



General Anthropology

ANT 2000 (0002) | Spring 2023

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

Course Information

Course Name:	General Anthropology
Course ID:	ANT 2000 (0002) / Spring 2023
Credit Hours:	3.0 hours
Location/time:	HS1 0012 on Tuesdays/Thursdays 12:00-1:20pm

Professor Contact

Professor:	Professor Katherine Lane
Main office:	UCF Main Campus - Howard Phillips Hall 116F
Office Hours:	Thursday 10:00 AM - 11:00 AM EST (or by scheduled appointment)
E-mail:	via WebCourses Inbox messaging (or Katherine.Lane@ucf.edu)

Syllabus Quick Links

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University Catalog Description

An introductory survey of the four main subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics and Archaeology. **Prerequisite:** None

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

Have you ever wondered about the people around you? Why they look the way they do? How they know to behave in different situations? How they even got there in the first place? Anthropology – the study of the human condition in the past, present, and future – can help you find answers to these questions and many more. Anthropologists research these kinds of questions using scientific and humanistic perspectives from four main subfields: biological anthropology (the study of human genetics, evolution, and diversity), archaeology (the study of past human material culture), linguistics (the study of human language, communication, and writing systems), and social anthropology (the study of human society and culture).

From art and economics to Ancient Egypt and modern human genetics, this General Anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the history of human development, the

diversity of our cultural and social institutions, and issues that we face in our rapidly changing world, including environmental change, race and ethnic relations, world health issues, and globalization. Our primary goal is to explore, understand, and respond meaningfully to the diversity of human possibilities.

What skills will I develop in this course?

You will be developing the analytical skills necessary to evaluate scientific literature and mass media statements about human behavioral and biological diversity and similarity both past and present. After successfully completing this course, you should be able to:

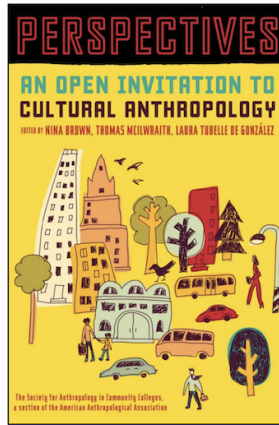
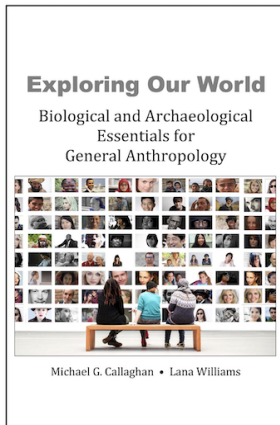
- Explain and identify basic concepts and theoretical developments from four main subfields of anthropology.
- Summarize how anthropologists solve problems in business, government, public health, education, history, technology, and advocacy.
- Examine and evaluate methods and ethics of anthropological fieldwork, research, and writing.
- Apply concepts of anthropology to past and contemporary global and social issues and your own behaviors.
- Consider how you and your place in the world may be perceived, how you perceive others, and the potential impact these perspectives may have on social, economic, and political institutions.
- Generate and defend informed opinions concerning past and contemporary diversity of differences, similarities, and interrelationships among individuals, cultures, and societies.

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

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

What textbooks will I need?

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



OER Textbooks (**free** educational resource materials)

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

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu 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 instructor and peers in the course. [Knight's Online](#) has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

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

How should I plan my coursework schedule?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you, but the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students' experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, I recommend that you spend around **three hours of class time each week with lectures and other assigned media**. You should also plan on setting aside at least **three hours each week for assigned reading, reviewing notes, and completing assignments**. Keep in mind, these are 'estimates' of time that you should

devote to this 2000-level course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, assignments, practice materials, studying, etc.) will contribute to your learning and to your success in this course. All due dates for graded work (e.g., assignments, quizzes, and exams) are located in the table at the end of this syllabus.

Please do not be tempted to skip a few days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit my **office hours on Thursdays from 10:00-11:00 AM EST in my office in Howard Phillips Hall in room 166F**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or schedule a Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The Spring 2023 semester begins on **JAN 09, 2023** and ends on **MAY 02, 2022**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- attend in in-person lectures weekly on Tuesdays and Thursdays from 12:00 to 1:20 pm;
- review course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 5 of 7 Discussion Activity assignments (two lowest scores are dropped);
- submit 3 in-person written exams during the schedule class time.

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

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

How do I get started in the course?

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

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: A Vision of Students** discussion in the COURSE INTRO module by **11:59pm EST** on **JAN 13, 2022**, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid and your ability to access the MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Discussion Activities (5)	60	30%
Quizzes (12)	120	25%
Exams (3)	300	45%
<i>Total Possible</i>	<i>480</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts, and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your Anthropology Activity assignments and classroom attendance activities.

- **Required Academic Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will compare and discuss concerns of college students in 2007 with your own concerns in 2022-2023. **You are required to participate in and submit this discussion assignment** to initiate your academic activity in the course, and **this discussion grade cannot be dropped** when calculating your final grade.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts, and research presented in each learning module. Quizzes will include a mix of multiple-choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Discussion Activity Assignments:** These assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and discuss various techniques used in assessing and understanding past and contemporary human biological and cultural diversity. **You are required to submit at least 5 of the 7 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 7 possible discussion activity grades when calculating your final grade.
- **Exams:** You will need to demonstrate your understanding of terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to take all 3 exams** in person during the schedule time.

Many students take advantage of the dropped grades for their quizzes and discussion activities at the very start, but you never know when you might need to miss a due date later in the

course. It is **your responsibility to keep track of the number of quizzes and discussion activities you have submitted** using the 'Grades' button in the menu on the left.

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

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

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

How do I view my grades?

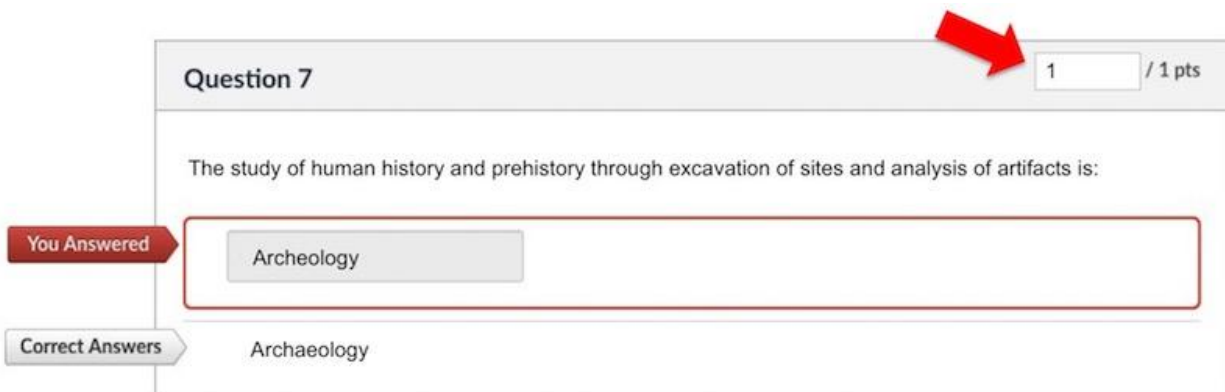
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances,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

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

WebCourses automatically grades all multiple-choice, true-false, and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response does not

exactly match the correct answer provided in the grading key. **I will be 'hand-grading' each assignment, quiz, and exam to ensure that you receive points for answers not automatically recognized by the system as correct.**

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



The screenshot shows a quiz question titled "Question 7". In the top right corner, there is a small box containing the number "1" followed by "/ 1 pts". A red arrow points to this box. Below the question text, "The study of human history and prehistory through excavation of sites and analysis of artifacts is:", there is a text input field containing the word "Archeology". To the left of this field is a red arrow pointing right with the text "You Answered". Below the input field, there is a "Correct Answers" section with a grey arrow pointing right and the text "Archaeology".

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

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

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

To be fair to everyone in the course, **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](#) 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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

What are the COVID-related policies at UCF?

Armor Up at UCF!

Many of UCF's pandemic precautions, including regular updates to this website, ended with the Spring 2022 semester.

While COVID-19 is still present, the combination of natural infection, vaccination and effective treatments have made the virus more manageable, similar to a cold or seasonal flu.

Flexibility and Accountability

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

What academic and career resources are available to me?

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

- **Writing help** from the [University Writing Center](#), 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](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), 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](#), so you can avoid undesirable academic outcomes.
- **Planning your future** is easier with [Career Services](#), 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 if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

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 \(TAO\)](#), which is a self-guided interactive, web-based

program that involves 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](#) 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](#) 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 \(CFM\)](#), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to [UCF's Rules of Conduct, Section 1 Academic Misconduct](#), students are prohibited from engaging in:

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

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

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

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

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

Quiz Audit Logs

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

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

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

How can I use study groups and external materials responsibly?

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

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one**

member of a study group account is found in violation of copyright or UCF Rules of Conduct, **all members are subject to review for academic misconduct**. In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting me to join in!

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).
- Reliable broadband internet access
- A [compatible web 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](#)) 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](#) 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](mailto:WebCourses@UCF)
- 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 and 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](#).
- 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](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) 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](#).

What is my course lecture and assignment schedule?

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

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

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

ANT 2000- 0W60: General Anthropology

Class Modality: Fully online

Instructor: Dr. Russell Manzano

Email: Russell.manzano@ucf.edu *Please use Canvas email when possible.

Office Location: HPH 309E

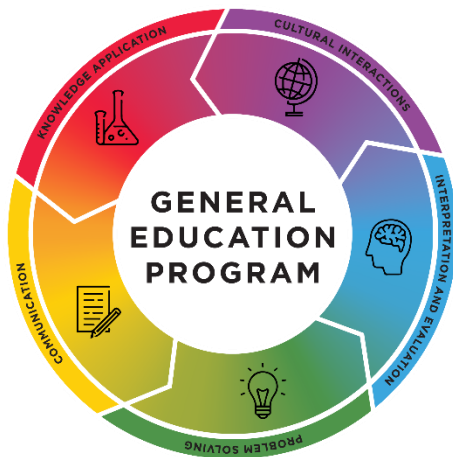
Office Hours: Tuesdays 1:30-2:30 and Thursdays 10:30-11:30, and by appointment. Please email me if you plan to attend office hours.

GTA: Konok Chapa Das

GTA email: konokchapa95@Knights.ucf.edu

Course Description:

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology.



**Assess and decipher information
in a world full of conflicting sources.**

Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

- The PRIMARY GEP foundation for ANT 2000 is Interpretation and Evaluation. Course content and assessment is designed to satisfy the following Learning Outcomes:
 - Learning Outcome 1: Demonstrate mastery of discipline-specific vocabulary and concepts.
 - Learning Outcome 2: Recognize social, political, or economic problems and evaluate solutions to those problems.
 - Learning Outcome 3: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.
 - Learning Outcome 4: Analyze and discuss the cultural significance of pieces of art, performances, or texts from diverse aesthetic, historical, and social contexts.

- Learning Outcome 5: Compare and interrogate sources of meaning and/or value related to the process of cultural production across social and historical contexts.

Required Course Materials

All course materials are free. Students will use the following course textbooks:

Exploring Our World. By M. Callaghan and L. Williams
Perspectives: An Open Invitation to Cultural Anthropology. (2nd edition).

Links to videos and other media will be available through the UCF library and other free platforms posted on Canvas.

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

Grading System

The final grade will be weighted using the following calculation:

Quizzes	20%
Three midterm exams	30% (3 @ 10% each)
Final Exam	30%
Four Homework Assignments	20%

Quizzes: Students will have short quizzes based on the reading for the week.

Exams: There will be 3 exams during the semester. Each exam will consist of True/False and Multiple-Choice questions.

Final Exam: The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple-Choice questions and will be held during finals week scheduled by the university.

Homework Assignments: These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are four Homework assignments during the semester, and all will be completed online.

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

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

Grades will not be changed unless in the case of an extreme emergency. I do not round up grades, but one extra credit opportunity will be offered at the end of the semester. If you see a problem with your grade, please contact me as soon as possible.

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

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

Extra Credit

Students will have one extra credit opportunity at the end of the semester.

