This class is set up to require constant attention, and cramming for the final project and final exam will only help you with 30% of your final grade (see the "grading" section above).
- 2) Take notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 3) Keep up with the reading assignments—there will be days when we don't get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in later weeks.
- 4) Please see me if you have any questions about strategies for studying (or anything else, for that matter).

### Classroom decorum

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

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

Small electronics—turn off all things that beep, whistle or 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.

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

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

### Revisions and the syllabus

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

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

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



# UCF Core Syllabus Statements

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

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

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](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 StatementLinks to an external site.](#)

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index> (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.)>).

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

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

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

### [Deployed Active Duty Military StudentsLinks to an external site.](#)

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 ActivitiesLinks to an external site.](#)

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

<<https://policies.ucf.edu/documents/4-401.pdf>Links to an external site.>

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

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.>.

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

## Course Summary:

Date	Details	Due
Fri Jan 13, 2023	Assignment <a href="#">Syllabus quiz</a>	due by 11:59pm
Sun Jan 15, 2023	Assignment <a href="#">Connecting week 1</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 1</a>	due by 11:59pm
	Assignment <a href="#">Finding week 1</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 1</a>	due by 11:59pm
Tue Jan 17, 2023	Assignment <a href="#">Term Paper Topic</a>	due by 11:59pm
Sun Jan 22, 2023	Assignment <a href="#">Connecting week 2</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 2</a>	due by 11:59pm
	Assignment <a href="#">Finding week 2</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 2</a>	due by 11:59pm
Sun Jan 29, 2023	Assignment <a href="#">Connecting week 3</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 3</a>	due by 11:59pm
	Assignment <a href="#">Finding week 3</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 3</a>	due by 11:59pm
Sun Feb 5, 2023	Assignment <a href="#">Connecting week 4</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 4</a>	due by 11:59pm
	Assignment <a href="#">Finding week 4</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 4</a>	due by 11:59pm
Sun Feb 12, 2023	Assignment <a href="#">Connecting week 5</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 5</a>	due by 11:59pm
	Assignment <a href="#">Finding week 5</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 5</a>	due by 11:59pm
Tue Feb 14, 2023	Assignment <a href="#">Term Paper Sources</a>	due by 11:59pm
Sun Feb 19, 2023	Assignment <a href="#">Connecting week 6</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 6</a>	due by 11:59pm

	Assignment <a href="#">Finding week 6</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 6</a>	due by 11:59pm
Sun Feb 26, 2023	Assignment <a href="#">Connecting week 7</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 7</a>	due by 11:59pm
	Assignment <a href="#">Finding week 7</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 7</a>	due by 11:59pm
Thu Mar 2, 2023	Assignment <a href="#">Midterm exam</a>	due by 11:59pm
Sun Mar 5, 2023	Assignment <a href="#">Connecting week 8</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 8</a>	due by 11:59pm
	Assignment <a href="#">Finding week 8</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 8</a>	due by 11:59pm
Thu Mar 9, 2023	Assignment <a href="#">Term Paper Outline</a>	due by 11:59pm
Sun Mar 19, 2023	Assignment <a href="#">Connecting week 9</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 9</a>	due by 11:59pm
	Assignment <a href="#">Finding week 9</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 9</a>	due by 11:59pm
Sun Mar 26, 2023	Assignment <a href="#">Connecting week 10</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 10</a>	due by 11:59pm
	Assignment <a href="#">Finding week 10</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 10</a>	due by 11:59pm
Sun Apr 2, 2023	Assignment <a href="#">AIA lectures extra credit</a>	due by 11:59pm
	Assignment <a href="#">Connecting week 11</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 11</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 11</a>	due by 11:59pm
Fri Apr 7, 2023	Discussion Topic <a href="#">Urbanism Caucus</a>	due by 12pm
Sun Apr 9, 2023	Assignment <a href="#">Connecting week 12</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 12</a>	due by 11:59pm
	Assignment <a href="#">Finding week 12</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 12</a>	due by 11:59pm
Tue Apr 11, 2023	Assignment <a href="#">Term Paper Rough Draft</a>	due by 11:59pm
Sun Apr 16, 2023	Assignment <a href="#">Connecting week 13</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 13</a>	due by 11:59pm
	Assignment <a href="#">Finding week 13</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 13</a>	due by 11:59pm
Sun Apr 23, 2023	Assignment <a href="#">Thursday, April 5th VIRTUAL class--Online Museum Project</a>	due by 11:59pm
Mon Apr 24, 2023	Assignment <a href="#">Term Paper Manuscript</a>	due by 11:59pm
Mon May 1, 2023	Assignment <a href="#">Class participation</a>	due by 11:59pm
Tue May 2, 2023	Assignment <a href="#">Term Paper Presentation</a>	due by 11:59pm
Thu May 4, 2023	Assignment <a href="#">Connecting week 14</a>	due by 11:59pm
	Assignment <a href="#">Evaluating week 14</a>	due by 11:59pm
	Assignment <a href="#">Final Exam</a>	due by 11:59pm
	Assignment <a href="#">Finding week 14</a>	due by 11:59pm
	Assignment <a href="#">Mapping week 14</a>	due by 11:59pm
	Assignment <a href="#">Connecting Total</a>	due by 11:59pm

- Assignment [Evaluating Total](#)
- Assignment [Finding Total](#)
- Assignment [Mapping Total](#)
- Assignment [Writing Portfolio total](#)

Course Status

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Next month	Next month	Next month	Next month	Next month	Next month	Next month
Today Click to view event details	Today Click to view event details	Today Click to view event details	Today Click to view event details	Today Click to view event details	Today Click to view event details	Today Click to view event details
1 January 2023	2 January 2023	3 January 2023	4 January 2023	5 January 2023	6 January 2023	7 January 2023
1 Previous	2 Previous	3 Previous	4 Previous	5 Previous	6 Previous	7 Previous
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8 January 2023	9 January 2023	10 January 2023	11 January 2023	12 January 2023	13 January 2023	14 January 2023
8 Previous	9 Previous	10 Previous	11 Previous	12 Previous	13 Previous	14 Previous
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15 January 2023	16 January 2023	17 January 2023	18 January 2023	19 January 2023	20 January 2023	21 January 2023
15 Previous	16 Previous	17 Previous	18 Previous	19 Previous	20 Previous	21 Previous
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22 January 2023	23 January 2023	24 January 2023	25 January 2023	26 January 2023	27 January 2023	28 January 2023
22 Previous	23 Previous	24 Previous	25 Previous	26 Previous	27 Previous	28 Previous
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29 January 2023	30 January 2023	31 January 2023	1 February 2023	2 February 2023	3 February 2023	4 February 2023
29 Previous	30 Previous	31 Previous	1 Previous	2 Previous	3 Previous	4 Previous
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Assignments are weighted by group:

Group	Weight
Assignments	0%
Finding Readings	5%
Mapping Readings	5%
Evaluating Readings	10%
Connecting Ideas	30%
Exams	40%
Class participation	10%
Writing Portfolio	0%
Total	100%

**ANG5535: Scientific Prejudice and Anthropology**  
**Spring 2023 (3 credits)**  
**Tuesdays and Thursdays, 3:00-4:15pm**  
**Location: CB1 O307**  
**Mode: P**

**Instructor Information:**

Donovan M. Adams, Ph.D. (Any)

Office: HPH409

Office Phone Number: 407-823-0951

Office Hours: Tuesdays and Thursdays, 1:45-2:30pm through Zoom; or by appointment

E-mail: [donovan.adams@ucf.edu](mailto:donovan.adams@ucf.edu)

**Prerequisites:**

None

**Required Text:**

- *Race, Monogamy, and Other Lies They Told You: Busting Myths about Human Nature* by Augustín Fuentes. ISBN-13: 978-0520269712.
- *Rising Out of Hatred: The Awakening of a Former White Nationalist* by Eli Saslow. ISBN-13: 978-0525434955.
- Other required readings will be provided on [Webcourses@UCF](mailto:Webcourses@UCF).
- NOTE: There will be difficult readings with negative/harmful terms and arguments. Please keep this in mind while reading and be sure to handle these issues appropriately.

**Required Technology:**

- Access to [Webcourses@UCF](mailto:Webcourses@UCF)
- Zoom (must be accessed using your Knights e-mail).

**Course Requirements:**

- Participation
- Discussion leaders
- Reading responses
- Public engagement activity
- Research project and presentation

**Course Description:**

Anthropology's origins is marred by typological, discriminatory practices and origins. Modern anthropology recognizes the scientifically invalid concept of biological race and hierarchical notions of race, sex and gender, sexuality, religion, culture, and more. Despite this, arguments still remain as to whether anthropology, biological in particular, still reinforces ideas like biological race and how anthropology may be used to bolster discriminatory ideologies. There has been a documented rise in both the number and veracity of white extremist groups/individuals in the United States over the last several years. This makes it critical for

anthropologists to continue evaluating the ethics and actions of their research, teaching, and public engagement regarding these topics.

This course covers what scientific prejudice is (through studying relevant research and extremists engaging with anthropological concepts to justify prejudicial beliefs) and its effects through three main objectives. First, this course addresses negative origins of anthropology (with particular focus on biological anthropology) to understand the context of continued prejudice. Second, the course will cover specific examples of scientific prejudice utilizing anthropological research and practice. Third, the course will go into practical ways to address these issues in modern practice.

### **Course Objectives:**

By the end of the course, students will:

- Be able to critically evaluate the origins of anthropology and how this research has contributed to the foundations of modern scientific prejudice and .
- Be able to identify how the subfields of anthropology are currently used in race science and by racial extremists.
- Be able to critically evaluate ethical practice in research design, method, and presentation.
- Evaluate mechanisms by which researchers can mitigate (mis)appropriation of their research.