Course Policies:

Academic Integrity

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

<http://academicintegrity.org/>

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

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

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

Plagiarism

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

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken

from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

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

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Late Assignment Policy

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

Steps for academic continuity in the event of campus closure:

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

Illness Policies

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

Course Schedule

Week	Date	Topic	Reading	Assignment
Week 1	1/10	Course Introduction		
Week 1	1/12	What is Anthropology	EOW 1	Quiz 1
Week 2	1/17	Cultural Anthropology Methods	PCA 3	Quiz 2
Week 3	1/19	Cultural Anthropology Methods	PCA 3	
Week 4	1/24	Archaeological Methods	EOW 5	Quiz 3
Week 4	1/26	Archaeological Methods	EOW 5	
Week 5	1/31	Wrap up	None	
Week 5	2/2	Exam 1	None	Exam 1
Week 6	2/7	The Living Primates	EOW 4	Quiz 4
Week 6	2/9	Proto hominins and hominids	EOW 4	HW1 due (cultural methods)
Week 7	2/14	Modern human biodiversity	EOW 3	Quiz 5

Week 8	2/16	Modern human biodiversity	EOW 3	
Week 9	2/21	Language and communication	PCA 4	Quiz 6
Week 9	2/23	Language and communication	PCA 4	HW2 due (living primates)
Week 10	2/28	Wrap-up	None	
Week 10	3/2	Exam 2	None	Exam 2
Week 11	3/7	The First Farmers	EOW 6	Quiz 7
Week 11	3/9	Subsistence	PCA 5	Quiz 8 HW 3 due (language)
Week 12	3/14	Spring Break	None	
Week 12	3/16	Spring Break	None	
Week 13	3/21	Politics and social organization	PCA 7	Quiz 9
Week 13	3/23	Politics and social organization	PCA 7	
Week 14	3/28	Wrap-up	None	
Week 15	3/30	Exam 3	None	Exam 3
Week 16	4/4	Race and Ethnicity	PCA 9	Quiz 10
Week 16	4/6	Race and Ethnicity	PCA 9	
Week 17	4/11	Gender	PCA 10	Quiz 11
Week 17	4/13	Gender	PCA 10	
Week 18	4/18	The Modern World System and Globalization	PCA 12	Quiz 12
Week 18	4/20	Health and Medicine	PCA 17	Quiz 13 HW 4 due (human variation)
Week 19	4/25	Wrap-up	None	
Week 20	4/27	Final Exam	None	

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

ANT 2000- 0M01: General Anthropology

Class Time: Tuesdays 3:00-4:20 pm

Class Location: CB2 O106

Instructor: Dr. Russell Manzano

Email: Russell.manzano@ucf.edu

Office Location: HPH 309E

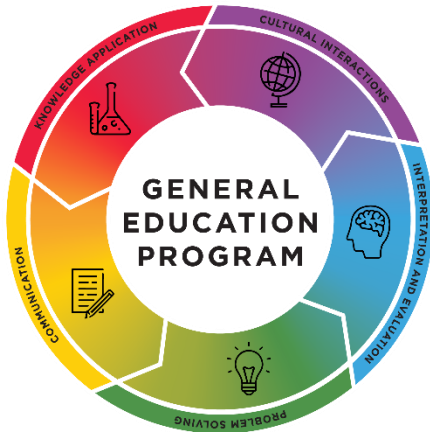
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GTA: Konok Chapa Das

GTA email: konokchapa95@Knights.ucf.edu

Course Description:

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology.



INTERPRETATION & EVALUATION

**Assess and decipher information
in a world full of conflicting sources.**

Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

The PRIMARY GEP foundation for ANT 2000 is Interpretation and Evaluation (IE). Course content and assessment is designed to satisfy the following Learning Outcomes:

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The final grade will be weighted using the following calculation:

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

Extra Credit

You will have one extra credit opportunity at the end of the semester. While there are no excused absences or make-up work, this extra credit opportunity will allow you to earn points you may need in case you had to miss class.

Course Policies:

Academic Integrity

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Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

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

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

Deployed Active Duty Military Students

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

Attendance

Attendance is required for this class.

Late Assignment Policy

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

Steps for academic continuity in the event of campus closure:

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Week 2	1/17	Cultural	PCA 3	Quiz 2

		Anthropology Methods		
Week 3	1/19	Cultural Anthropology Methods	PCA 3	
Week 4	1/24	Archaeological Methods	EOW 5	Quiz 3
Week 4	1/26	Archaeological Methods	EOW 5	
Week 5	1/31	Wrap up	None	
Week 5	2/2	Exam 1	None	Exam 1
Week 6	2/7	The Living Primates	EOW 4	Quiz 4
Week 6	2/9	Proto hominins and hominids	EOW 4	HW1 Due (cultural methods)
Week 7	2/14	Modern human biodiversity	EOW 3	Quiz 5
Week 8	2/16	Modern human biodiversity	EOW 3	
Week 9	2/21	Language and communication	PCA 4	Quiz 6
Week 9	2/23	Language and communication	PCA 4	HW 2 Due (living primates)
Week 10	2/28	Wrap-up		
Week 10	3/2	Exam 2		Exam 2
Week 11	3/7	The First Farmers	EOW 6	Quiz 7
Week 11	3/9	Subsistence	PCA 5	Quiz 8 HW 3 due (language)
Week 12	3/14	Spring Break		
Week 12	3/16	Spring Break		
Week 13	3/21	Politics and social organization	PCA 7	Quiz 9
Week 13	3/23	Politics and social organization	PCA 7	
Week 14	3/28	Wrap-up		
Week 15	3/30	Exam 3		Exam 3
Week 16	4/4	Race and Ethnicity	PCA 9	Quiz 10
Week 16	4/6	Race and Ethnicity	PCA 9	
Week 17	4/11	Sex and Gender	PCA 10	Quiz 11
Week	4/13	Sex and Gender	PCA 10	

17				
Week 18	4/18	The Modern World System and Globalization	PCA 12	Quiz 12
Week 18	4/20	Health and Medicine	PCA 17	Quiz 13 HW 4 due (human variation)
Week 19	4/25	Wrap-up		
Week 20	4/27	Final Exam		

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

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2000 General Anthropology

Section 0003

Spring 2023 (3 credits)

1. Course Information

Room: CB2 0106

Modality: Face to Face

Dates: January 9-May 2, 2023

Class Times: Tuesdays / Thursdays 10:30-11:45 am

Prerequisites: None

Final Exam Time: Tuesday 5/2 from 10:00-12:50 pm in our normal classroom.

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

Office hours will be held in HPH 309c at the times below.

- - Mondays: 1:30-3:30 pm.
 - Tuesdays: 12:00-1:15 pm.
 - Wednesdays: 10:45 am - 12:15 pm.

- Thursdays: 12:00-1:15 pm

In office hours you can review your exams and ask questions about the material or anthropology in general.

2b. GTAs and their Office Hours:

Office hours held in **HPH309** at the following times:

TBA

Email: Contact your TA via Webcourses message

3. Course Description:

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The PRIMARY GEP foundation for ANT 2000 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 1: Primate Behavior and Sociality
 - Homework 2: Modern Human Variation

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 2: Modern Human Variation

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: Primate Behavior and Sociality

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 3: Family and Marriage
 - Homework 4: Systems of Belief

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Modern Human Variation

4b. The SECONDARY GEP foundation for ANT 2000 is **Cultural Interactions (CI)** Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome CI1: Identify and discuss themes that are both common and distinct among diverse cultures.

- *Related Assessments:*
 - Homework 3: Family and Marriage

Learning Outcome CI2: Analyze and discuss the cultural significance of pieces of art, performances, or texts from diverse aesthetic, historical, and social contexts.

- *Related Assessments:*
 - Homework 4: Systems of Belief

Learning Outcome CI3: Compare and interrogate sources of meaning and/or value related to the process of cultural production across social and historical contexts.

- *Related Assessments:*
 - Homework 4: Systems of Belief

Learning Outcome CI4: Employ principles, techniques, or concepts associated with the study of cultural interactions to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 3 : Family and Marriage

5. Course Schedule:

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

6. Course Evaluation:

Your grade in this course will be based on the percentage of points you earn out of a basis of **500 total points**. You can calculate your percentage grade by dividing the total number of points you have earned by the total points possible.

Grades on all assessments will only be posted online in Webcourses.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question. I will be happy to explain and/or work with you to figure it out, but I'm not going to root through January's scantrons in April because you never took the time to check on your own grades.

6a. Assessments and Point Values:

- *Three Midterm Exams—270 points (90 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—90 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions

and will be held during the finals week scheduled by the university. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Four Homework Assignments—100 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are four Homework assignments during the semester, and all will be completed online:

- - Homework 1: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes IE1 and IE3)
 - Homework 2: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE1, IE2, and IE5)
 - Homework 3: Family and Marriage. Every human society recognizes kin and has a mechanism for taking a spouse. How do humans construct these relationships, and how are these adaptive? (Assesses Learning Outcomes IE4, CI1, and CI4)
 - Homework 4: Systems of Belief. Every human society has some concept of a realm dominated by invisible things with special powers. What do human belief systems share in common, and why are they found across the human spectrum? (Assesses Learning Outcomes IE4, CI1, and CI3)
- *Four Announced In Class Quizzes—40 points (10 points each)*

There will be 4 quizzes worth 10 points each for a total of 40 points. These will be administered at the end of the remote lecture on the days they are scheduled. See the course schedule for details. Makeups require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes (20 points total)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term via webcourses at the end of lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

Current grading scheme for this assignment

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

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—**NO EXCEPTIONS**. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests

are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans"*. You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file"*. It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

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

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

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

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

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

7. Course Materials:

Good news...your textbooks are FREE in this class! We are using open source materials developed by our own UCF Anthropology faculty. Individual chapters from these works will be posted to the webcourses modules each week in accordance with the course schedule.

- Exploring Our World, by M. Callaghan and L. Williams
- Perspectives: An Open Invitation to Cultural Anthropology (2nd Edition)

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

Syllabus Part 2: University Policies and Protocols

ANT 2000 General Anthropology

8. University Core Policies

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

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

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

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

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

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

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

security concepts.

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information,

see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

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

8i. Recording policy

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

without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

9. Protocols

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

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

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

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

particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

10. Policy on Constructive Dialogue.

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.

ANT 2000 General Anthropology COURSE SCHEDULE

The course schedule is tentative and reasonable modifications may occur if they are needed.

EOW = Exploring Our World Ebook

PCA = Perspectives on Cultural Anthropology Ebook

Week	Topic	Read Chapter	Homework Open/Due Dates	
Week 1	T 1/10: Course Introduction and What is Anthropology?	EOW 1		
	R 1/12: Culture and Cultural Relativity			
Week 2	T 1/17: Culture, Cont.	EOW 5		
	R 1/19: Anthropological methods			
Week 3	T 1/24: Darwin and Natural Selection	EOW 2		
	R 1/26: The Modern evolutionary synthesis			
Week 4	T 1/31: Wrap up and Quiz 1	-		
	R 2/2: Exam 1	-		
Week 5	T 2/7: The Living Primates	EOW 4	HW1 "Primate Behavior and Sociality" opens T 2/7 at 12pm	
	R 2/9: The Living Primates, cont.			
Week 6	T 2/14: Protohominins			HW1 Due T 2/14 at 10:30am BEFORE CLASS STARTS
	R 2/16: Australopithecus			
Week 7	T 2/21: Genus Homo (Read EOW 3 on Modern human biodiversity for Homework 2)	EOW 3	HW2 "Modern Human Variation" opens T 2/21 at 12pm	
	R 2/23: Genus Homo, Cont.			
Week 8	T 2/28: Language and communication	PCA 4	HW 2 Due T 2/28 at 10:30am BEFORE CLASS STARTS	
	R 3/2: Language, cont. and Quiz 2	-		
Week 9	T 3/7: Exam 2			
	R 3/9: The First Farmers—The Neolithic (The lecture "The First Cities and States" will also be posted online along with the Week 9 Readings)	EOW 6		
Week 10	3/11-19 Spring Break!	Do nothing that requires serious thought.		
Week 11	T 3/21: Subsistence	PCA 5		
	R 3/23: Economics	PCA 6		
Week 12	T 3/28: Politics and Social Organization and Quiz 3	PCA 7		
	R 3/30: Exam 3			
Week 13	T 4/4: Family and Marriage	PCA 8	HW 3 "Family and Marriage" opens T 4/4 at 12pm	
	R 4/6: What is "Race" and "Ethnicity"	PCA 9		
Week 14	T 4/11: Sex, Gender and Culture	PCA 10	HW 3 Due T 4/11 at 10:30am BEFORE CLASS STARTS	
	R 4/13: Religion	PCA 11	HW 4 "Systems of Belief" opens R 4/13 at 12pm	
Week 15	T 4/18: The Modern World System and Globalization	PCA 12		
	R 4/20: Wrap up and Quiz 4	-	HW 4 Due R 4/20 at 10:30am BEFORE CLASS STARTS	
Finals!	Final Exam Tuesday 5/2 10:00 am-12:50 pm	-		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 1/13
- Withdrawal deadline for this course: 3/24

Course Syllabus

[Jump to Today.](#)

 [Edit](#)

ANT2140

Introduction to Archaeology



Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Thursdays 10am-Noon (Subject to change. Please email to schedule a time to text, zoom, or talk during virtual office hours. You also may schedule a virtual appointment outside of those hours.)**
- Phone: 407-823-4961 (email is the best way to reach me)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- (Please only email from your Knights account or from the Webcourses email client. **We cannot communicate with you officially to a non-UCF email account.**)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3

- Semester/Year: Spring 2022
- Location: Webcourses and BA1 0122
- Prerequisite(s): None. Corequisite(s): None.
- Meeting time: Tuesdays 12-1:15pm
- **NOTE: THIS IS A MIXED MODE COURSE. Exams, quizzes, and additional teaching presentations are online.**

Course Description

Introduction to the history of archaeological thought, theories, methods, and events in the development of human society from early modern humans to the first civilizations.

Scope and purpose of the course:

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states. Please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text



- Archaeology Essentials 4th Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book BUT SEE BELOW:
- To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access

with no codes required in UCF Webcourses. Click on the Course Materials navigation link on the sidebar.

By placing your digital course materials on Webcourses@UCF, the UCF Campus Store and the publisher of your textbooks have discounted your course materials to bring you the lowest price available. To take advantage of this discounted rate, you will need to Opt-In to have the cost of these materials billed to your UCF Student Account under a fee called "Digital Course Materials". This means you can access the course materials today, and will not have to pay for them until the UCF fee payment deadline on your UCF Student Account. The Opt-In deadline is this Friday of the first week of class at 11:59pm.

It is recommended that you Opt-In as these materials are required to complete the course. You can choose to Opt-In on the first day of class, right within UCF Webcourses. Be sure to Opt-In before the deadline term deadline to have access to your course materials at the discounted price. If you do not Opt-In or miss the deadline, you will have to purchase your materials at the UCF Campus Store or other vendor at a significantly higher rate. Please see the first Module of the course for more information.

Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book. All exams will be taken online in Webcourses.

There will be **five written assignments**. Four of these will be submitted online, one will be an in-class effort. We will use Turn-it-in for online writing submissions.

There are multiple, about weekly, short online **chapter quizzes**.

Attendance/Missed Assignments/Make-Ups

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

1. Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).
2. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be

applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf> (<https://policies.ucf.edu/documents/4-401.pdf>) >

3. Illness of yourself or dependent – a doctor’s note is required. Please do not submit your personal medical information.
4. Jury duty – copy of jury summons is required.
5. Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.**

Please note that late assignments will suffer a point reduction. See individual assignment descriptions.

Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 355, then your grade would be $325/355=0.915$ which is 91.5%

Table of Assignments and Points

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Exams (3 at 50 points each)	150
Total number of points	355

Name:

Range

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

Remember, you cannot access a module until you have taken the reading quiz for the preceding module.

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

All examinations are worth the same amount toward your final grade, including the final exam.

Please Note: Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

A Note on Grading

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

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

All examinations are worth the same amount toward your final grade, including the final exam.

Please Note: Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Websites and Internet Resources

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

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

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

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

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

Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade.

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

Turnitin.com

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

<http://www.turnitin.com> (<http://www.turnitin.com/>).

Policy Statements

Statement Regarding COVID-19

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

Campus Safety Statement for Students in Online-Only Courses

- 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.

Diversity and Inclusion

In this course, following UCF's mission, all in this course are expected to contribute to an inclusive and respectful classroom culture. UCF's population is diverse, and can include differences in sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style, as well as the intersection of many of these categories. Anthropology as a discipline often studies and analyzes these differences, as well as others. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct. If you have questions about what may be appropriate you may contact the professor.

If there are aspects of the design, instruction, and/or experiences with other students in this course that result in barriers to your inclusion please notify the instructor as soon as possible. The following are some resources for diversity and inclusion at UCF and if you need help understanding or navigating them feel free to contact your professor:

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

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

Research Opportunities for
Underrepresented groups through NSF
REU

https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054
(https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)

SAA Travel Scholarship for
Underrepresented Groups

<https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships>
(<https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships>)

SAA Native American Scholarship

<https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund> (<https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund>)

Black Trowel Collective Microgrants

<https://blacktrowelcollective.wordpress.com/>
(<https://blacktrowelcollective.wordpress.com/>)

AIA Travel Grant

<https://www.archaeological.org/grant/diversity-student-travel/>

	(https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/ (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/ (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/ (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621 (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)

Florida Education Fund McKnight Doctoral Fellowship <https://www.fefonline.org/mdf.html>
(<https://www.fefonline.org/mdf.html>)

Association of Black Anthropologists John Gwaltney Scholarship <http://aba.americananthro.org/the-gwaltney-scholarship-fund>
(<http://aba.americananthro.org/the-gwaltney-scholarship-fund/>)

Association of Black Anthropologists Johnnetta B. Cole Student Travel Award <http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award>
(<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/>)

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

Deployed Active 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> (<https://policies.ucf.edu/documents/4-401.pdf>)>

Religious Observances

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

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.

UCF Cares

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

Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

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

In-Class Recording Statement

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



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.

Syllabus Content Subject to Change

Course Summary:

Date	Details	Due
Sat Jan 14, 2023	 Academic Engagement Quiz https://webcourses.ucf.edu/courses/1420939/assignments/7857191	due by 11:59pm
Tue Jan 24, 2023	 CH 01 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857205	due by 10:35am
Tue Jan 31, 2023	 CH 02 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857202	due by 10:33am
Tue Feb 7, 2023	 Assignment 1 - Archaeology in the News https://webcourses.ucf.edu/courses/1420939/assignments/7857207	due by 11:59pm
Tue Feb 7, 2023	 CH 03 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857206	due by 11:59pm
Mon Feb 13, 2023	 EXAM 1 - ONLINE https://webcourses.ucf.edu/courses/1420939/assignments/7857195	due by 11:59pm
Tue Feb 14, 2023	 CH 04 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857199	due by 11:59pm
Tue Feb 21, 2023	 CH 05 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857197	due by 11:59pm
Tue Feb 28, 2023	 Assignment 2 - Relative and Absolute Dating Project https://webcourses.ucf.edu/courses/1420939/assignments/7857197	due by 11:59pm

Date	Details	Due
	/1420939/assignments/7857208)	
	 CH 06 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857196)	due by 11:59pm
Thu Mar 9, 2023	 CH 07 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857203)	due by 11:59pm
Mon Mar 20, 2023	 EXAM 2 - ONLINE https://webcourses.ucf.edu/courses/1420939/assignments/7857193)	due by 11:59pm
Tue Mar 21, 2023	 CH 08 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857194)	due by 11:59pm
	 Assignment 3: Analyzing Prehistoric Diets https://webcourses.ucf.edu/courses/1420939/assignments/7857209)	due by 11:59pm
Tue Mar 28, 2023	 Assignment 4 Bioarchaeology in the News https://webcourses.ucf.edu/courses/1420939/assignments/7857210)	due by 11:59pm
	 CH 09 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857204)	due by 11:59pm
Tue Apr 4, 2023	 CH 10 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857198)	due by 11:59pm
	 Assignment 5 - Collapse https://webcourses.ucf.edu/courses/1420939/assignments/7857211)	due by 11:59pm
Tue Apr 11, 2023	 CH 11 QUIZ https://webcourses.ucf.edu/courses/1420939/assignments/7857201)	due by 11:59pm

Date	Details	Due
Tue Apr 18, 2023	 CH 12 QUIZ (https://webcourses.ucf.edu/courses/1420939/assignments/7857192)	due by 11:59pm
Tue May 2, 2023	 EXAM 3 - ONLINE (https://webcourses.ucf.edu/courses/1420939/assignments/7857200)	due by 11:59pm

Syllabus

Syllabus Ant 2410 Cultural Anthropology 0w60 Spring 2023

Syllabus

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311K
Office Hours	M 3 - 5; T 11 - 2; W 11 - 2
Online Office Hours	Tuesday 7 - 9 pm in the class chat
Phone	407-823-3779
Email	vance.geiger@ucf.edu

Course Information

Cultural Anthropology	
ANT2410 - 0w60	

3	
Fall 2022	
Online	

Course TA - Suzanne Draper

Email - Suzanne.Draper@ucf.edu

Prerequisites - none

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course catalogue description - An introduction to human diversity as exemplified among various cultures and ethnic groups.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.

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

Required Text

Refugee Camp Readings provided in Webcourses

Perspectives Introduction to Cultural Anthropology provided in webcourses

The Hutterites - provided in webcourses

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/26 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60

Total	510 points
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Online Exams

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

Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Core Concepts text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.



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

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

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

Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.

Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.

There is a Make up Exam during finals week to make up a missed exam. You can also take the make up to try to improve your exam score. If you have taken all 3 regular exams and then also take the make up and score higher than on one of the regular exams I will use the higher score.

There is no Extra credit

Academic Integrity

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the

final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>Links to an external site.. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>Links to an external site..

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html[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 signs by the stairways
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)[Links to an](#)



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

Deployed Active Duty Military Students

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

Religious observances

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

ANT 2410-002: Introduction to Cultural Anthropology

Class Time: Tuesdays and Thursdays 12:00-1:15

Class Location: CB1 307

Instructor: Dr. Russell Manzano

Email: Russell.manzano@ucf.edu

Office Location: HPH 309E

Office Hours: Tuesdays 1:30-2:30 and Thursdays 10:30-11:30 and by appointment. Please email me if you plan to attend office hours.

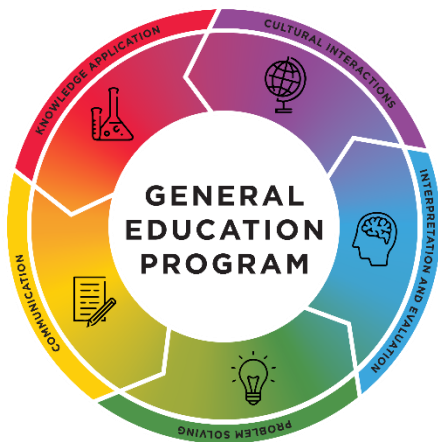
GTA: Konok Chapa Das

GTA email: konokchapa95@Knights.ucf.edu

Course Description:

An introduction to human diversity as exemplified among various cultures and ethnic groups.

Anthropology is the study of humans, past and present, and the diversity of the human experience. This course is an introduction to one of the subfields of the discipline, cultural anthropology. We will explore relationships between topics such as language, race and racism, ethnicity, sex, gender, family, class, the global economy, art, migration, health, inequality, and power. Through readings, lectures, class discussions, activities, and films, we will examine other cultures, our own cultural beliefs, and how we understand the world around us. We will explore the diverse experiences of people around the world and what it means to be human in a global context.



CULTURAL INTERACTIONS

Understand common human themes, have an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what they learn.

Learning Outcomes:

The primary GEP foundation for ANT 2410 is cultural interactions. Course content and assessment is designed to satisfy the following learning outcomes:

- Students will demonstrate through assignments and discussion that they have read and comprehended the course material and concepts.
- Students will demonstrate through assignments and discussions that they have acquired the capability to be analytical when addressing aspects of cultures.

- Students will demonstrate through assignments and discussion that they have the capability to synthesize aspects of anthropology.

Prerequisites

None

Required Course Materials

Books:

Lavenda, Robert and Emily A. Schultz. 2020. Core Concepts in Cultural Anthropology, Seventh Edition.

Cassaniti, Julia. 2015. Living Buddhism: Mind, Self, and Emotion in a Thai Community. Cornell University Press.

Links to videos and other media will be available through the UCF library and other free platforms posted on Canvas.