### **Course Assignments**

- *Participation:* It is expected that students will participate in class discussions as a part of the total grade. You must come prepared with the readings completed. This should include substantive discussion regarding issues of research studied during topical discussions weeks, how we may reflect on combating misinformation/misuse of anthropology in harming people, how are own research itself my harm people, areas of improvement, etc.
  - *Discussion leaders:* Each student must help to facilitate class discussion twice throughout the semester. This will be done in pairs (i.e., each week will have *at least two* discussion leaders that should work together on the readings and preparing talking points and questions for class discussion). These should include substantive points regarding issues with research, issues within anthropology, areas for improvement, etc. Students will sign-up for a slot between Weeks 6-10 on the first day of class. Reading responses do not need to be completed the week you are leading discussion. If you are a discussion leader, you must submit a plan for your discussion. This should include brief summary points of the readings (this should only be a few minutes of your discussion to refresh everyone's memories since there's often a lot of readings), potential areas of concern for these readings and what these may reflect about anthropology, and talking points/questions for the class. These are due 11:59pm the night before the class you are leading discussion.
    - *Note:* Even if you are not designated a discussion leader for a particular week, you must still come to class with the readings and reading responses completed.



- *Reading responses:* Students will provide reactions and critiques regarding the ethics, methodology, terminology, and interpretations of non-italicized weekly readings. These will be done through Word document submissions through Webcourses and must be turned in *before* class the following week. These must be 500-750 words, Times New Roman, single-spaced, size 12 font. The narrative of your reading responses must be submitted under the respective Assignment. In addition to the narrative, you must provide at least two questions/talking points that you would like discussed during the Thursday class in that week's discussion board. Discussion leaders that week will go through these responses to help inform the direction of class. These questions/talking points and the narrative are due 12:00pm the Thursday of discussion.
  - *Note:* These should not just be summaries of the readings. You should be including things like: critically evaluating potential flaws in the research and how these studies may or may not also resemble typical anthropological research. Additionally, critically evaluate underlying messaging, tactics that may be used to convey certain messages, identities being discussed, any potential views of the broader scientific community, "othering" strategies, etc. Draw connections regarding their methodologies, their intentions, their linguistic and methodological strategies, and how they may be used to bolster extremist ideas. Given the smaller word limit, this is an exercise in distilling big ideas into small spaces. Also, you do not necessarily need to hit every single one of the above topics, but there should be a broad coverage of them.
- *Research Project:* In groups, students will select a specific topic covered in this course, come up with a research question, and write both a collaborative research paper and provide a presentation of the written paper. Questions may relate to a specific field of study or data set (e.g., intelligence, craniometrics, etc.), a specific aspect of research presentation (e.g., terminology, figures and tables, abstracts, etc.), historical (e.g., development of biological anthropology, etc.), or broad ethical question (e.g., sample construction, interpretations, ethical practice, etc.).
  - *Written Paper:* A 5000-7500 word (double-spaced, Times New Roman, size 12 font) on the topic of choice must be turned in. This will follow the style of *Current Anthropology (CA)*, with an Introduction, Materials and Methods (if appropriate), Results (if appropriate), and Discussion and Conclusions. Appropriate citations and bibliography must be provided. It is expected that all members of the group participate in the writing the paper. Rubrics will be provided for self and peer assessment. Papers must be written in a provided OneDrive file so that it is possible to observe who made contributions and what contributions were made.
  - *Presentation:* A 30-minute research presentation will be given at the end of the semester summarizing the research paper for the class. It is expected that all members of the group participate in the presentation. Rubrics will be provided for self and peer assessment.
- *Public Engagement Activity:* Students must participate in a public engagement activity arranged at the beginning of the semester where science is communicated to the public. Students will take the information and skills learned from the class

and apply it in a practical context within the Orlando community. Further information will be provided in class.

**Grading:** Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

Reading Responses	360	21.18%
Discussions/Participation	420	24.71%
Discussion Leader	200	11.76%
Public Engagement Activity	200	11.76%
Research Topic	20	1.18%
Check-in	100	5.88%
Research Project Paper	200	11.76%
Research Project Presentation	200	11.76%
<b>TOTAL</b>	<b>1700</b>	<b>100%</b>

**Classroom Policies:**

- In class we will develop boundaries and rules for classroom behavior. These must be followed throughout the semester. Violation of the rules may result in ejection from the classroom.
- We will talk about very intense material in this class. This class will contain images, publications, and we will be talking about concepts related to racism, sexism, homophobia, transphobia, anti-Semitism, Islamophobia, xenophobia, etc. These topics can cause strong emotional reactions. Your mental health is a priority, and you need to take care of it in this best way you can. If you need to leave the class for a moment to collect yourself, that is okay. Please do so respectfully. Additionally, we will engage in dialogue about these topics. This dialogue needs to be respectful – no slurs, hateful language, insults, etc. will be tolerated. If something like that is said, you will be removed from the class. Disagreement may happen, and that is okay; however, disagreement must be respectful and must allow space to listen and respond. No yelling or strong language is acceptable.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate.

- All communication will be done either through Webcourses or directly to your UCF email address. Be sure to have these on file and that you are checking these.

### **Financial Aid Requirement:**

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 13th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

### **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.
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* <<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 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:**

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.

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

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

### **Campus Safety:**

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

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

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.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>>.

### **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/>.

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 – [diversity.ucf.edu](https://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>



## Course Schedule

	Week	Day	Topic	Reading	Assignment
<b>Foundations</b>	<b>1</b>	<b>Jan 10</b>	<b>What is scientific prejudice?</b>	Belkhir (1994) Blakey (1999) Scaffer (2007) Saini (2017): Chapter 1 Fuentes (2021) - Chapter 1	
		<b>Jan 12</b>			
	<b>2</b>	<b>Jan 17</b>	<b>Origins of anthropology</b>		
		<b>Jan 19</b>		Weston (1993) McDaniel (2006) Baker (2010): Chapter 4 Levine (2010) Schmitt (2020) Blakey (2021) Fuentes (2021) - Chapter 2	
	<b>3</b>	<b>Jan 24</b>	<b>Extremism</b>	Red-pills (2003-2005) Hartzell (2018) Bjork-James (2020) Saslow (2018): Introduction - Chapter 2	
		<b>Jan 26</b>	<b>Worldviews and metapolitics</b>	Taylor (1997) Reiss (2008) De Benoist (2009) Saslow (2018): Chapters 3 and 4 Picciolini (2020)	
	<b>4</b>	<b>Jan 31</b>	<b>What is race, gender, and sexuality?</b>		

		<b>Feb 2</b>		Rushton (2002) Hochman (2016) DuBois and Shattuck-Heidorn (2021) Ziemińska (2022) Fuentes (2021) - Chapter 5	
<b>Topical Discussions</b>	<b>5</b>	<b>Feb 7</b>	<b>Human evolution</b>		
		<b>Feb 9</b>		Miller (1997) Whitney (1999a,b) Rushton and Rushton (2003) Miller (2018) Saslow (2018) - Chapter 5 Fuentes (2021) - Chapters 3 and 4	Research Topic
	<b>6</b>	<b>Feb 14</b>	<b>Ethnic and Cultural Origins</b>		
		<b>Feb 16</b>		Rushton (1989) Francis (1997) Day (2002) McNaughton (2012) Saslow (2018) - Chapter 6 Arvin (2019) - Chapters 1 and 2	
	<b>7</b>	<b>Feb 21</b>	<b>Intelligence, Criminality, and Personality</b>		
		<b>Feb 23</b>		Rushton (1985) Lynn (1991) Templer and Rushton (2011) Dutton and Lynn (2015) Wright and Morgan (2015) <i>Bird (2021)</i> <i>Kramer (2022)</i>	
	<b>8</b>	<b>Feb 28</b>	<b>Multiculturalism and Religion</b>		
		<b>Mar 2</b>		MacDonald (2001) Rienzi (2003) Taylor (2003)	



				Andrews (2010) Hama (2011) Vanhanen (2012) Orion Manifesto Saslow (2018) - Chapters 7-8	
	9	Mar 7	Gender and Sexuality		
		Mar 9		Jamieson (1999) Ellis and He (2011) Ellis and Ratnasingam (2012) Saini (2017) - Chapter 5 Dutton (2018) Meisenberg (2018) Saslow (2018) - Chapter 9 Fuentes (2021) - Chapter 7	Research Project Check-in
	10	Mar 14	Spring break		
		Mar 16			
	11	Mar 21	Ancestry and Sex Estimation		
		Mar 23		Sesardic (2010) Bulbeck (2011) Bethard and DiGangi (2020) Stull et al. (2021) DiGangi and Bethard (2021) Adams and Pilloud (2022) Weiss (2022) YouTube Video	
Where do we go?	12	Mar 28	Public Engagement and Science Communication		
		Mar 30		AA (2010) Johnson (2015) Saslow (2018) - Chapters 10-11 Killgrove (2018) Rogers (2019)	

				Fuentes (2021) - Chapter 9 Wade (2021)	
		<b>Apr 4</b>			
	<b>13</b>	<b>Apr 6</b>	<b>Figures, Tables, and Abstracts</b>	Jedidiah Carlson blog Alexandrov and Hennerici (2007) Wood and Morrison (2011) Passalacqua et al. (2014) Carlson et al. (2022)	
		<b>Apr 11</b>			
	<b>14</b>	<b>Apr 13</b>		Fuerst (2017) Saslow (2018) - Chapters 12-14 Wilson (2019) Pilloud et al. (2021)	Public Engagement Project
		<b>Apr 18</b>			
	<b>15</b>	<b>Apr 20</b>	<b>Research Design</b>	Reardon and TallBear (2012) Zimmer (2018) Duke (2020) Lasisi (2021) Leonard (2021) Tallman et al. (2021) Winburn et al. (2022)	
		<b>Apr 25</b>			
	<b>16</b>	<b>Apr 27</b>	<b>Final Exam – Write-up and Presentations Due</b> 1:00-3:50 pm		