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

Grading System

The final grade will be weighted using the following calculation:

The final grade will be weighted using the following calculation:

Quizzes	15%
Participation	20%
Book Review	20%
Exams	45% (3 exams—15 % each)

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

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

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

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

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

Extra Credit

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

Course Policies:

Academic Integrity

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

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In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

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- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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.”
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- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Attendance

Attendance is required for this class.

Late Assignment Policy

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

Steps for academic continuity in the event of campus closure:

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

Illness Policies

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

Course Schedule

Week	Date	Topic	Reading	Assignment
Week 1	1/10	Course Introduction		
Week 1	1/12	What is Anthropology	Lavenda and Schultz Ch 1	Quiz 1 Academic Activity Record
Week 2	1/17	Anthropology	Lavenda and Schultz Ch 1	
Week 3	1/19			Discussion
Week 4	1/24	Culture	Lavenda and Schultz Ch 2	Quiz 2
Week 4	1/26			Discussion
Week 5	1/31	Language	Lavenda and Schultz Ch 3	Quiz 3
Week 5	2/2			Discussion
Week 6	2/7	Worldview and Religion	Lavenda and Schultz Ch 4	Quiz 4

Week 6	2/9		Cassaniti Ch 1	Discussion
Week 7	2/14	Exam Review		
Week 8	2/16	Exam 1		
Week 9	2/21	Social Organization	Lavenda and Schultz Ch 5	Quiz 5
Week 9	2/23		Cassaniti Ch 2	Discussion
Week 10	2/28	Sex, Gender, and Sexuality	Lavenda and Schultz Ch 6	Quiz 6
Week 10	3/2		Cassaniti Ch 3	Discussion
Week 11	3/7	Relatedness	Lavenda and Scultz Ch 7	Quiz 7
Week 11	3/9		Cassaniti Ch 4	Discussion
Week 12	3/14	SPRING BREAK		
Week 12	3/16	SPRING BREAK		
Week 13	3/21	Political Anthropology	Lavenda and Scultz Ch 8	Quiz 8
Week 13	3/23		Cassaniti Ch 5 and conclusion	Discussion
Week 14	3/28	Exam Review		
Week 15	3/30	Exam 2		
Week 16	4/4	Economic Anthropology	Lavenda and Schultz Ch 9	Quiz 9
Week 16	4/6	Globalization	Lavenda and Schultz Ch 10	Quiz 10
Week 17	4/11	Globalization		Globalization Discussion
Week 17	4/13	Project Workday- no class		Book report due on Canvas by 11:59 pm
Week 18	4/18	Science, Technology, and Medicine	Lavenda and Schultz Ch 11	Quiz 11
Week 18	4/20	Theory in Cultural Anthropology	Lavenda and Schultz Ch 12	Quiz 12
Week 19	4/25	Study Day		
Week 20	4/27	Final Exam		Exam 3

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

Cultural Anthropology: Global Perspectives, Local Contexts

ANT 2410 - 0M01

Thursday 10:30 am - 11:50 am

Classroom Building 2 - Room 206

Spring 2023

Instructor: Rachael Root

Contact: rachael.root@ucf.edu

College of Sciences - Department of Anthropology

Office Hours: Thursday 3-4:30, online by appointment

Office Location: Howard Philips Hall, Room 309

Department Phone: (407) 823 - 2227

Course Description:

Cultural Anthropology; ANT 2410; Spring 2023; Three credit hours.

University Catalog Description: *An introduction to human diversity as exemplified among various cultures and ethnic groups.*

Cultural anthropology is the social science that attempts to understand and explain the similarities and differences in human behavior, social institutions, and ways of life of people around the world, past and present. Cultural anthropologists study living cultures among contemporary peoples. In this class, we will first examine what anthropology is, then focus on theoretical frameworks, methods, ethics, and challenges to researchers and the discipline. We will do this by investigating a variety of topics including (but not limited to): culture, globalization, modernization, violence, gender, economics, communication, marriage, kinship, and technology.

We will explore these topics and issues through readings from the textbook, lectures, discussions, activities, and films. You will be assessed through class participation, assignments, chapter quizzes, and exams. Please note that some of these will utilize Webcourses, as this is a mixed-mode course (this means there are both in-person and online components).

In cases of extreme circumstances where changes must be made to any part of this syllabus or schedule - such as in the event of a hurricane - students will immediately be notified in the Webcourses Announcement section. Adjustments will be as reasonable as possible under the circumstances and students are welcome to contact the instructor if additional considerations are necessary to determine a course of action.

Communication:

All class related email to and from the instructor must be conducted through Webcourses Inbox or your official UCF Knights email account. Any emails from non-UCF sources (Gmail/Yahoo/etc.) will be disregarded. It is your responsibility to check for new messages prior to each class meeting. You can expect a reply within 24 hours during the week (Monday – Friday), while responses may take longer over the weekend. **In case of immediate need or emergency, call the anthropology department.**

Course Organization:

Important Information: There is an **Academic Activity Syllabus Quiz** that you need to take before Friday, January 13, at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes, so failing to take the quiz by the deadline can result in delaying your financial aid.

Each week of this class has a corresponding [Module](#). Each module contains an overview page that introduces the topic, learning objectives and outcomes, assignment due date, quiz due date, and lists the required readings and/or viewings for the week. Additional module pages provide more detailed information and instructions for assignments. Please review the modules each week before class and before contacting your instructor with questions. Each assignment has a rubric, which is a detailed breakdown of the grading criteria and is used to input grades. Rubrics can be used to understand why the grade was assigned.

Course Objectives:

Throughout this course and upon completion, students will:

- Understand what anthropology is and what makes it unique as a discipline
- Learn about basic concepts, methods, and ethics in cultural anthropology
- Gain an appreciation of how culture impacts human behavior
- Understand and explain the interaction of factors that underlie the diversity of cultural practices, including the biological basis of culture and the capacity to create culture
- Comprehend that culture is holistic, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related
- Examine issues confronting contemporary peoples, such as identity, ethnicity, neocolonialism, modernization, and globalization

- Explore how anthropological approaches and frameworks are useful in scientific research and day-to-day life

Learning Outcomes:

- Students demonstrate through assignments that they have read, listened to, and/or viewed and comprehended the material and supplemental information
- Students demonstrate through class participation and assignments that they have acquired the capability to be analytical when addressing aspects of cultures
- Students demonstrate through assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs

Course Format:

This course is a mixed-mode class, which meets face-to-face one time per week unless otherwise noted. It will also make use of Webcourses online learning system for some assignments or assessments and for attendance and grading purposes.

To do well in this course, you will need to:

- Attend class regularly
- Complete all readings, quizzes, assignments, and exams by their due dates
- Review the Syllabus and class schedule regularly

Required Course Materials

1. Core Concepts in Cultural Anthropology

Available in the Campus bookstore and through several websites for purchase or rent

Paperback: 256 pages

Authors: Robert H. Lavenda, Emily A. Schultz

ISBN-10: 0190924756

ISBN-13: 978-0190924751

2. Access to Webcourses is necessary to complete the Academic Activity to register your participation in this course. Supplemental study materials, the syllabus, and access to assignments, quizzes, and exams will be in Webcourses.

3. **Additional materials** will be provided through Webcourses as needed

Academic Dishonesty:

All forms of academic dishonesty are prohibited at UCF. Academic dishonesty includes, but is not limited to, plagiarism (turning in written work that you took, word for word, from another source and/or pretending that such work is your own, reusing a paper from another course, or copying from websites), cheating (either cheating or enabling), furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.

All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged. Any form of cheating will constitute an immediate "F" for that assessment and may be subject to appropriate referral to the [UCF Office of Student Conduct](#) for further action such as receiving a "Z" grade. For more information, peruse the [UCF Golden Rule Handbook](#).

Student Conduct:

This class will deal with topics that may be considered sensitive in nature to some students. To benefit from conversational exchange and exploration, various academic viewpoints will be given equal time and consideration. Disagreement with another persons' ideas or opinions is necessary to foster analysis, critique, and debate; however, personal attacks will not be tolerated. Always be considerate and listen to other students. Embrace the opportunity to experience different points of view at college. Per UCF policy, hateful or intimidating speech of any nature will not be tolerated and will result in ejection from the classroom. Remember, we are asking you to listen respectfully, understand, and evaluate evidence and arguments; belief is personal and optional.

Be aware that unauthorized use of electronics, sleeping, arriving late and/or habitually leaving the class makes for a poor impression. As a college student, you need to be aware of the signals your behavior sends. Act professionally.

Electronics:

Access to the Internet through a personal device will be helpful to you in this course when used appropriately for class purposes. You can use a personal device for note taking or to have the power points displayed in front of you, but you should be aware that it is obvious to me when people are not using these devices appropriately. You are expected to close your laptops and/or turn off your device screens during videos/films. Cell phone use will not be tolerated unless it is to take photos of notes or used as instructed during a lesson. Using devices for purposes other

than classwork is disrespectful towards the instructor and the rest of the class. **Please silence all audio notifications for class duration.**

Recording Lectures: Students are requested to inform the instructor that they are taping the lecture before class begins. This enables the instructor to alert other students they may be recorded.

Withdrawal Policy:

Per UCF policy, a student who withdraws from class before the **withdrawal deadline of Friday, March 24th**, will receive a grade of “W.” **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc.

If you choose to stop coming to the class after the withdrawal deadline, you will be held responsible for all work missed, including the final exam. **Any work that is not completed will receive a zero, which will be included in final grade calculations.**

COVID Policy and Campus Safety:

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

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> 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>>).

Incomplete:

As per college policy, an incomplete “I” grade may be assigned if you are progressing satisfactorily and for valid, well documented, reasons (emergencies such as serious illness requiring hospitalization), cannot complete the work of a course within the term. You should be aware that I rarely give incompletes; they are reserved for only the most exceptional circumstances. Proper documentation must be provided upon request. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Students cannot graduate from UCF with a grade of “I” on their transcripts. The “I” must be changed within one year of receipt; otherwise it will automatically be changed to “F” by the Registrar’s Office.

Student Accessibility:

UCF is committed to providing reasonable accommodations for all persons with accessibility needs. Students who qualify for academic accommodations must discuss specific needs with the professor, preferably during the first two weeks of class. Students who need accommodations should register with [Student Accessibility Services](#) (Ferrell Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116) before requesting accommodations from the instructor.

If you believe the design of this course poses barriers to effective participation or learning, please meet with me (with or without a Student Accessibility Accommodation letter) to discuss reasonable options or adjustments.

Attendance and Participation:

Attendance and participation are intrinsic expectations. Being engaged both during and outside of class is expected of all students. Students are always expected to pay attention in class and to actively participate in class discussions and activities. These will vary week to week depending on the topic and may include group activities, class discussions, or outings around campus. Details will be provided in class on a weekly basis, and you are welcome to contact the instructor in advance to plan a way to participate to ensure you are confident and prepared.

Participation and engagement include (but are not limited to) the following: taking notes, paying attention, participating in class discussions and activities, asking questions or clarifications, maintaining a positive and professional demeanor, not disrupting other students or the instructor, being respectful, following instructor directions, and communicating with the instructor via Webcourses Inbox or UCF Knights email (as discussed above).

The nature and intent of this course is one that invites open dialogue about complex, difficult, and often controversial topics. Through these conversations it is tempting to debate through the lens of traditional rhetoric, which has the end goal of persuading others. While I acknowledge

that persuasion and persuasive theory is a fundamental part of communication theory, it can also create an obstacle if the focus is on winning the debate, rather than critical analysis of both the topic and viewpoints of all members participating in the discussion.

For this reason, discussions in this class will encourage participants to engage in invitational rhetoric. Unlike traditional rhetoric, this approach is grounded in equitable distribution of time, the value of the other in the discussion, and civility in conversation. This requires an open dialogue where all participants are invited to give personal testimony, practice mindful listening (which looks for and acknowledges their own bias), and ask questions with the goal of understanding the perspectives of every member of our community—even if in the end you choose not to agree.

The civil nature of invitational rhetoric does not mean we will avoid conflict, but that space is made for all perspectives to be heard, considered, and respected.

Deployed Active-Duty Military

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. For more information, please visit <https://varc.sdes.ucf.edu/>.

Authorized Absences

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. Students must notify their instructor in advance if they intend to miss class for a religious observance. No penalty will be applied.

For more information on authorized event absences, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>.

For more information on religious observances, see the UCF policy at <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance.

You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. **If you are in immediate distress at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

Evaluation and Grading Policy:

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. As Webcourses is a secure server, I post grades in Webcourses.

Of the 16-week semester, 12 weeks will have lectures, discussions, and other activities that will be completed during class time (the other four weeks are the introductory week, midterm exam week, spring break, and final exam week).

All evaluations total 500 points. Grades will be determined per this scale:

Letter	%	Point Value
A	95 and above	475 and above
A-	90 – 94	450 – 474
B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	77 – 79	385 – 399
C	70 – 76	350 – 384
D	60 – 69	300 – 349
F	59 and below	299 and below

ACADEMIC ACTIVITY Syllabus Quiz: 10 points total

At UCF all faculty members are required to document all students' academic activity at the beginning of each course. To document that you began this course, please complete the **Academic Activity** in Webcourses by 11:59 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

Weekly Assignments: (6 of 12 at 20 points): 120 points total

Weekly assignments supplement and complement the assigned textbook readings and class lectures and discussions. These assignments vary depending by topic and method. Students may select any 6 of the assigned 12 assignments to complete.

You also have the option of doing a SWAP assignment as one of the 6 required assignments. Details on this will be provided in class.

Weekly Quizzes (12 at 10 points): 120 points total

Weekly quizzes are based on assigned textbook readings for the week. You may access the quiz in Webcourses. Quiz questions may be multiple choice, true false, matching, and short answer.

Ethnography Project: 100 points total

Each student must do an ethnography project for the semester, which will contribute to the online experience of this mixed-mode course. This project has 3 components. Details are provided in class and in the assignment instructions. The due dates are distributed throughout the semester and must be completed sequentially. Students are encouraged to select an ethnography they find interesting.

1. **Select an ethnography: 10 points.** Students must find and select one ethnography to read during the semester, subject to instructor approval. Student must submit the citation of the ethnography for assignment credit. Students may change their selection after this submission with instructor approval, but this is discouraged to ensure students have time to read the entire ethnography.
2. **Summary and Reflection: 50 points.** Students will write one paragraph to summarize each chapter of the ethnography and a short reflection. The submitted document must include a summary paragraph for each chapter of the ethnography as well as one to three paragraphs reflecting on how the ethnography did/did not affect students' perceptions.
3. **Discussion: 40 points.** Students will condense the summary to two-three paragraphs (or write a new version) and a brief description of the author(s), posting these to the discussion board (**20 points**). Students will review classmates' posts and respond to two different ethnographies (**10 points** each). Each response must connect the summary to another aspect of this class (concepts, theories, readings) or to their own ethnography and include a brief reflection.

Midterm (75 points) and Final Exam (75 points): 150 points total

Exams will be administered in class through Webcourses (students may request a paper copy in advance) and may consist of multiple choice, true/false, short answer, matching, and essay response style questions. Short reviews to address student questions will be held during class before the scheduled exam. If you are unable to attend an exam for any reason, contact the instructor immediately to make alternate arrangements. The final exam is not cumulative.

Do not be late on an exam day. If you arrive late and are permitted to take the exam, you must still complete the exam by the end of the allotted time. Once a student has finished an exam, the exam is DEAD. This means if you arrive after the first exam has been handed in, you will be unable to take that exam and must take an alternate make-up exam.

Extra Credit and Rounding: Extra credit may be randomly given during class time, and quizzes and exams may contain extra credit questions. All extra credit decisions are at the instructor's discretion and may not be announced in advance. Rounding of any grade, especially final grades, is solely at the instructor's discretion. Communication, consistent and/or improved attendance, and performance will be considered if making the decision to round final grades.

Make-Ups and Lateness:

You will be given plenty of notice of exam dates and due dates. If you miss an exam, you must contact me as soon as possible to explain the situation, provide documentation (upon request), and schedule a make-up exam. If you do not contact me and make alternate arrangements, you will receive a 0 for that exam. Make-up exams will be different from exams administered to the class and will include a larger written component. There is no make-up for the final. Late or missed attendance, in-class activities, and assignments will not be accepted, since students have the option of dropping multiple scores. Late assignments for the Ethnography project will be accepted at a flat 20% penalty. No late work will be accepted after Monday, April 24th, the last day of regularly scheduled classes.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
<http://uwc.cah.ucf.edu/>

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

Important Dates:

Drop/Swap Deadline: Friday, January 13th
Martin Luther King Jr. Day - No Classes: Monday, January 16th
Spring Break - No Classes: Monday, March 13th to Sunday, March 19th
Withdrawal Deadline: Friday, March 24th
Study Day - No Classes: Tuesday, April 25th
Final Exam Week: Wednesday, April 26th to Tuesday, May 2nd
Grades Available in myUCF: Sunday, May 7th

Course Schedule:

Week	Textbook Reading	Evaluations	Day Due
1	None; Review Course Introductory Modules	Academic Activity: Syllabus Quiz	Friday by 11:59 pm
2	Chapter 1: Introduction to Anthropology	Chapter 1 Quiz Chapter 1 Assignment	Sunday by 11:59 pm
3	Chapter 2: Culture Concept Appendix: Reading Ethnography	Chapter 2 Quiz Chapter 2 Assignment Ethnographic Project: Citation	Sunday by 11:59 pm
4	Chapter 3: Meaning-Making and Language	Chapter 3 Quiz Chapter 3 Assignment	Sunday by 11:59 pm
5	Chapter 4: Worldview and Religion	Chapter 4 Quiz Chapter 4 Assignment	Sunday by 11:59 pm
6	Chapter 5: Dimensions of Social Organization	Chapter 5 Quiz Chapter 5 Assignment	Sunday by 11:59 pm
7	Chapter 6: Sex, Gender, and Sexuality	Chapter 6 Quiz Chapter 6 Assignment	Sunday by 11:59 pm
8	NONE	MIDTERM EXAM	Thursday by 11:50 am (in class)
9	Chapter 7: Relatedness: Kinship and Friendship	Chapter 7 Quiz Chapter 7 Assignment	Sunday by 11:59 pm
10	SPRING BREAK - NO CLASSES	NONE	NONE
11	Chapter 8: Political Anthropology	Chapter 8 Quiz Chapter 8 Assignment	Sunday by 11:59 pm
12	Chapter 9: Economic Anthropology	Chapter 9 Quiz Chapter 9 Assignment Ethnographic Project: Summary	Sunday by 11:59 pm
13	Chapter 10: Globalization	Chapter 10 Quiz Chapter 10 Assignment	Sunday by 11:59 pm
14	Chapter 11: Science, Technology, and Medicine	Chapter 11 Quiz Chapter 11 Assignment Ethnographic Project: Discussion	Sunday by 11:59 pm
15	Chapter 12: Theory in Cultural Anthropology	Chapter 12 Quiz Chapter 12 Assignment	Sunday by 11:59 pm
16	NONE	FINAL EXAM	Tuesday, May 2, by 11:59 pm (online)

ANT2511-0001: The Human Species
Spring 2022 (3 credits)
Tuesdays and Thursdays, 12:00-1:20pm
Classroom 2 O105
Mode: P

Instructor Information:

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

Office: HPH309A

Office Phone Number: 407-823-0951

Office Hours: Tuesdays Tuesdays and Thursdays, 11:00-11:45 am through Zoom, or by appointment

E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:

- *Explorations: An Open Invitation to Biological Anthropology*. Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, Lara Braff. (Available for free).
<https://explorations.americananthro.org/>

Required Technology:

- Access to Webcourses@UCF
- Access to Zoom

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

Biological anthropology is the study of non-human primate and human variation, evolution, and the interaction between human biology and culture. This course explores major concepts underlying the foundation of biological anthropology, including genetics, osteology/dentition, primates, evolution, and how anthropologists can use biology to understand cultural behavior and change. We will examine the interplay of biology and culture (a biocultural approach) to understand our ancestors, our present and future, across geographical space. This course will largely be split between three major sections: 1) important foundational aspects of understanding human variation; 2) understanding primates, primate evolution, and hominin evolution; and 3) understanding the development of modern humans.

Course Objectives:

After completing this course, you should be able to:

- Explain major areas of biological anthropological research and methodology.
- Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- Explain and evaluate human variation, including its potential causes.
- Explain *Primates* and how the members are similar to each other.

- Explain the major trends in hominin evolution, to include biological and geographic changes.
- Critically evaluate how we can apply our knowledge of biology to understand culture.
- Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

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:

The UnEssay	27.03% (100 points)
Discussions (3)	24.32% (30 points each)
Quizzes (3)	24.32% (30 points each)
Labs (3)	24.32% (30 points each)
Total	100% (370 points)

Course Activities:

The course activities section should include anything a student needs to do in order to accomplish the student learning outcomes. This can include:

- Quizzes:
 - There will be three (3) 30-50 question quizzes comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week prior.
- Labs:
 - There will be three (3) lab assignments throughout the class. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.
- Discussion assignments
 - There will be three (3) discussion assignments scheduled throughout the semester. These will be scored based on: 1) including scientific information learned in class and from the textbook, and 2) being complete and evidence of effort on the assignments (this part is not necessarily whether or not they are entirely correct). It is more important to me for these assignments to see that you are engaged in the material and learning rather than being 100% correct. That being said, it is evident when it is hurriedly done with no intention put into them, so please put in effort!
- UnEssay:
 - There will be one (1) final project at the end of the semester.

- The UnEssay is an opportunity for you to take the facts and figures learned in class and apply your imagination and creativity to them. This project is a chance to use the knowledge obtained in class and apply it to an interesting and fun outlet. This is also a great opportunity to think about how you can engage with the public. How do you bring science, especially science that may seem difficult or boring, to the public and make it fun, interesting, and easy to understand?
 - For this project, you have largely free reign as to how you want to do it. You get to choose the topic that we've covered in class and you get to present it in any way you want. The only qualifications: 1) you must make an explicit connection to a topic/subject that we have covered in class (if it does not at all relate to something in class, how can I tell that you have applied the knowledge?) and 2) it must be appropriate.
 - To get credit for this project: 1) you must submit YOUR OWN project; 2) the information provided, no matter the format, must be ACCURATE; 3) it must show evidence of EFFORT; 4) it must be THOROUGH; 5) it must be INTERESTING and CREATIVE, and 6) it must be created with the intention of how you get the public ENGAGED in the material.
 - A rubric and instructions will be provided during the first week of class.

Classroom Policies:

- We will discuss potentially sensitive information. Discussion and debate are acceptable and encouraged; however, this class is an academic space where we aim to encourage safety and inclusivity. This means that while different ideas may be expressed, it is expected that evidence supports your arguments and that discussion is *held appropriately and respectfully*. This means that no disparaging, insulting words are to be directed at other individuals in the room, beyond the class, or even towards You must respect yourself and others. Slurs, insults, and attacks are not allowed in class. Such behavior will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses as a notetaker, these will not be exhaustive and I will not provide lecture notes except in cases of emergency.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the
- All communication will be done either through Webcourses or directly to your UCF e-mail. 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.

POLICIES

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, 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:

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

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

Deployed Active Duty Military Students:

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>>

Any late assignments will have at least a 20% penalty (barring an excused absence). No make-up assignments will be allowed beyond April 20th. No UnEssays will be accepted beyond the Final Exam period.

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>>.

In-class Recording

Students may 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. It will be made explicit when lectures have begun and ended. 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. The instructor may also record lecture (only lecture) periods of the class.

Turnitin:

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

UCFCARES:

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students.

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

University Writing Center:

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
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<http://uwc.cah.ucf.edu/>

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

Classroom Discussion of Ideas:

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.

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



Course Schedule (Dates, assignments, and readings may change as needed. Any changes will be announced in class and through e-mail).