**Important Dates:**

- Week 5 – Research Topic Due
- Week 10 – Research Project Check-in
- Week 14 – Public Engagement Project

- Week 16 – Research Project Write-up Due and Final Presentations



## ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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Instructor:	Scott Branting	Term:	Spring 2023
Office:	Online	Credit Hours	3
Phone:	(407) 823-4962	Class Meeting Days:	W
E-Mail:	scott.branting@ucf.edu	Class Meeting Hours:	8:30am – 11:20am April 26 <sup>th</sup> 7:00am – 9:50am
Website:	UCF Webcourses	Class Location:	CB1 219
Office Hours:	Dr. Branting W 12:00-1:30pm or by appointment	TA:	
(Online Only)		TA email:	

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#### University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research

- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

### Course Prerequisites

ANT4852/ANG5852, GIS 3043C, POS 4764, PCB 4462, SYA 3352 or consent of instructor

### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>	<b>Max. Points</b>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	During class with leadership on assigned weeks	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 12 <sup>th</sup> at start of the class period (8:30am)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 15 or 16	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

<b>Letter Grade</b>	<b>Points</b>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

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

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

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

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

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

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

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

### **Course Accessibility**

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

### **In-Class Recording**

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

Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### **University Writing Center:**

The University Writing Center (<https://guides.ucf.edu/writingcenter>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

### **Controversial Content**

This course will discuss some potentially controversial issues. Part of the purpose of the course is to enable you to understand how reasonable people might disagree about such issues (especially involving ethics and justice). You are not required to believe any particular position that we discuss and examine on such issues. You are expected, however, to have an open mind and to try to understand the arguments (and to consider the ideas and evidence used in such arguments) for many different positions on these issues, and to critically examine and respectfully discuss such arguments, ideas and evidence.

### **Campus Safety**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.



- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Accommodations for Active Duty Military Students**

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

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>) or if you are representing the university in an authorized event or activity (UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>), will be provided with an alternative time for their presentations.

### **Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

### **Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### **Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Jan. 11	Introduction to Class  Classroom – Introduction, Syllabus Quiz, Paper Discussions  <b>ASSIGNMENT: Syllabus Quiz due Fri. 13<sup>th</sup>, 3pm</b>	
2	W	Jan. 18	Monitoring Things from Space  Classroom Discussion and Project Preparation Session	Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”
3	W	Jan. 25	Tracking Movement  Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”;  Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”
4	W	Feb. 1	More Statistical Analysis and Arguments  Classroom Discussion and Project Preparation Session	Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;  Spielman (2006) “Appropriate use of the K Function in Urban Environments”;  Austin et al. (2006) “Austin et al. Respond”

5	W	Feb. 8	Telling a Story with Maps - Cartography  Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know";  Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	W	Feb. 15	Maps and Behavior  Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	W	Feb. 22	PPGIS, Crowdsourcing, Web  Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	W	Mar. 1	Simulations  Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	W	Mar. 8	Databases and Privacy  Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	W	Mar. 15	<b>SPRING BREAK</b>  <b>NO CLASS</b>	
11	W	Mar. 22	Report Preparation Session	
12	W	Mar. 29	Report Preparation Session	
13	W	Apr. 5	Report Preparation Session	

14	W	Apr. 12	<b>ASSIGNMENT DUE AT START OF CLASS</b> <b>Wednesday Apr 12</b> <b>Final Project Report (no more than 10 pages)</b>  The Future of GIS Discussion	<b>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</b>
15	W	Apr. 19	<b>STUDENT PRESENTATIONS</b>	
Finals	W	Apr. 26	<b>STUDENT PRESENTATIONS</b>  <b>*Note Different Time: 7:00am – 9:50pm</b>	

### Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni  
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti  
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel  
2014 “Whose data is it anyway?” The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt  
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

# ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY



ANG 6498

Section 0001

Spring 2023

Wednesday: 3:00 pm – 5:50 pm

HPH 409M

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): Monday, 3:00pm – 4:30pm

## Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, in particular, qualitative methods play a particularly important role in the way we design projects, collect and analyze data, and circulate our work both inside and outside academia. This course is an exploration of various qualitative methods that anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as less common ones, including focus groups and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

## Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

## Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

## Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide you with methodological techniques and strategies for conducting qualitative fieldwork and analysis; and 3) to develop and advance your own research projects and agendas through the use of qualitative methods.

## Class Structure

Class meetings will be face-to-face and conducted primarily as seminars that focus on discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

## Office Hours

Office hours will be held 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](mailto:Webcourses@UCF Support).

## Course Requirements

### *Attendance*

Attendance for this course is required. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know **in advance** of any extenuating circumstance (serious illness, personal/family tragedy, conference, etc.) that may cause you to miss more than one class. Your attendance grade will be affected if you miss **more than one class** for an unapproved absence.

### *Reading and Participation*

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create **a plan** to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be **emailed to Dr. Harris** no later than **12:00pm on the day of class**. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But the discussion leader(s) should allow space for the discussion to

develop and change direction during the course of the conversation.

### ***Reading Reflections***

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date style) citations). Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit the assignment by the deadline will lower your grade. You will write 12 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

### ***CITI Training***

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Human Subjects Research-Group 2: Social Behavioral Research Investigators and Key Personnel (Basic) training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. If you have completed this training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e., print out/screenshot from CITI Training website, IRB, etc.). Click [here](#) for instructions for creating a CITI Training account and accessing the training site.

### ***Project***

You will design, conduct, analyze, and write up a project based on the concepts and methods discussed in this course. The project will focus on a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project requirements. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts are due at different points during the semester (see schedule below). The final report will be 5000-6000 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date style) citations.

### ***Project Presentation***

You will give an in-class 20-30 minute presentation on your project at the end of semester. Dr. Harris will provide information on how present on a research project as the semester progresses.

### ***Grading Structure***

Reading Reflections (11 out of 12)	20% of total grade
Project	40% of total grade
Project Presentation	10% of total grade
Attendance	10% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)



## ***Grading Scale***

Reading Reflections, project assignments, project presentation, attendance, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

## **Course Policies**

### ***Respectful Behavior***

Diversity is a defining feature and strength of UCF. Our differences with respect to race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, and more enhance our ability to achieve UCF's core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued.

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

### ***Open Exchange***

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

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

There will be important email and Webcourses communications between Dr. Harris and the class. You are responsible for checking your Knights email and Webcourses regularly (at least once a day).

### ***Late Policy***

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

### ***Grade Disputes***

If you want to dispute a grade on a particular assignment, please come to Dr. Harris's office hours to discuss it. If she agrees to re-read your work, please be aware that her willingness to do so is not a guarantee that your grade for the assignment will be changed.

## ***Academic Integrity***

You are expected to do your own work in this course. You should familiarize yourself with [UCF's Rules of Conduct](#). 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 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 a course assignment or project.
- *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.
- *Falsifying or misrepresenting* your own academic work.
- *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, course syllabi, instruction sheets, handouts, etc.
- *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](#).

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 assignment 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. Click [here](#) for more information about the Z Designation.

## ***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. Make a note of the guide's physical location by clicking [here](#).
- Know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into my.ucf.edu. Click on "Student Self Service" on the left side of the screen in the

tool bar, scroll down to “Personal Information” on the Student Center Screen, click on “UCF Alert,” fill out the information, click “Apply” to save the changes, and click “OK.”

- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. Click [here](#) to learn where those are located.
- 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](#).

### ***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 will miss class for a religious observance. Click [here](#) for more information.

### ***Make-Up Assignments for Authorized University Activities***

If you represent UCF in an authorized activity 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. Click [here](#) for the form.

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

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

### ***Student Accessibility***

UCF is committed to providing access and inclusion to everyone. Students 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 sent to Dr. Harris to inform her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodation requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

## Writing Center Services

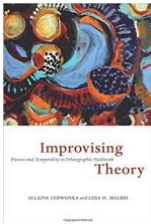
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops and host writing groups. Click [here](#) to learn more about the Writing Center's services and/or to schedule an online or in-person appointment.

## 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 13**. 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. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

## Required Texts

The following books are required for this course:



- Cerwonka, Allaine, and Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press.



- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Second Edition. Lanham: Rowman & Littlefield.

The required books are available for purchase at the UCF bookstore. **Free digital versions of the books are also available through the UCF library.** Several additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. If you have any technical issues, please contact [Webcourses@UCF.Support](mailto:Webcourses@UCF.Support).

## Course Schedule

### Week 1

Wednesday, January 11

- TOPIC: Course Overview / Epistemology and Method

- READING: Schnegg, Michael. 2014. "Epistemology: The Nature and Validation of Knowledge." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence G. Gravlee, 21-53. Lanham: Rowman & Littlefield.

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## Week 2

Wednesday, January 18

Reading Reflection #1
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- TOPIC: Ethnography and Participant Observation
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 272-307)

Cerwonka and Malkki, pg. 1-40.

Okley, Judith. 2007. "Fieldwork Embodied." *The Sociological Review* 55 (Supplement 1): 65-79.

Tedlock, Barbara. 1991. "From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography." *Journal of Anthropological Research* 47(1): 69-94.

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## Week 3

Wednesday, January 25

Reading Reflection #2
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- TOPIC: Interviews
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 163-179, 184-232)

Davies, Deirdre, and Jenny Dodd. 2002. "Qualitative Research and the Question of Rigor." *Qualitative Health Research* 12(2): 279-289.

Forsey, Martin Gerard. 2010. "Ethnography as Participant Listening." *Ethnography* 11(4): 558-572.

Linabary, Jasmine R., and Stephanie A. Hamel. 2017. "Feminist Online Interviewing: Engaging Issues of Power, Resistance and Reflexivity in Practice." *Feminist Review* 115: 97-113.