Week	Dates	Topic	Reading	Assignments*
1	Jan 10	Class Introduction		
	Jan 12	What is Anthropology?	1	
2	Jan 17	Evolution	2, 4	
	Jan 19	Evolution	2, 4	
3	Jan 24	Genetics	3	
	Jan 26	Genetics	3	
4	Jan 31	Population Genetics	4	
	Feb 2	Population Genetics	4	Quiz #1
5	Feb 7	Adaptation and Growth and Development	14	
	Feb 9	Human Variation	13	Lab #1
6	Feb 14	Dentition	Appendix A	
	Feb 16	Osteology	Appendix A; 15 pp. 548-551	Discussion #1
7	Feb 21	Living Primates	5	
	Feb 23	Living Primates	5	
8	Feb 28	Primate Behavior	6	
	Mar 2	Fossils and Dating	7	Lab #2
9	Mar 7	Primate Evolution	8	
	Mar 9	Primate Evolution	8	Quiz #2
10	Mar 14	Spring Break – NO CLASS		
	Mar 16			
11	Mar 21	Early Hominins	9	
	Mar 23	Early Hominins	9	
12	Mar 28	Early Homo	10	
	Mar 30	Early Homo	10	Discussion #2
13	Apr 4	Late Homo	11	
	Apr 6	Modern Humans	12	Lab #3
14	Apr 11	Migration	12	
	Apr 13	Agriculture	12, 16	Quiz #3
15	Apr 18	Bioarchaeology and Forensic Anthropology	15	
	Apr 20	Ethics	15, pp. 571-573	Discussion #3
16	Apr 25	Study Day - NO CLASS		
	Apr 27	UnEssay Due 10:00am - 12:50pm		

***Important Dates:**

- Jan 13: Drop deadline
- Feb 3: Quiz #1 Due (11:59pm)
- Feb 10: Lab #1 Due (3:00pm)
- Feb 17: Discussion #1 Due (11:59pm)
- Mar 3: Lab #2 Due (3:00pm)
- Mar 10: Quiz #2 Due (11:59pm)
- Mar 13-19: Spring break
- Mar 24: Last day to withdraw
- Mar 31: Discussion #2 Due (11:59pm)
- Apr 7: Lab #3 Due (3:00pm)
- Apr 14: Quiz #3 Due (11:59pm)
- Apr 21: Discussion #3 Due (11:59pm)
- Apr 27: UnEssay Due (12:50pm)



The Human Species

ANT 2511 (0W62) ■ Spring 2023

Department of Anthropology ■ College of Sciences
University of Central Florida

Course Information

Course Name: The Human Species
Course ID: ANT 2511 (0W62) / Spring 2023
Credit Hours: 3.0 hours
Location/time: 100% Online (W), asynchronous

Professor Contact

Professor: Dr. Sarah Freidline
Main Office: UCF Main Campus - Howard Phillips Hall 409I
Phone:
Office Hours: Wednesday 3:00 - 4:30 PM EST via WebCourses Chat or Zoom
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Teaching Assistant Contact

GTA: Eliese Dziak
Main Office: UCF Main Campus – Howard Phillips Hall
Office Hours: via WebCourses Chat or Zoom
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

GTA: Jessica Clark
Main Office: UCF Main Campus – Howard Phillips
Office Hours: via WebCourses Chat or Zoom

(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

University Catalog Description

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):**
None

This is a [UCF General Education Program \(GEP\)](#) course, and it satisfies the Knowledge Application Foundation GEP 12 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

From genetics and gorillas, to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the development and diversity of our species, our place in the natural world, and issues that we face in our rapidly changing world, including our understanding of new fossils, race, environment, and world health. Our primary goal is to explore, understand and respond meaningfully to the diversity of past, present, and future as the human species.

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 evolution and human diversity, variation and adaptation.** After successfully completing this course, you should be able to:

- Explain and identify basic concepts and theoretical developments in biological anthropology.
- Compare and contrast adaptations and variations among modern humans from an evolutionary perspective.
- Summarize our relationship to modern living primates and the potential threats to their survival.
- Examine and evaluate fossil evidence used in understanding our evolutionary past.

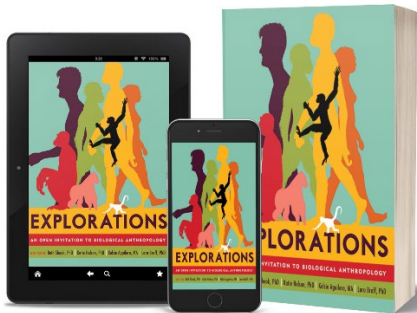
- Apply concepts of biological anthropology to contemporary issues and your own behaviors.
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

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

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

What textbook will I need?

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



OER Course Materials (free educational resources)

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

Print copies also available via [Amazon](https://www.amazon.com)

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu and then the “Online Course Tools” tab. This is your learning forum and will be used to supplement your course content, to submit your assignments and to communicate with your instructor, graduate teaching assistants (GTAs) and peers in the course. [Knight's Online](https://www.knightsonline.com) has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things](#)

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

How should I plan my course work schedule?

Biological anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the methods and theories applied in this research may be completely new. 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.

During the next 15 weeks of the Spring 2023 term, you should expect to spend around **three hours of class time each week with in-class lectures and assigned media, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to review your notes, complete your assigned reading, and complete your graded work assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**. **Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit office hours held by your instructor **on Wednesdays from 3:00-4:30pm EST via 'Chat' in WebCourses**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an 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](#) (Ferrell Commons, 7F, Room 185, 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 **January 9th, 2023** and ends on **April 24th, 2023**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- view course content materials for each module, including: Introduction Page, Video Lecture, and assigned reading and media content
- use the provided handouts and study guides;
- complete 13 Quizzes (two lowest scores are dropped);
- complete 6 Activity Assignments (lowest score dropped);
- complete 3 Exams (two during scheduled class periods, one during finals week)

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 video lecture, reading materials, graded assignments, links to information websites, and assigned media content, **all of which is required viewing**. Modules also contain study guides and review media to assist you in preparing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your instructor, details about course communication and office hours, computer and/or mobile device use, the UCF

academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Just Another Species?](#) in the COURSE INTRO module by **11:59 PM EST** on **January 13, 2023**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (11)	120	30%
Activity assignments (5)	75	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>495 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify key structures and systems related to human evolution, explain theoretical and applied concepts, and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human evolution. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to complete 13 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 13 possible grades.**
- **Activity assignments:** These activity and discussion assignments are designed to help you think critically, contribute to discussions in a meaningful and scholarly manner, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. **You are required to submit 6 activity assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 6 possible grades.**

- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams are non-cumulative in format and will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** – two during scheduled class periods, and one during finals week.

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

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

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

How do I view my grades?

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

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

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

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

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify me** 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](#) with appropriate documentation to obtain a [courtesy class absence notification](#) letter for online, mixed-mode and face-to-face courses. Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences **MUST** be provided within 5 days after the due date in order for a make-up to be considered. A broken computer is not a valid excuse.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).
- If an error occurs while taking a quiz or exam, you **MUST** take a screen shot or video of your computer desktop which shows the error. **IMPORTANT:** Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.

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](#) .
- 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](#) .

How is academic integrity maintained?

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

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or

without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related

opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Discussion Board Appropriateness

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussion Board. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

Online Technology

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student assumes the responsibility of finding a stable connection (for example, going to a local coffee shop, hotspotting your phone, campus library, or friend's house, etc.).

Quiz Audit Log

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

How can I use study groups and external materials responsibly?

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

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

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

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

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.

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.**

Unauthorized Use of Technology for Graded Work

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, or exam, when opened on WebCourses. The completion of graded work in an online course should be considered a formal process. Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

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

What academic and career resources are available to me?

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

- **Writing help** from the [University Writing Center](#), 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](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), 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](#), so you can avoid undesirable academic outcomes.
- **Planning your future** is easier with [Career Services](#), 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.

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as supplemental course materials are supplied online and all Activity assignments and Quizzes 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](#) .
- Reliable broadband internet access
- A [compatible web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (e.g., through [Office 365](#)) 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 for technical support assistance with the most current versions of these products.

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

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

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

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

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

What 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 if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

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 \(TAO\)](#), 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](#) 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](#) 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 \(CFM\)](#), 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**. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact [Student Accessibility Services](#).

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

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

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

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

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](#).
- 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](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) 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](#).

What is my course lecture and assignment schedule?

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

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

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

2511 (0W62) Course Schedule			
Module	Topic	Assignments	Due Dates
Getting Started Module	Orientation	Required Activity	1/13 at 11:59pm EST
Module 1	Introduction to Biological Anthropology	CHAPTER 1 QUIZ 1	1/22 at 11:59pm EST
Module 2	Evolution	CHAPTER 2 QUIZ 2	1/29 at 11:59pm EST
Module 3	Molecular Biology & Genetics	ACTIVITY 1 (PART 1) CHAPTER 3 QUIZ 3 ACTIVITY 1 (PART 2)	2/2 at 11:59pm EST 2/5 at 11:59pm EST
Module 4	Forces of Evolution	ACTIVITY 2 (PART 1) CHAPTER 4 QUIZ 4 ACTIVITY 2 (PART 2)	2/9 at 11:59pm EST 2/12 at 11:59pm EST
Exam 1	Modules 1 - 4		2/19 at 11:59pm EST
Module 5	Meet the Living Primates	CHAPTER 5 QUIZ 5	2/19 at 11:59pm EST

Module 6	Primate Ecology & Behavior	ACTIVITY 3 (PART 1) CHAPTER 6 QUIZ 6 ACTIVITY 3 (PART 2)	2/23 at 11:59pm EST 2/26 at 11:59pm EST
Module 7	Understanding the Fossil Context	ACTIVITY 4 (PART 1) CHAPTER 7 QUIZ 7 ACTIVITY 4 (PART 2)	3/2 at 11:59pm EST 3/5 at 11:59pm EST
Module 8	Primate Evolution	CHAPTER 8 QUIZ 8	3/11 at 11:59pm EST
Exam 2	Modules 5-8		3/11 at 11:59pm EST
SPRING BREAK			
Module 9	Early Hominins	ACTIVITY 5 (PART 1) CHAPTER 9 QUIZ 9 ACTIVITY 5 (PART 2)	3/23 at 11:59pm EST 3/26 at 11:59pm EST
Module 10	Early Members of the Genus Homo	CHAPTER 10 QUIZ 10	3/26 at 11:59pm EST
Module 11	Archaic Homo	CHAPTER 11 QUIZ 11	4/2 at 11:59pm EST

Module 12	Modern Homo sapiens	ACTIVITY 6 (PART 1) CHAPTER 12 QUIZ 12 ACTIVITY 6 (PART 2)	4/6 at 11:59pm EST 4/9 at 11:59pm EST
Module 13	Race and Human Variation	CHAPTER 13 QUIZ 13	4/16 at 11:59pm EST
Module 14	Human Variation & Adaptation	CHAPTER 14	4/23 at 11:59pm EST
Exam 3	Modules 9-14		4/30 at 11:59pm EST

Syllabus



ANT2511 - Human Species



Sections: 0W60-61


Dr. Amanda Groff

Syllabus



Instructor Contact:

<p>Instructor</p>	  <p>Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours</p>	<p><u>Various methods for contacting me during office hours:</u> 1. Email/Inbox (during office hours, I will respond</p>

<p>(Virtual and phone)</p>	<p>quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm For phone or virtual calls, please make an appointment first!!</p>
<p>Phone</p>	<p>Dept Phone: 823-3757</p>
<p>E-mail/Response time</p>	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
<p>GTA</p>	<p>TBA</p>
<p>GTA E-Mail</p>	<p>TBA or contact them via Inbox</p>
<p>GTA Office Hours</p>	<p>TBA (Note: You are welcome to contact the GTA for phone or Zoom meeting; or if you email during their office hours they will respond immediately).</p>

Course Information:

Course Name	ANT 2511 Human Species
Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Spring 2023
Location	100% Online; asynchronous

Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

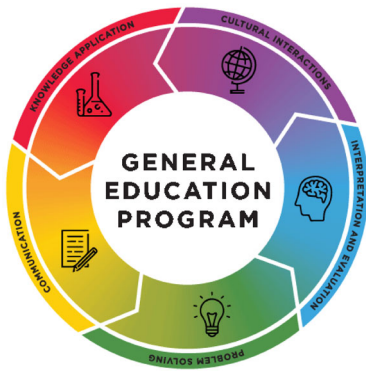
***Please note that this class deals heavily with human evolution and evolutionary theory. The discipline of anthropology accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. See the course expectations section for more.

Course Catalog Description: Human biological variation in an evolutionary perspective.

Course Protocols: [Protocols](#)

(<https://webcourses.ucf.edu/courses/1419411/pages/protocols>)

GEP Class:



Yes, the class counts towards the fulfillment of the GEP Sciences Foundation! You need a full C or higher to have the class count towards that requirement. Your work will be evaluated for demonstrating an understanding of these outcomes below. But don't worry....your understanding of these outcomes DOES NOT affect your final grade in the class!! It's simply used for us to understand how effectively students are learning and helps us identify areas for improvement.

Our two primary learning outcomes are:

Knowledge Application

LO1: Characterize a scientific theory as a product of objective evidence and scientific methods.

LO2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

LO3: Identify observational data as the foundation of a scientific argument.

LO4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

Interpretation and Evaluation

LO1: Demonstrate mastery of discipline specific vocabulary and concepts.

LO2: Recognize social, political, or economic problems and evaluate solutions to those problems.

LO3: Understand how to collect, evaluate, or interpret data to draw conclusions.

LO4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

LO5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

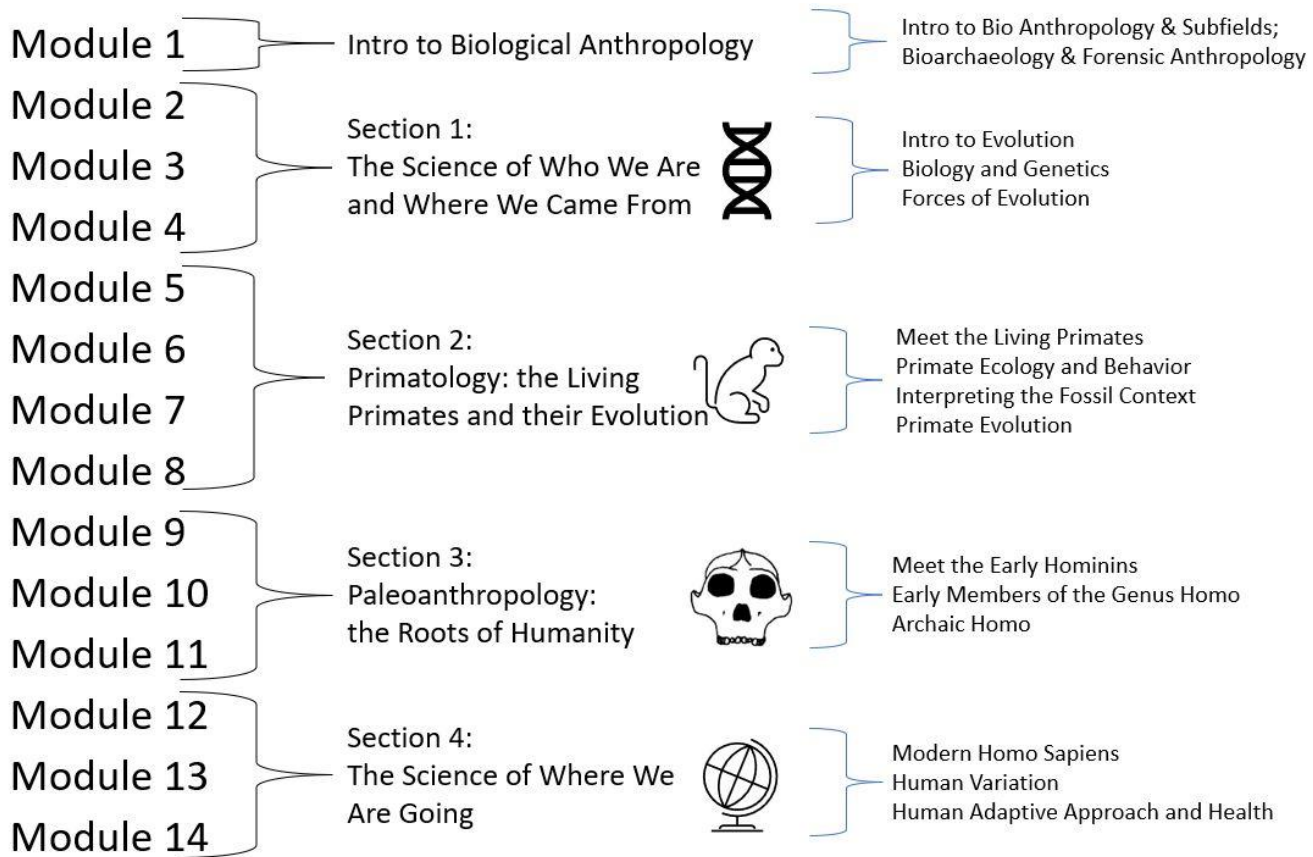
Course Objectives

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology

- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

Specific Course Topics and Outline:



Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering a lot of material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily!

Required Text:



IS FREEEEEEEEE!!! I use an Open Education Resource available for FREE to all students. I have provided the Chapter readings for you in their associated Modules. You can read them virtually or download/print the chapters.

Citation information can be found here: <https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630> ↗ (<https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630>)

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) [Get Adobe Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>) Privacy Policy: [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html) (<https://www.adobe.com/privacy/policy.html>)
3. Headphones (if working in a public space so that video clips may be watched)
4. Consistent, stable internet connection (this is the student's responsibility to find!)
4. Up-to-date web browser. Use this website to check: <https://cdl.ucf.edu/support/webcourses/browser/> (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66>)

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

Course Requirements:

This course begins on January 9th, 2023 and ends on April 30, 2023 and is worth a total of 610 points. **This course is a self-paced course, so you may go as fast as you like as long as you**

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

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

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

Schedule

<u>Module #</u>	<u>Chapter Reading</u>	<u>Quiz Points</u>	<u>Assignment Points</u>	<u>Closing Date for Module</u>
Getting Started Module	--	10	--	January 13
1	1	5	10	January 20
2	2	5	15	January 20
3	3	5	15	February 3
4	4	5	5	February 3
EXAM 1	Ch 1-4	100	--	February 5
5	5	5	10	February 17
6	6	5	10	February 17
7	7	5	10	March 3
8	8	5	10	March 3
EXAM 2	Ch 5-8	100	--	March 5

9	9	5	15	March 12*
10	10	5	--	March 31
11	11	5	10	March 31
EXAM 3	Ch 9-11	100	--	April 2
12	12	5	10	April 14
13	13	5	10	April 28
14	14	5	--	April 28
FINAL EXAM *not cumulative	Ch 12-14	100	--	April 30
TOTAL POINTS		480	130	=610 points

*Module 9 closes on the first day of Spring Break, in case you need a little extra time. But you can finish it well before the break!

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

Module Progression

In this course, you have the ability to work ahead and go as fast as you like, as long as you complete work by the assigned deadlines. For example, completing the mini-quiz at the end of Module 1, will release Module 2. Completing the mini-quiz at the end of Module 2, will release Module 3....and so on. Exam modules are included in this progression and will open with the completion of the previous module.

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

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

result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises. All assignments are graded and count towards your final grade.

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

Exam 4 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

Are quizzes, exams, and timed assignments open book?? No, they aren't. If it is your personal handwritten notes, I do not mind that you use them if needed but prefer that you don't. I try to encourage students not to rely on them, as searching can waste exam/quiz time and flag your submission in the Quiz Audit Log (see below for more about this feature). So definitely still prep and study, and only access your personal notes if you absolutely need to. Please do not use the actual chapter readings while performing timed work.

Written Assignments:

You are also going to encounter non-timed assignments, These are very small discussions or document uploads. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please follow these guidelines:

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

Grading Scheme

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

Letter Grade	Percentage
A	92.5-100%
A-	90-92.4%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	69.5-76%
D+	67-69%
D	63-66%
D-	60-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

Reviewing Quiz/Assignment Questions:

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz, exam, or assignment to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade once the correct answers have been released. I will not discuss answers until the assignment has closed and the answers have been released.

If you feel you received a grade in error or that a response you selected could also be correct you will need:

1. Hang on to your questions or concerns until the correct answers are released and you've reviewed your responses against the correct answers.
2. If after that review you still have questions, email me but you will need to provide **evidence** from the reading or lecture (include exact page numbers or times) that support your argument in order for me to consider your answer.
3. Email me within one week of the correct answers being released.
4. Remember...you are your best advocate!

Important Dates and Information

Add class deadline Friday, January 9 ; Drop class deadline: Friday, January 9

Withdrawal deadline for this course: Friday, March 24

Final course closing date: Sunday, April 30th (Final Exam deadline)

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 9**. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hour for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses:

There are no make-ups in this course. As each set of modules close approximately every two weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill (within the week of the deadline). Documentation of these incidences **must** be provided within 5 days after the module closing in order for a make-up to be considered. Examples of documentation include: a doctor's note with date/time of visit; a copy of an obituary; copy of a dated police report. I am willing to consider alternate forms of documentation, but regardless, all documentation must be dated or timestamped.

There are a few caveats to documentation:

- A broken computer is not a valid excuse (as assignments can be completed on alternate devices like a cell phone)
- Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

****The professor maintains the right to refuse a make-up****

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

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

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

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

Discussion Board Appropriateness:

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

Student Non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1419411/discussion_topics\)](https://webcourses.ucf.edu/courses/1419411/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. I am happy to respond to emails via Webcourses Inbox or at my ucf.edu email address.

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student assumes the responsibility of finding a stable connection (for example: going to a local Starbucks, hotspotting your phone, heading to a campus library, going to a friend's house, etc).

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [UCF Center for Academic Integrity](https://scai.sdes.ucf.edu/) (<https://scai.sdes.ucf.edu/>).

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

WARNING: Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With hundreds of students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow 499 students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate INSTEAD of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

Quiz Audit Log

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation. All timed assignments in this class utilize this feature. Submissions are flagged when a student clicks off a timed assignment or opens another browser window.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

http://emergency.ucf.edu/emergency_guide.html

(http://emergency.ucf.edu/emergency_guide.html).

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

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

Deployed Active Duty Military Students

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

Copyright

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

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

"Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial

purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

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

Course Expectations:

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

My expectations of you for taking Human Species

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.

- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

What You Can Expect From Me

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

Final Comments

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

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

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M03

Spring 2023 (3 credits)

1. Course Information

Room: HS1 0119

Modality: M mode

Dates: January 9 - May 2 2023

Class Times: Mondays and Wednesdays 12:30-1:20 pm

Prerequisites: None

Final Exam Time: TBA

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

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

- Mondays: 1:30-3:30 pm.

- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 10:45 am - 12:15 pm.
- Thursdays: 12:00-1:15 pm

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

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

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

In person Office Hours held in **HPH 309:**

TBA

Email: Contact your TA via Webcourses message

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is Knowledge Application (KA). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

4b. The secondary GEP foundation for ANT 2511 is Interpretation and Evaluation (IE). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

5. Course Schedule:

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

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- *Three Midterm Exams—225 points total (75 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Homework Assignments—125 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)
 - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)

- Homework 3: Dating the Distant Past: How do scientists know how old things are? Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)
- Homework 4: Paleoanthropology in East Africa vs. South Africa. Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)
- Homework 5: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

Current grading scheme for this assignment

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

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

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

extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans"*. You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file"*. It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

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

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

- Reopening any past assignments that you never did.

- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

[EXPLORATIONS: Links to an external site.](#) **[An Open Invitation To Biological Anthropology Links to an external site.](#)**

is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you

use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

8. University Core Policies

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

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

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

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

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

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS

NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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

8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student

presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

9. Protocols

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

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

send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up

space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

10. Policy on Constructive Dialogue.

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.

Spring 2023 ANT 2511-0M03 (MW 12:30-1:20 pm) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.

The course schedule is tentative, and I reserve the right to make reasonable modifications.

Week	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1	M 1/9: Course Introduction W 1/11: <i>Introduction to Biological Anthropology</i>	MODULE 1: READ: <ul style="list-style-type: none"> Explorations Chapter 1: Introduction to Biological Anthropology COMPLETE: <ul style="list-style-type: none"> Quiz 1 Online Course Activity Due FRIDAY Jan 13 at 11:59pm for Course Activity. 	Nothing this week!
Week 2	M 1/16: MLK Holiday: No class! W 1/18: <i>Meet Charles Darwin</i>	MODULE 2: VIEW THIS LECTURE: <ul style="list-style-type: none"> <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3	M 1/23: <i>Natural Selection</i> W 1/25: <i>Natural Selection, cont.</i>	MODULE 3: READ: <ul style="list-style-type: none"> Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: <i>The Nature of Science, Sections 1-3</i>	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/23 at 7 am and is due Sunday 1/29 at 11:59 pm
Week 4	M 1/30: <i>Population Genetics and Quiz 2.</i> W 2/1: Exam 1 in class	Nothing this week!	Nothing this week!
Week 5	M 2/6: "The Living Primates" W 2/8: <i>Primate Anatomy</i>	MODULE 4: READ: <ul style="list-style-type: none"> Explorations Chapter 5: Meet the Living Primates 	Nothing this week!