## Week 4

Wednesday, February 1

Reading  
Reflection #3

- TOPIC: Focus Groups – Part 1
  - READING: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: SAGE Publications.
  - VIDEO: [Best Practices in Focus Group Research](#)
- 

## Week 5

Wednesday, February 8

Reading Reflection #4  
**AND**  
CITI Training Due

- TOPIC: Focus Groups – Part 2
  - READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1): 78-86.  
  
Chen, Julianne, and Pearlyn Neo. 2019. "Texting the Waters: An Assessment of Focus Groups Conducted via WhatsApp Smartphone Messaging Application." *Methodological Innovations* September-December: 1–10.  
  
Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21: 236-265.  
  
Reisner, Sari L., Renee K. Randazzo, Jaclyn M. White Hughto, Sarah Peitzmeier, L. Zachary DuBois, Dana J. Pardee, Elliot Marrow, Sarah McLean, and Jennifer Potter. 2018. "Sensitive Health Topics With Underserved Patient Populations: Methodological Considerations for Online Focus Group Discussions." *Qualitative Health Research* 28(10): 1658-1673.
  - ONLINE: [CITI Training](#)
- 

## Week 6

Wednesday, February 15

Reading  
Reflection #5

- TOPIC: Digital Anthropology and Ethnography – Part 1
- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather Horst and Daniel Miller, 39-60. London: Berg.

Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3): 306-330.

Roberts, Lynne D. 2015. "Ethical Issues in Conducting Qualitative Research in Online Communities." *Qualitative Research in Psychology* 12: 314-325.

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## Week 7

Wednesday, February 22

Reading Reflection #6
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- TOPIC: Digital Anthropology and Ethnography – Part 2
- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1): 4-17.

Caliandro, Alessandro. 2018. "Digital Methods for Ethnography: Analytical Concepts for Ethnographers Exploring Social Media Environments." *Journal of Contemporary Ethnography* 47(5): 551-578.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: SAGE Publications.

Strand, Mattias, and Sanna Aila Gustafsson. 2020. "Mukbang and Disordered Eating: A Netnographic Analysis of Online Eating Broadcasts." *Culture, Medicine and Psychiatry* 44: 586-609.

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## Week 8

Wednesday, March 1

Reading Reflection #7 <b>AND</b> Research Proposal Due
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- TOPIC: Visual Anthropology
- READINGS: Harper, Douglas. 2002. "Talking About Pictures: A Case for Photo Elicitation." *Visual Studies* 17(1): 13-26.

Pink, Sarah. 2013. *Doing Visual Ethnography*. London: SAGE Publications. (pg. 33-47, 73-160)

Silverstein, Sydney M., Katie Milligan, Annette Osborn, Iman Aamir, Danielle Gainer, and Raminta Daniulaityte. 2022. "Visualizing a Calculus of Recovery: Calibrating Relations in an Opioid Epicenter." *Culture, Medicine and Psychiatry* 46: 798-826.

Wang, Caroline, and Mary Ann Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education & Behavior* 24(3): 369-387.

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## **Week 9**

**Tuesday, March 8**

Reading Reflection #8
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- TOPIC: Sampling
- READINGS: Guest, Greg. 2015. "Sampling and Selecting Participants in Field Research." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence C. Gravlee, 215-250. Lanham: Rowman & Littlefield.

Hennink, Monique M., Bonnie N. Kaiser, and Vincent C. Marconi. 2017. "Code Saturation Versus Meaning Saturation: How Many Interviews Are Enough?" *Qualitative Health Research* 27(4): 591-608.

Noy, Chaim. 2008. "Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research." *International Journal of Social Research Methodology* 11(4): 327-344.

Small, Mario Luis. 2009. "How Many Cases Do I Need?: On Science and The Logic of Case Selection in Field-Based Research." *Ethnography* 10(1):5-38.

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## **Week 10**

**Wednesday, March 15**

- NO CLASS – SPRING BREAK
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## **Week 11**

**Wednesday, March 22**

Reading Reflection #9
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- TOPIC: Data Analysis
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 308-322, 437-470)

Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9): 1277-1288.



McLellan, Eleanor, Kathleen M. MacQueen, and Judith L. Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1): 63-84.

Nowell, Lorelli S., Jill M. Norris, Deborah E. White, and Nancy J. Moules. 2017. "Thematic Analysis: Striving to Meet the Trustworthiness Criteria." *International Journal of Qualitative Methods* 16: 1-13.

- VIDEO: [An Introduction to Qualitative Data Analysis](#)

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## Week 12

Wednesday, March 29

Reading Reflection #10
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- TOPIC: Data Analysis and Management
- READINGS: La Pelle, Nancy. 2004. "Simplifying Qualitative Data Analysis Using General Purpose Software Tools." *Field Methods* 16(1): 85-108.

Silver, Christina, and Ann Lewins. 2014. *Using Software in Qualitative Research: A Step-By-Step Guide*. London: SAGE Publications. (pg. 9-34)

Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4): 385-403.

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## Week 13

Wednesday, April 5

Reading Reflection #11 <b><u>AND</u></b> Data Collection and Analysis Due
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- TOPIC: Ethics and Emotion in Ethnography
- READINGS: Cerwonka and Malkki, pg. 41-161.

Dickson-Swift, Virginia, Erica L. James, Sandra Kippen, and Pranee Liamputtong. 2009. "Researching Sensitive Topics: Qualitative Research as Emotion Work." *Qualitative Research* 9(1): 61-79.

Lo Bosco, Maria Concetta. 2021. "Feelings in the Field: The Emotional Labour of the Ethnographer." *Anthropology in Action* 28(2): 8-17.

## ***Week 14***

**Wednesday, April 12**

Reading Reflection #12
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- TOPIC: Multi-Sited Ethnography
- READINGS: Hannerz, Ulf. 2003. "Being There... And There... And There!: Reflections on Multi-Site Ethnography." *Ethnography* 4(2): 201-216.

Marcus, George. 1995. "Ethnography In/Of the World System: The Emergence of Multi-Sited Ethnography." *Annual Review of Anthropology* 24: 95-117.

Scheper-Hughes, Nancy. 2004. "Parts Unknown: Undercover Ethnography of the Organs-Trafficking Underworld." *Ethnography* 5(1): 29-73.

Van Duijn, Sarah. 2020. "Everywhere and Nowhere At Once: The Challenges of Following in Multi-Sited Ethnography." *Journal of Organizational Ethnography* 9(3): 281-294.

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## ***Week 15***

**Wednesday, April 19**

- NO CLASS – RESEARCH TRIP
- AT-HOME VIDEO: [Dan Rather Reports: Kidney Pirates](#)

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## ***Finals Week***

**Sunday, April 23**

Project Report due by 11:59pm
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**Wednesday, April 26 – 1:00pm – 3:50pm**

- Student presentations

# Advanced Human Osteology

ANG6520c – SPRING 2023

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

## Instructor Contact

Instructor	Dr. J. Marla Toyne
Meeting Time/Location	Wednesday 3:00-5:50pm, MSB 149 F2F --- Lecture and Lab
Office	Howard Phillips Hall, 409R
Office Hours	Monday 4:00-6:00pm in MSB 150 or by <a href="#">appointment</a>
Phone	(407) 823-1927
E-mail	<a href="mailto:j.marla.toyne@ucf.edu">j.marla.toyne@ucf.edu</a>



## I. Welcome

## II. University Course Catalog Description

Advanced seminar on methods and theory pertaining to the study of the human skeleton.

## III. Course Description

This course develops an in-depth study of the methods used for the analysis of human remains from archaeological contexts that are also applicable to those encountered in forensic contexts. It consists of a consideration of the history of research methods in skeletal biology, pathological processes, and the biological anthropological techniques employed in the analysis of the human skeletal material with emphases on the metric and non-metric characterization of skeletal and dental shape and size, and the application of demographic reference standards for age and sex determination and population affinity. The aim of this course is to provide the student with the knowledge to assess human remains at both individual and population levels and to interpret the pathological and demographic data in the light of their archaeological or forensic context. It also introduces the means by which to investigate human health and well-being of past human groups through an emphasis on the identification, description, and recording of pathological, traumatic, and degenerative changes in human skeletal remains. Classes will consist of seminar discussions, short lectures, and hands-on lab exercises to provide experience in working with adult and juvenile skeletal remains.

## IV. Course Objectives

- To develop an understanding of current (traditional) and innovative methodology in bioarchaeological anthropology;
- To increase knowledge about science-based approaches within the field of osteoarchaeology;
- To practice basic human osteological identification, data collection, and reporting skills;
- To develop professional presentation and discussion skills;
- To review the literature (original and recent) to develop critical thinking skills in research.

## V. Learning Objectives

With diligent effort, the student should be able to do the following at the completion of this course.

- To develop competency in skeletal identification and analysis.
- To explore different data collection strategies for various types of osteological data.
- To identify and record various types of skeletal and dental characteristics and common pathological conditions.
- To consider the value of individual and population-based approaches to studying skeletal collections, analytical methods, and connect data to higher order questions of anthropological interest.

## VI. Course Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

## VII. Course Credits

3 credit hours

## VIII. Course Requirements

- Regular attendance and participation in course lectures, discussions, and laboratory activities.
- Submission of laboratory assignments, written assignments, final paper, and individual in class research presentation according to protocols.
- Each class will include a weekly Discussion and Lab component.

## Seminar and Lab Structure:

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided in a lecture style format, while discussions will focus on specific readings assigned for that week.

Lab practical activities will be demonstrated and discussed. It may be necessary to complete activities and collect data independently.

## IX. RECOMMENDED Texts

### Required Textbook:

- Nikita, E. (2017). *Osteoarchaeology : A guide to the macroscopic study of human skeletal remains*. New York: Academic Press.
  - **Hardcover ISBN:** 9780128040218 | **eBook ISBN:** 9780128040973
  - <https://eds.b.ebscohost.com/eds/detail/detail?vid=2&sid=78dcoaof-0990-4d02-ab83-21ec59302766%40pdc-v-sessmgr05&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2loZQ%3d%3d#AN=ucfl.PDA007945448&db=cat00846a>
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
  - **Print ISBN:**9781444334258 | **Online ISBN:**9781444345940
  - <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=819322>

### Required Manuals:

- **Buikstra** JE, and **Ubelaker** DH, editors. 1994. **Standards** for Data Collection from Human Skeletal Remains. Fayetteville: Arkansas Archaeological Survey.

**Highly, highly Recommended Manuals:**

- **Baker, B.J., Dupras, T.L., & Tocheri, M.W.** (2005). *The osteology of infants and children*. College Station: Texas A&M University Press.
- **Bass, W.M.** (1994). *Human osteology: A laboratory and field manual of the human skeleton*. Columbia, Missouri: Missouri Archaeological Society Special Publications. (A classic)
- **DiGangi, E.A., & Moore, M.K.** (Eds.). (2012). *Research methods in human skeletal biology*. New York: Academic Press.
- **Katzenberg, M.A., & Grauer, A.L.** (Eds.). (2019). *Biological anthropology of the human skeleton* (3rd ed.). New York: Wiley-Liss.
- **White, T.D., & Folkens, P.A.** (2005). *The human bone manual*. Amsterdam ; Boston: Elsevier Academic.

**Weekly Supplemental Readings**

- Additional readings will be assigned weekly pertaining to specific topics to be discussed. See the weekly schedule and reading list posted.
- Additional important website or news reports will be linked to the course Webcourses.
- Students will also be required to independently find resources and present materials to the class.

**X. EVALUATION**

Grades will be based on a student's scores weighed in the following:

Article Discussion and Participation:	15% (Weekly discussions)
Lab Activities:	35% (In class lab exercises)
Weekly Evaluations:	10% (2 per week)
Research Methods Paper:	25% (20-page research paper)
Research Presentation:	15% (In class presentation)
Total	100%

**Grading Scale (%)**

100-95	A	86-84	B	76-74	C	66-64	D
94-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

**Reminder:** Graduate Students should be aware that a minimum of a B is required to demonstrate adequate progress in a graduate level course and for this course to count towards your degree and graduation.

**XI. LEARNING ASSESSMENT****Participation:**

Regular attendance and participation in class and assignments are required. Attendance will be recorded. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. This is a labor intensive, lab intensive course. The more hands-on, touchy-touch the bones time you spend, the more you will get out of this. The more variation you see, including photographs of different cases, conditions, and diagnoses, the better you will understand the possibilities and processes affecting skeletal remains.

Everyone will be coming into this class with varying levels of experience and recognize that as a small group you will be evaluated on your individual progress based on how far you have come in the class

rather than in comparison with others. Even I will be better at the end of the semester as well. That is because I will be spending a ton of time in the lab working with you. I also expect you to work with each other. Most particularly I expect those with a stronger background to work with those less well prepared. At the end of the day these things will determine a great portion of your grade. However, you are independently responsible for your own observations and data collection, no data sharing.

### Weekly Seminar Discussions:

Each week will include a topical discussion of a series of 4-5 assigned readings. Everyone will be responsible for reading and annotating (see below) each article or chapter, but a specific student will volunteer each week to LEAD the discussion. On weeks that we have a Bring/Find, **the discussant** will post to the class new readings and incorporate a summary and critical discussion of the NEW articles they found and contributed to the broader discussion. Everyone is expected to read the new articles and annotate them as well. Those leading the discussion will have to submit a topical outline to me via email the night before class (24 hrs) just to make sure that the major points will be covered. Since it is meant to be a conversation among scholars, Powerpoints or handouts are not necessary, unless there is some relevant diagram or model that you would like to share. Additional suggestions for seminar leadership are provided on Webcourses.

### Article evaluations:

Reading evaluations: You will need to evaluate two of the assigned readings each week by completing a notes and critical reflection worksheet. Each worksheet should define the main purpose of the reading, highlight at least one point of particular interest from the reading and provide a very brief critical commentary and/or implication of points raised in the reading. Article evaluations will also include at least one question that may be used as a basis for in-class discussion and the issues raised. Two article evaluations are required each week and are due on **Wednesdays by 1:00pm of the week** in which the reading was assigned. Peer-reviews will be utilized to generate interactive learning. Lab readings – i.e. **Standards** is not to be evaluated but may become part of the discussion if relevant. See Webcourses for more information about formatting and suggestions for annotations.

### Lab Assignments:

**11 short written lab assignments** will be submitted weekly during this course. These assignments are designed to provide a student with critical thinking exercises as well as hands-on experience in the osteological data recording techniques. You must attend class in order to complete these assignments based on lab materials. Written lab reports will be due online and worksheets **in class** by **Wednesday** of the following week.

### TOOLS for Lab Work

Students are expected to bring hardcopies of their textbook manuals to each lab (Buikstra/Ubelaker 1994). Other practical laboratory resource materials will be available for laboratory examination, demonstration, and revision and will include:

- Human skeletal material (original and replicas), including crania and postcranial bones, juvenile bones, bones demonstrating traumatic and pathological modifications, and loose human teeth.
- Reference casts and plastic models of human skeletal material used for age, sex, and nonmetric trait determination.
- Selective osteometric equipment.
- Demonstration radiographic material.
- Osteology reference guides (White/Folkens 2001, Baker et al. 2005, etc.).



- Library and Web based reference material.

## Research Paper

Each student is required to submit an advanced (~20 pages) term paper on a topic in Human Osteology. The instructor **MUST** approve the paper topics in advance of the submission date (**Topics due**). This assignment is intended to allow the students to research and develop a more thorough understanding of a research method of interest to them. The paper should still be presented as a **problem-oriented with a clear thesis statement** (i.e., not a literature review). Each student must use a minimum of 30 original sources (i.e. books, book chapters, or journal articles) (**Proposals – Abstract/Outline and a minimum of 12-15 refs**). Internet sources may only be used for research (e.g., finding primary resources) and not cited in the bibliography as a major source of information (unless approved). Further format and bibliographic details will be provided in class and on Webcourses. These papers will be due in class later in the semester. Finally, a short 15-20 minute research presentation (like conference) will be presented during the last classes. More information on each of these written assignments is available on Webcourses and will be discussed in class.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for AJBA (American Journal of Biological Anthropology) referencing and formal academic papers (12-point Times New Roman font, double-spaced, 1 inch margins, page numbers). Spelling and grammar are also very important and will be taken into consideration.

## XII. Course Policies: Grades

**Grading and Evaluation:** Graded materials will be returned to you within two weeks of their due date unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

**Late Work Policy:** You also should note that late assignments, reports, and term papers will be penalized by one percent of Assignment per day unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Major extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

**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.

## XIII. Required Statement Regarding COVID-19

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

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

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

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

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

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

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

## **XIV. Course Policies: Technology and Media**

**Email:** In order to protect your private information and keep everything in one place, communication between the students and the professor will take via Webcourses. Please observe appropriate netiquette and use professional language when emailing your professor.

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

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I



have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu) (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6520 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

**Webcourses@UCF:** This is a Face to Face course. Course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, and weekly outlines. 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.

## XV. Course Policies: Student Expectations

**Attendance Policy:** **Attendance** is important for your success in 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. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates

- **Course Etiquette: Be on time.**
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use.
- While computers/laptops may be useful for notes, they are for **taking notes**, but consider this is a lab course and we will be moving around the classroom. **Turn OFF notifications.** Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone's learning experience.
- **Be polite, please.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, 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 online assignments, discussions, and exams as well.

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

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

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

An alternative assignment or make up exam may be offered.

**Late Work Policy and Grades of 'Incomplete':** Assignments turned in late will be assessed a penalty. Major assignments will not be accepted if overdue by more than seven days. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule may be asked to leave the classroom immediately so as not to disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic conduct:** Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

**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/>.

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. The UCF definition of Plagiarism is available here (<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>>.

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>>

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

**University Writing Center:** This is a **graduate-level seminar**. My expectation is that you are already a **strong writer**. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. 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.

**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](mailto: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](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.

**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.

**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.

## **XVI. 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.

## **XVII. 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.

## **XVIII. Important Dates to Remember**

The SPRING Academic calendar can be found online at: <http://calendar.ucf.edu/2023/spring>

Drop/Swap Deadline: January 13th

Withdrawal Deadline: March 25th

Spring Break: March 11<sup>th</sup>-15<sup>th</sup>, 2023

<b>Disclaimer</b>	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.
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## XIX. SCHEDULE (Outline) (May be subject to minor changes as required)

Further details ON WEBCOURSES

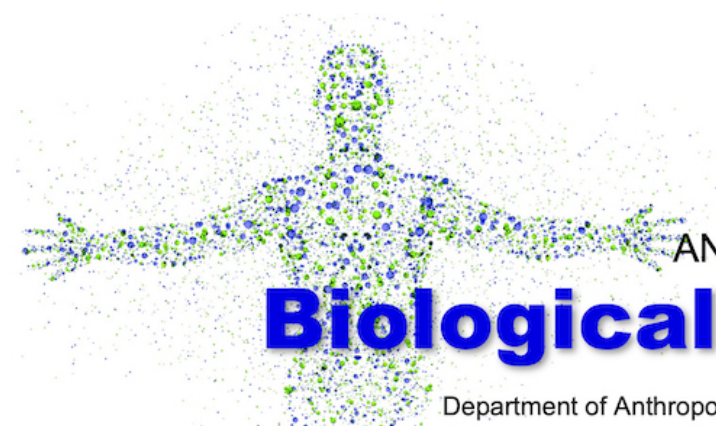
I.	Jan 11	Introduction and Lab Orientation
II.	Jan 18	Skeletal Biology and Data
III.	Jan 25	Taphonomy and Commingled
<b>Paper Topic Due</b>		
IV.	Feb 1	Demography - Sex
V.	Feb 8	Demography - Age
VI.	Feb 15	Juvenile
VII.	Feb 22	Growth Patterns
<b>Paper Outline/Biblio Due</b>		
VIII.	Mar 1	Morphometrics/Biodistance
IX.	Mar 8	Dental morphology
X.	Mar 15	No Class - Spring Break
XI.	Mar 22	Dental pathology
XII.	Mar 29	Health, stress, disease
XIII.	Apr 5	Epidemiological approaches
<b>Paper Due ONLINE</b>		
XIV.	Apr 12	Trauma
XV.	Apr 19	No Class
XVI.	Apr 26	Student Presentations



# Course Syllabus

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ANG 6587 (0001) Spring Seminar 2023

## Biological Anthropology

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

### Course Information

**Course name:** Seminar in Biological Anthropology  
**Course ID:** ANG 6587 (0001)  
**Credit hours:** 3.0 hours  
**Semester/year:** Spring 2023  
**Location & time:** Tuesday 6:00-8:50pm in HPH 409M

### Professor Contact

**Professor:** Dr. Lana Williams  
**Main office:** UCF Main Campus - Phillips Hall 309F  
**Phone:** 407-823-2227  
**Office Hrs:** Tuesday 4:00-5:30 PM in HPH 309F  
(or by scheduled appointment)  
**E-mail:** via WebCourses Inbox (or [lane.williams@ucf.edu](mailto:lane.williams@ucf.edu))

### Syllabus Quick Links

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

### University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.

**Prerequisites:** Admission to Anthropology MA or CI.

## *What is this course about?*

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research using discussion as our analytical framework. Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories.
- Molecular genomics, population and behavioral genetics and evolutionary forces.
- Human and primate behavioral and cognitive evolution.
- Functional and adaptive nature of phenotypic and genotypic human diversity and biological variation.
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course.
- Evolutionary and contemporary perspectives on biological/cultural integrations in human health, including nutrition and adaptive immunity.

## *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, and the biological basis for human diversity and behavior.** After successfully completing this course, you should be able to:

- Explain core theoretical concepts fundamental to biological anthropology, including their historical development.
- Describe historical and current influences on scientific understanding of human biological diversity.
- Explore problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Discuss social implications of controversial topics such as genetic testing, racial identification, and infectious disease response.
- Integrate empirical evidence relevant to the human experience in evolutionary history, our biological diversity and social-environmental ecology.

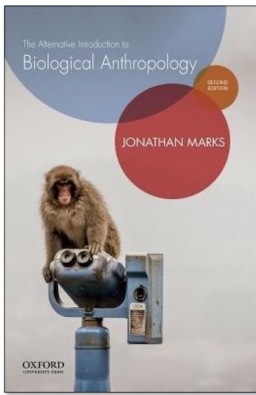
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

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

## *What textbooks will I need?*

The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in [WebCourses@UCF \(mailto:WebCourses@UCF\)](mailto:WebCourses@UCF).

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



### ***The Alternative Introduction to Biological Anthropology***

Author: J. Marks

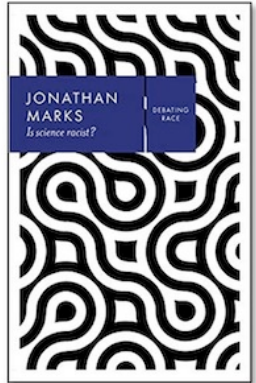
Edition: **2nd edition**

Year: 2018

Publisher: Oxford University Press

ISBN: 9780190490997

Available in paperback, eBook and rental formats



### ***Is Science Racist?***

Author: J. Marks

Edition: 1st edition

Year: 2017

Publisher: Polity

ISBN: 9780745689227

Available in paperback and eBook formats

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

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your professor and peers in the course. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](https://webcourses.ucf.edu/courses/1404166/modules/2467278) (<https://webcourses.ucf.edu/courses/1404166/modules/2467278>), 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 the many aspects of biological anthropology through evolution, human genomics, and human biological diversity – 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 students striving for an A- grade or higher, I recommend that you spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities**. You should also plan on setting aside at least **five-to-six hours each week to complete your assigned reading and work through required assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate seminar. Your study skills, prior



knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for graded work are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials, assignments or study tips with the readings, please visit your instructor's **office hours on Tuesdays from 4:00-5:00PM in HPH 309F**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an office or online Zoom appointment as needed.

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

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

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

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

## *What are the course requirements?*

The Spring 2023 semester begins on **JAN 09, 2023** and ends on **MAY 02, 2023**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- complete weekly assigned reading and keep a weekly notes journal;
- fully participate in weekly online and in-class discussion forums;
- write 10 short critical reaction papers and participate in peer reviews of written work.

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, graded assignments, links to information websites, and any assigned media content. 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 assignments will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed class or assignments). 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 \(https://webcourses.ucf.edu/courses/1404166/modules/2467278\)](https://webcourses.ucf.edu/courses/1404166/modules/2467278), which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to submit your initial online forum contribution in [FORUM 1: Validating Science? \(https://webcourses.ucf.edu/courses/1404166/discussion\\_topics/7160114\)](https://webcourses.ucf.edu/courses/1404166/discussion_topics/7160114) in MODULE 1 by **11:59pm EST on JAN 13, 2023**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding.**

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

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

<b>Forum contributions</b> (10 points each week)	140 points	20% of final grade
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<b>Critical reaction papers</b> (10 points each paper)	100 points	40% of final grade
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### **Participation:**

- |  |           |                    |
|--|-----------|--------------------|
| • Weekly notes journal (5 points each class) | 65 points | 15% of final grade |
| • Active attendance (5 points each class)    | 65 points | 15% of final grade |
| • Peer review process (5 points each paper)  | 50 points | 10% of final grade |

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take **about 30 minutes** to complete.
- **Critical reaction papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper includes a thoughtful and constructive critique that references required readings and outside sources not included in the course. On average, you should expect to spend **approximately 2 hours** writing and editing your paper prior to submission.
- **Weekly notes journal:** You will need to complete and submit a 'Note-Taking for Journal Articles' form for each assigned article. This process is intended to help you summarize and formulate your own discussion points and questions in preparation for forum contributions and in-class discussions. You should expect to spend at least 10 minutes taking notes per assigned article, or **about 1 hour** per week.
- **Active attendance:** You will need to fully participate in weekly in-class discussion using your notes on assigned readings. Active attendance means that you are prepared, present in the discussion, and proactive (and polite) when engaging in scholarly discourse. This is a **self-graded reflection** to fairly and responsibly evaluate your learning and participation and should take **about 5 minutes** to complete..

- **Peer review process:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend **approximately 30-45 minutes** reading and writing review comments each week that a paper is submitted and assigned for review.

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

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

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

**NOTE:** As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does not count** toward completion of the degree program.

## *How do I view my grades?*

You can access your grades for assignments 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, participation and forum contribution grades will be available within five-to-seven days after the final due date. For critical summary papers, grades will be available within seven-to-ten 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.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader and/or overall class feedback in announcements. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

## *What if I miss a class discussion or assignment due date?*

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. **You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence** (e.g., two or more consecutive weeks).

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

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

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

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

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

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

### **Illness Notifications**

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

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

### **Flexibility and Accountability**

UCF faculty recognize and understand the difficult times we are all in. The COVID-19 pandemic still impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, **your instructor for this course will work with all of you to accommodate any challenges you may be encountering and to provide the tools**

**and support necessary for you to succeed.** They will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, **this does not mean that your instructor will not hold you accountable**, especially in terms of class attendance, participation, and contributions.

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

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) ([https://webcourses.ucf.edu/courses/1404156/external\\_tools/49810](https://webcourses.ucf.edu/courses/1404156/external_tools/49810)) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

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

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

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

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

Other resources at UCF include:

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

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



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

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

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

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

## *How is academic integrity maintained?*

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

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

permission of the instructor.

- **Helping another violate** academic behavior standards.

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 any submitted work as a group.** If you do this, it is easily detectable through online links and WebCourses action logs including student 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.

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 at least a zero grade for that assignment to an 'F' or '**Z' letter grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI)** (<https://scai.sdes.ucf.edu/academic-integrity/>), 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' letter grade designation on one's transcript.

- **NOTE:** Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school or employment application, and/or being removed from a leadership position within a student organization, as a recipient of scholarships, participation in University activities such as Study Abroad, internships, etc.

Your instructor will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

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

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

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

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

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

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

These examples show how the use of study groups **can be considered academic misconduct** and could result in the **same**

**penalties as cheating** in a face-to-face class:

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

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

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

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

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

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

All communication between student and instructor, between student and any graduate teaching assistant, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your instructor will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application \(https://webcourses.ucf.edu/courses/1404165/pages/mobile-devices-accessing-webcourses-at-ucf\)](https://webcourses.ucf.edu/courses/1404165/pages/mobile-devices-accessing-webcourses-at-ucf).

## *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/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) (<https://cdl.ucf.edu/support/webcourses/browser/>)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365](https://extranet.cst.ucf.edu/office365selfsvc) (<https://extranet.cst.ucf.edu/office365selfsvc>)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](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/>)
- A **built-in 'Help' button** for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.


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

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

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

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

Service/Personal Information" to receive UCF text alerts.

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




## What is my seminar discussion and assignment schedule?

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

Your seminar discussion 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 13, 2023	 <a href="#">FORUM 1: Validating 'science'?</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897729">https://webcourses.ucf.edu/courses/1404166/assignments/7897729</a> )	due by 11:59pm
Tue Jan 17, 2023	 <a href="#">FORUM 1: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897744">https://webcourses.ucf.edu/courses/1404166/assignments/7897744</a> )	due by 11:59pm
Thu Jan 19, 2023	 <a href="#">ATTEND: Class on JAN 17, 2023</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897738">https://webcourses.ucf.edu/courses/1404166/assignments/7897738</a> )	due by 11:59pm
Fri Jan 20, 2023	 <a href="#">FORUM 2: Darwinian Culture?</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897728">https://webcourses.ucf.edu/courses/1404166/assignments/7897728</a> )	due by 11:59pm
Sun Jan 22, 2023	 <a href="#">PAPER 1: Value of 'Biocultural'</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897753">https://webcourses.ucf.edu/courses/1404166/assignments/7897753</a> )	due by 11:59pm
Mon Jan 23, 2023	 <a href="#">FORUM 2: Group Response</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897745">https://webcourses.ucf.edu/courses/1404166/assignments/7897745</a> )	due by 11:59pm
Tue Jan 24, 2023	 <a href="#">PAPER 1: Peer Review</a> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897752">https://webcourses.ucf.edu/courses/1404166/assignments/7897752</a> )	due by 5pm

Date	Details	Due
Thu Jan 26, 2023	 <b>ATTEND: Class on JAN 24, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897739">https://webcourses.ucf.edu/courses/1404166/assignments/7897739</a> )	due by 11:59pm
Fri Jan 27, 2023	 <b>FORUM 3: Ethical Codes?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897726">https://webcourses.ucf.edu/courses/1404166/assignments/7897726</a> )	due by 11:59pm
Sun Jan 29, 2023	 <b>PAPER 2: Meaning of the Gene</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897754">https://webcourses.ucf.edu/courses/1404166/assignments/7897754</a> )	due by 11:59pm
Mon Jan 30, 2023	 <b>FORUM 3: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897746">https://webcourses.ucf.edu/courses/1404166/assignments/7897746</a> )	due by 11:59pm
Tue Jan 31, 2023	 <b>PAPER 2: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897755">https://webcourses.ucf.edu/courses/1404166/assignments/7897755</a> )	due by 5pm
Thu Feb 2, 2023	 <b>ATTEND: Class on JAN 31, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897734">https://webcourses.ucf.edu/courses/1404166/assignments/7897734</a> )	due by 11:59pm
Fri Feb 3, 2023	 <b>FORUM 4: Genetic Diversity?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897719">https://webcourses.ucf.edu/courses/1404166/assignments/7897719</a> )	due by 11:59pm
Sun Feb 5, 2023	 <b>PAPER 3: Changing Pools</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897756">https://webcourses.ucf.edu/courses/1404166/assignments/7897756</a> )	due by 11:59pm
Mon Feb 6, 2023	 <b>FORUM 4: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897747">https://webcourses.ucf.edu/courses/1404166/assignments/7897747</a> )	due by 11:59pm
Tue Feb 7, 2023	 <b>PAPER 3: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897757">https://webcourses.ucf.edu/courses/1404166/assignments/7897757</a> )	due by 5pm
Thu Feb 9, 2023	 <b>ATTEND: Class on FEB 07, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897735">https://webcourses.ucf.edu/courses/1404166/assignments/7897735</a> )	due by 11:59pm
Fri Feb 10, 2023	 <b>FORUM 5: 'Fixing' Species?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897717">https://webcourses.ucf.edu/courses/1404166/assignments/7897717</a> )	due by 11:59pm

Date	Details	Due
Sun Feb 12, 2023	 <b>PAPER 4: Taxonomy vs. Diversity</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897759">https://webcourses.ucf.edu/courses/1404166/assignments/7897759</a> )	due by 11:59pm
Mon Feb 13, 2023	 <b>FORUM 5: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897748">https://webcourses.ucf.edu/courses/1404166/assignments/7897748</a> )	due by 11:59pm
Tue Feb 14, 2023	 <b>PAPER 4: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897758">https://webcourses.ucf.edu/courses/1404166/assignments/7897758</a> )	due by 5pm
Thu Feb 16, 2023	 <b>ATTEND: Class on FEB 14, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897736">https://webcourses.ucf.edu/courses/1404166/assignments/7897736</a> )	due by 11:59pm
Fri Feb 17, 2023	 <b>FORUM 6: Primate Culture?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897716">https://webcourses.ucf.edu/courses/1404166/assignments/7897716</a> )	due by 11:59pm
Sun Feb 19, 2023	 <b>PAPER 5: The Primate Model</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897761">https://webcourses.ucf.edu/courses/1404166/assignments/7897761</a> )	due by 11:59pm
Mon Feb 20, 2023	 <b>FORUM 6: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897749">https://webcourses.ucf.edu/courses/1404166/assignments/7897749</a> )	due by 11:59pm
Tue Feb 21, 2023	 <b>PAPER 5: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897760">https://webcourses.ucf.edu/courses/1404166/assignments/7897760</a> )	due by 5pm
Thu Feb 23, 2023	 <b>ATTEND: Class on FEB 21, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897737">https://webcourses.ucf.edu/courses/1404166/assignments/7897737</a> )	due by 11:59pm
Fri Feb 24, 2023	 <b>FORUM 7: Are We Asking the Right Questions?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897725">https://webcourses.ucf.edu/courses/1404166/assignments/7897725</a> )	due by 11:59pm
Tue Feb 28, 2023	 <b>FORUM 7: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897750">https://webcourses.ucf.edu/courses/1404166/assignments/7897750</a> )	due by 11:59pm
Thu Mar 2, 2023	 <b>ATTEND: Class on FEB 28, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897740">https://webcourses.ucf.edu/courses/1404166/assignments/7897740</a> )	due by 11:59pm

Date	Details	Due
Fri Mar 3, 2023	 <b>FORUM 8: Being Modern</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897718">https://webcourses.ucf.edu/courses/1404166/assignments/7897718</a>	due by 6pm
Sun Mar 5, 2023	 <b>PAPER 6: Why Not Neanderthal?</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897762">https://webcourses.ucf.edu/courses/1404166/assignments/7897762</a>	due by 11:59pm
Mon Mar 6, 2023	 <b>FORUM 8: Group Response</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7907435">https://webcourses.ucf.edu/courses/1404166/assignments/7907435</a>	due by 11:59pm
Tue Mar 7, 2023	 <b>PAPER 6: Peer Review</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908469">https://webcourses.ucf.edu/courses/1404166/assignments/7908469</a>	due by 5pm
Thu Mar 9, 2023	 <b>ATTEND: Class on MAR 07, 2023</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897741">https://webcourses.ucf.edu/courses/1404166/assignments/7897741</a>	due by 11:59pm
Fri Mar 17, 2023	 <b>FORUM 9: An Evolved Adolescence?</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897723">https://webcourses.ucf.edu/courses/1404166/assignments/7897723</a>	due by 11:59pm
Sun Mar 19, 2023	 <b>PAPER 7: Living a Long Life History</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897763">https://webcourses.ucf.edu/courses/1404166/assignments/7897763</a>	due by 11:59pm
Mon Mar 20, 2023	 <b>FORUM 9 Group Response</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7907544">https://webcourses.ucf.edu/courses/1404166/assignments/7907544</a>	due by 11:59pm
Tue Mar 21, 2023	 <b>PAPER 7: Peer Review</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908632">https://webcourses.ucf.edu/courses/1404166/assignments/7908632</a>	due by 5pm
Thu Mar 23, 2023	 <b>ATTEND: Class on MAR 21, 2023</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897742">https://webcourses.ucf.edu/courses/1404166/assignments/7897742</a>	due by 11:59pm
Fri Mar 24, 2023	 <b>FORUM 10: Is Taste 'Everything'?</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897720">https://webcourses.ucf.edu/courses/1404166/assignments/7897720</a>	due by 11:59pm
Sun Mar 26, 2023	 <b>PAPER 8: Nutritional Transitions</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897764">https://webcourses.ucf.edu/courses/1404166/assignments/7897764</a>	due by 11:59pm

Date	Details	Due
Mon Mar 27, 2023	 <b>FORUM 10 Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7907716">https://webcourses.ucf.edu/courses/1404166/assignments/7907716</a> )	due by 11:59pm
Tue Mar 28, 2023	 <b>PAPER 8: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908695">https://webcourses.ucf.edu/courses/1404166/assignments/7908695</a> )	due by 5pm
Thu Mar 30, 2023	 <b>ATTEND: Class on MAR 28, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897743">https://webcourses.ucf.edu/courses/1404166/assignments/7897743</a> )	due by 11:59pm
Fri Mar 31, 2023	 <b>FORUM 11: Evolution and the Current Petri Dish?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897721">https://webcourses.ucf.edu/courses/1404166/assignments/7897721</a> )	due by 11:59pm
Sun Apr 2, 2023	 <b>PAPER 9: Past and Future Disease-scapes</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897765">https://webcourses.ucf.edu/courses/1404166/assignments/7897765</a> )	due by 11:59pm
Mon Apr 3, 2023	 <b>FORUM 11: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7907851">https://webcourses.ucf.edu/courses/1404166/assignments/7907851</a> )	due by 11:59pm
Tue Apr 4, 2023	 <b>PAPER 9: Peer Review</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908698">https://webcourses.ucf.edu/courses/1404166/assignments/7908698</a> )	due by 5pm
Thu Apr 6, 2023	 <b>ATTEND: Class on APR 04, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897730">https://webcourses.ucf.edu/courses/1404166/assignments/7897730</a> )	due by 11:59pm
Fri Apr 7, 2023	 <b>FORUM 12: Burn then Crash? Or Crash then Burn?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897722">https://webcourses.ucf.edu/courses/1404166/assignments/7897722</a> )	due by 11:59pm
Mon Apr 10, 2023	 <b>FORUM 12: Group Response</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7907814">https://webcourses.ucf.edu/courses/1404166/assignments/7907814</a> )	due by 11:59pm
Thu Apr 13, 2023	 <b>ATTEND: Class on APR 11, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897731">https://webcourses.ucf.edu/courses/1404166/assignments/7897731</a> )	due by 11:59pm
Mon Apr 17, 2023	 <b>FORUM 13: Accepting Biological Race?</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897724">https://webcourses.ucf.edu/courses/1404166/assignments/7897724</a> )	due by 11:59pm
Thu Apr 20, 2023	 <b>ATTEND: Class on APR 18, 2023</b> ( <a href="https://webcourses.ucf.edu/courses/1404166">https://webcourses.ucf.edu/courses/1404166</a> )	due by 11:59pm

Date	Details	Due
	<a href="#">/assignments/7897732)</a>	
Fri Apr 21, 2023	 <b>FORUM 13 Group Response</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908018">https://webcourses.ucf.edu/courses/1404166/assignments/7908018)</a>	due by 11:59pm
Mon Apr 24, 2023	 <b>PAPER 10: Rejecting Biological Race</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897751">https://webcourses.ucf.edu/courses/1404166/assignments/7897751)</a>	due by 11:59pm
Fri Apr 28, 2023	 <b>PAPER 10: Peer Review</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7908752">https://webcourses.ucf.edu/courses/1404166/assignments/7908752)</a>	due by 11:59pm
	 <b>FORUM 14: Where Do We Go Next?</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897727">https://webcourses.ucf.edu/courses/1404166/assignments/7897727)</a>	due by 11:59pm
Tue May 2, 2023	 <b>PARTICIPATION: Peer Review Process</b> <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897766">https://webcourses.ucf.edu/courses/1404166/assignments/7897766)</a>	due by 11:59pm
	 <b>PARTICIPATION: Weekly Journal Notes</b> ( <a href="https://webcourses.ucf.edu/courses/1404166/assignments/7897767">https://webcourses.ucf.edu/courses/1404166/assignments/7897767)</a>	due by 11:59pm

# Ang 6930 Syllabus Spring 2023

Ang 6930 Syllabus

Ang 6930 0001 Seminar in Cultural Anthropology

Monday 6 – 9 HPH 409M

Vance Geiger, PhD

Office: Philipps Hall 311C

Office Hours: Monday 3 – 5 pm; Tuesday 11 - 3 pm; Wednesday 11 - 3 pm

Phone 407-823-3779

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

Mode: faceto face

GTA: None

Texts: All texts are available as pdfs in modules - Texts

Main text

Anthropological Theory

Ethnographies:

From Land to Mouth - Sillitoe

Always Hungry, Never Greedy - Kahn

Of Humans Pigs and Souls - Mimica

Acting for Others - Bonnemere

Ways of Baloma - Mosko

Grading

One class presentations (50 points each = 50

One take Home exam (100 points) = 100

Three 5 page paper (50 points) = 150

Total = 300



90 – 100 = A, 80 – 89 = B, 70 – 79 = C, etc.....

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Catalogue description: Theoretical foundations and contemporary issues in the study of living cultures.

Course Description: Introduction to the concept of culture and theories applying different concepts of culture to research at the graduate level.

Course objectives:

Comprehend different cultural approaches that can be applied in graduate research.

Integrate culture into their graduate research and explain how they will apply the Concept in their own research.

Take Home Exam: The take home exam will be based on the theories we have discussed this semester and how they might be applied.

Three 5 page papers

Two 5 page papers will be based on an analysis and a comparison and contrast of two of the ethnographies we discuss in class

Two page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a 5 page) paper on the same topic.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to

the Office of Student Conduct [Links to an external site.](#) for further action. See the UCF Golden Rule [Links to an external site.](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with [Links to an external site.](#)

the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services [Links to an external site.](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### Copyright

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

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki.

While some of these could be required assignments, you need Not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Campus Safety Statement

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

[Links to an external site.](#)

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)Links

to an external site..

Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/AEDlocations-UCF> Links to an external

site.(click on link from menu on left). (insert class specific information if appropriate)

To stay informed about emergency situations, sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) Links to an external site.and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

If you have a special need related to emergency situations, please speak with me during office hours.

Consider viewing this video (

You CAN Survive an Active Shooter(Links to an external site.) (Links to an external site.)

) about how to manage

an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

[Links to an external site.](#)

## Active Duty Military

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

Syllabus

**Week 1:1/9:** Organizational Meeting

Begin reading online articles: Watson, Bohannon, White, etc

**Week 2: 1/16:** MLK Day Holiday

**Week 3: 1/23:** 19th Century Evolution

Reading: Spencer, Tylor, Morgan, Marx, Tainter

**Week 4: 1/30:** Foundation of Sociological Thought

Reading: Durkheim, Weber, Jacobs, Becker, The Confucian Ethic

**Week 5: 2/6:** Historical particularism

Reading: Boas, Kroeber, Friend by Day Intro

**First 5 page Paper Due - 2/13**

**Week 6: 2/13:** Functionalism

Reading: Malonowski, radcliffe-Brown, Gluckman, Harmon, Samuels

**Week 7: 2/20:** Cultural Ecology, Neomaterialism

Reading: Harris, White, Steward, Fried, Rappaport, Wolf, Kahn,

**Week 8: 2/27:** Nature versus Nurture

Reading: Wilson, Optimal Foraging, Evolutionary Psychology, Boehm, Hayden

**Week 9: 3/6:** Anthropology and Gender

Reading: Slocum, Leacock

Spring Break 13 - 19

**Week 10: 3/20:** Symbolic and Postmodernism

Reading: Turner, Geertz, Shecheper-Hughes, DeAndrade

**Second 5 page Paper Due 3/27**

**Week 11: 3/27:** Globalization

Reading: Appadurai, Ong,

**Week 12: 4/3:** Cognitive Anthropology

Reading: Tyler, Categories, Cognitive Capabilities

**Take Home Exam Due 4/10**

**Week 13: 4/10:** Turns

Reading: Anthropology of Power, The Rheatorical Turn, Ontology, The Reflexive Turn, Literary Turn, McLean

**Week 14 4/17:** Research Presentations

**Week 15: 4/24:** Research presentations

**Third 5 page Paper Due 4/24**



## ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2023</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>F</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>1:00pm – 3:50pm</i>
Website:	<i>Canvas</i>	Class Location:	<i>CB1 219</i>
Office Hours:	<i>Dr. Branting W 1:30-3:00 or by appointment</i>	TA:	<i>None</i>
(Online Only)		TA email:	

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#### University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

#### Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

#### Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer-review of other students' projects.

### Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), a final quiz (1%), participating in discussions of the readings (8%), and a presentation of that proposal to the entire class (20%). Failure to hand in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>	<b>Max. Points</b>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions	In class	8%	8
Final Project Report	April 14 <sup>th</sup> at start of the class period (1:00pm)	70%	70
Oral Presentation of Project	Week 15	20%	20
Final Quiz	By April 26 <sup>th</sup> at 11:59pm	1%	1

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.



<b>Letter Grade</b>	<b>Points</b>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

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

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

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

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

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

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

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

### **Course Accessibility**

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

### **In-Class Recording**

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

Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### **University Writing Center:**

The University Writing Center (<https://guides.ucf.edu/writingcenter>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

### **Controversial Content**

This course will discuss some potentially controversial issues. Part of the purpose of the course is to enable you to understand how reasonable people might disagree about such issues (especially involving ethics and justice). You are not required to believe any particular position that we discuss and examine on such issues. You are expected, however, to have an open mind and to try to understand the arguments (and to consider the ideas and evidence used in such arguments) for many different positions on these issues, and to critically examine and respectfully discuss such arguments, ideas and evidence.

### **Campus Safety**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Accommodations for Active Duty Military Students**

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

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>) or if you are representing the university in an authorized event or activity (UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>), will be provided with an alternative time for their presentations.

### **Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

### **Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### **Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available via the UCF Libraries.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	F	Jan. 13	Introduction to Class  Classroom – Introduction, Syllabus Quiz, Paper Discussions  <b>ASSIGNMENT: Syllabus Quiz due Fri. 13<sup>th</sup>, 3pm</b>	
2	F	Jan. 20	Monitoring Things from Space  Classroom Discussion and Project Preparation Session	Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”
3	F	Jan. 27	Tracking Movement  Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”;  Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”
4	F	Feb. 3	More Statistical Analysis and Arguments  Classroom Discussion and Project Preparation Session	Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;  Spielman (2006) “Appropriate use of the K Function in Urban Environments”;  Austin et al. (2006) “Austin et al. Respond”

5	F	Feb. 10	Telling a Story with Maps - Cartography  Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know";  Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	F	Feb. 17	Maps and Behavior  Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	F	Feb. 24	PPGIS, Crowdsourcing, Web  Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	F	Mar. 3	Simulations  Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	F	Mar. 10	Databases and Privacy  Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	F	Mar. 17	<b>SPRING BREAK</b>  <b>NO CLASS</b>	
11	F	Mar. 24	Proposal Preparation Session	
12	F	Mar. 31	Proposal Preparation Session	
13	F	Apr. 7	Proposal Preparation Session	

14	F	Apr. 14	<b>ASSIGNMENT DUE AT START OF CLASS</b> <b>Friday Apr 14</b> <b>Final Project Report (no more than 10 pages)</b>  The Future of GIS Discussion	<b>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</b>
15	F	Apr. 21	<b>STUDENT PRESENTATIONS</b>	
Finals	W	Apr. 26	<b>NO CLASS – Final Online Quiz DUE by Wednesday, April 26th at 11:59pm.</b>	

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