Week 6	M 2/13: <i>Primate Anatomy, cont.</i> W 2/15: <i>Primate Evolution</i>	<p>MODULE 5:</p> <p>READ:</p> <ul style="list-style-type: none"> Explorations Chapter 6 Primate Behavior and Ecology 	<p>Homework 2: Primate Behavior and Sociality</p> <p>Opens with Module 5 on Monday 2/13 at 7 am and is due Sunday 2/19 at 11:59 pm</p>
Week 7	M 2/20: <i>Primate Evolution, cont. and Quiz 3</i> W 2/22: Exam 2 in class	Nothing this week!	Nothing this week!
Week 8	M 2/27: <i>Hominin Adaptations</i> W 3/1: <i>Hominin Adaptations, cont.</i>	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> Explorations Chapter 7: Understanding the Fossil Context 	<p>Homework 3: Dating the Distant Past.</p> <p>Opens with Module 6 on Monday 2/27 at 7 am and is due Sunday 3/5 at 11:59 pm</p>
Week 9	M 3/6: <i>Ardipithecus</i> W 3/8: <i>Early East African Australopithecus</i>	<p>MODULE 7:</p> <p>READ:</p> <p>Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <i>Protohominins</i> 	Nothing this week!
Week 10	SPRING BREAK!		
Week 11	M 3/20: <i>Lucy and A. afarensis</i> W 3/22: <i>A. ghari</i>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <i>South African Australopithecines: A. africanus</i> <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Homework 4: Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/20 at 7 am and is due Sunday 3/26 at 11:59 pm</p>

Week 12	M 3/27: <i>East African robust hominins and</i> Quiz 4 W 3/29: Exam 3 in class	Nothing this week!	Nothing this week!
Week 13	M 4/3: <i>Early Homo</i> W 4/5: <i>Homo erectus</i>	MODULE 9: READ: <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. 	Nothing this week!
Week 13	M 4/10: <i>Homo erectus, cont.</i> W 4/12: <i>Homo heidelbergensis</i>	MODULE 10: READ: <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. 	Nothing this week!
Week 14	M 4/17: <i>Neanderthals</i> W 4/19: <i>Neanderthals, cont.</i>	MODULE 11: READ: <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> 	Homework 5: Modern Human Variation. Opens with Module 11 on Monday 4/17 at 7 am and is due Sunday 4/24 at 11:59 pm

Week 15	M 4/24: <i>Neanderthals, Denisovans, and You</i> and Quiz 5	<p style="text-align: center;">MODULE 12:</p> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	Nothing this week!
Week 16 Finals Week	Final Exam: TBA		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 9-13
- Withdrawal deadline for this course: March 24

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M04

Spring 2023 (3 credits)

1. Course Information

Room: CB2 0106

Modality: M mode

Dates: January 9 - May 2 2023

Class Times: Tuesdays 1:30-2:50 pm

Prerequisites: None

Final Exam Time: Tuesday 5/2 1:00-3:50 pm

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

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

- Mondays: 1:30-3:30 pm.

- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 10:45 am - 12:15 pm.
- Thursdays: 12:00-1:15 pm

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

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

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

In person Office Hours held in **HPH 309:**

TBA

Email: Contact your TA via Webcourses message

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is Knowledge Application (KA). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

4b. The secondary GEP foundation for ANT 2511 is Interpretation and Evaluation (IE). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

5. Course Schedule:

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

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- *Three Midterm Exams—225 points total (75 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Homework Assignments—125 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)
 - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)

- Homework 3: Dating the Distant Past: How do scientists know how old things are? Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)
- Homework 4: Paleoanthropology in East Africa vs. South Africa. Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)
- Homework 5: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

Current grading scheme for this assignment

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

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

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

extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans"*. You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file"*. It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

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

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

- Reopening any past assignments that you never did.

- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

[EXPLORATIONS: Links to an external site.](#) **[An Open Invitation To Biological Anthropology Links to an external site.](#)**

is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you

use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

8. University Core Policies

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

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

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

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

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

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS

NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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

8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student

presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

9. Protocols

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

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

send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up

space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

10. Policy on Constructive Dialogue.

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.

Spring 2023 ANT 2511-0M04 (Tuesdays 1:30-2:50 pm) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.

The course schedule is tentative, and I reserve the right to make reasonable modifications.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 10	Course Introduction <i>Introduction to Anthropology, Section 1</i>	MODULE 1: READ: <ul style="list-style-type: none"> • Explorations Chapter 1: Introduction to Biological Anthropology VIEW THIS LECTURE: <ul style="list-style-type: none"> • <i>Introduction to Anthropology Sections 2-3</i> COMPLETE: <ul style="list-style-type: none"> • Quiz 1 Online Course Activity Due FRIDAY January 13 at 11:59pm for Course Activity. 	Nothing this week!
Week 2 January 17	<i>Meet Charles Darwin</i>	MODULE 2: VIEW THIS LECTURE: <ul style="list-style-type: none"> • <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 24	<i>Natural Selection</i>	Nothing this week!	Nothing this week!
Week 4 January 31	<i>Population Genetics</i> Quiz 2 at the end of class	MODULE 3: READ: <ul style="list-style-type: none"> • Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: <ul style="list-style-type: none"> • <i>The Nature of Science, Sections 1-3</i> 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/30 at 7 am and is due Sunday 2/5 at 11:59 pm

Week 5 February 7	Tuesday 2/7: Exam 1 in class	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 5: Meet the Living Primates <p>WATCH THIS MOVIE:</p> <ul style="list-style-type: none"> • “The Living Primates” 	Nothing this week!
Week 6 February 14	<i>Primate Anatomy</i>	<p>MODULE 5:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Primate Anatomy, Sections 4-5</i> • <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/13 at 7 am and is due Sunday 2/19 at 11:59 pm
Week 7 February 21	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 February 28	Tuesday 2/28: Exam 2 in class	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 7: Understanding the Fossil Context 	Homework 3: Dating the Distant Past. Opens with Module 6 on Monday 2/27 at 7 am and is due Sunday 3/5 at 11:59 pm
Week 9 March 7	<i>Hominin Adaptations</i>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Protohominins</i> • <i>Ardipithecus</i> • <i>Early East African Australopithecus</i> 	Nothing this week!
Week 10 March 13-17	SPRING BREAK!	Nothing this week!	Nothing this week!

<p>Week 11 March 21</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Homework 4: Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/20 at 7 am and is due Sunday 3/26 at 11:59 pm</p>
<p>Week 12 March 28</p>	<p>Tuesday 3/28: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 4</p>	<p><i>Homo erectus</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. 	<p>Nothing this week!</p>
<p>Week 14 April 11</p>	<p><i>Homo heidelbergensis</i></p> <p><i>Neanderthals</i></p>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	<p>Nothing this week!</p>

<p>Week 15 April 18</p>	<p><i>Neanderthals</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	<p>Homework 5: Modern Human Variation. Opens with Module 12 on Monday 4/17 at 7 am and is due Sunday 4/23 at 11:59 pm</p>
<p>Week 16 Finals Week</p>	<p>Final Exam in class, Tuesday 5/2 1:00-3:50 pm</p>		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 9-13
- Withdrawal deadline for this course: March 24

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M05

Spring 2023 (3 credits)

1. Course Information

Room: HS1 0112

Modality: M mode

Dates: January 9 - May 2 2023

Class Times: Thursdays 1:30-2:45 pm

Prerequisites: None

Final Exam Time: TBA

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

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

- Mondays: 1:30-3:30 pm.

- Tuesdays: 12:00-1:15 pm.
- Wednesdays: 10:45 am - 12:15 pm.
- Thursdays: 12:00-1:15 pm

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

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

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

In person Office Hours held in **HPH 309:**

TBA

Email: Contact your TA via Webcourses message

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is Knowledge Application (KA). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

4b. The secondary GEP foundation for ANT 2511 is Interpretation and Evaluation (IE). Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality
 - Homework 4: Paleoanthropology in East Africa vs. South Africa.

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: The Nature of Science
 - Homework 3: Dating the Distant Past: How do scientists know how old things are?

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 5: Modern Human Variation

5. Course Schedule:

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

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- *Three Midterm Exams—225 points total (75 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Homework Assignments—125 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3)
 - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1)

- Homework 3: Dating the Distant Past: How do scientists know how old things are? Students will determine which dating method is appropriate based on a site's age, location, geology, and other relevant factors. (Assesses Learning Outcomes KA1, KA4, IE3)
- Homework 4: Paleoanthropology in East Africa vs. South Africa. Students will map important sites in these regions and discuss the theoretical and methodological implications of studying fossil hominins in different environments. (Assesses Learning Outcomes KA2, KA3, IE1)
- Homework 5: Modern Human Variation. What are the evolutionary drivers of modern human population differences, and how do these impact society? (Assesses Learning Outcomes IE2, IE4, IE5)

Homework assignments will be completely web-based. You will access and submit these online through Webcourses. Any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

Current grading scheme for this assignment

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

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage **WILL NOT BE "ROUNDED UP"** to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

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

extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans"*. You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file"*. It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if you have to miss class for an important religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance that you won't be in class. Your absence will be excused and make up assignments, if any, will be provided with no penalty.

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

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

- Reopening any past assignments that you never did.

- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

[EXPLORATIONS: Links to an external site.](#)[An Open Invitation To Biological Anthropology Links to an external site.](#) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you

use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

8. University Core Policies

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

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

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

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

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

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS

NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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

8i. Recording policy

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student

presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

9. Protocols

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

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

send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up

space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

10. Policy on Constructive Dialogue.

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.

Spring 2023 ANT 2511-0M05 (Thursdays 1:30-2:45 pm) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.

The course schedule is tentative, and I reserve the right to make reasonable modifications.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 12	Course Introduction <i>Introduction to Anthropology, Section 1</i>	<p>MODULE 1:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 1: Introduction to Biological Anthropology <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Introduction to Anthropology Sections 2-3</i> <p>COMPLETE:</p> <ul style="list-style-type: none"> • Quiz 1 Online Course Activity Due FRIDAY January 13 at 11:59pm for Course Activity. 	Nothing this week!
Week 2 January 19	<i>Meet Charles Darwin</i>	<p>MODULE 2:</p> <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 26	<i>Natural Selection</i>	Nothing this week!	Nothing this week!
Week 4 February 2	<i>Population Genetics</i> Quiz 2 at the end of class	<p>MODULE 3:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 4: Forces of Evolution <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>The Nature of Science, Sections 1-3</i> 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/30 at 7 am and is due Sunday 2/5 at 11:59 pm

Week 5 February 9	Thursday 2/9: Exam 1 in class	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 5: Meet the Living Primates <p>WATCH THIS MOVIE:</p> <ul style="list-style-type: none"> • “The Living Primates” 	Nothing this week!
Week 6 February 16	<i>Primate Anatomy</i>	<p>MODULE 5:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Primate Anatomy, Sections 4-5</i> • <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/13 at 7 am and is due Sunday 2/19 at 11:59 pm
Week 7 February 23	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 March 2	Thursday 3/2 Exam 2 in class	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 7: Understanding the Fossil Context 	Homework 3: Dating the Distant Past. Opens with Module 6 on Monday 2/27 at 7 am and is due Sunday 3/5 at 11:59 pm
Week 9 March 9	<i>Hominin Adaptations</i>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Protohominins</i> • <i>Ardipithecus</i> • <i>Early East African Australopithecus</i> 	Nothing this week!
Week 10 March 13-17	SPRING BREAK!	Nothing this week!	Nothing this week!

<p>Week 11 March 23</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Homework 4: Paleoanthropology in East Africa vs. South Africa. Opens with Module 8 on Monday 3/20 at 7 am and is due Sunday 3/26 at 11:59 pm</p>
<p>Week 12 March 30</p>	<p>Thursday 3/30: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 6</p>	<p><i>Homo erectus</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. 	<p>Nothing this week!</p>
<p>Week 14 April 13</p>	<p><i>Homo heidelbergensis</i></p> <p><i>Neanderthals</i></p>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	<p>Nothing this week!</p>

<p>Week 15 April 20</p>	<p><i>Neanderthals</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	<p>Homework 5: Modern Human Variation. Opens with Module 12 on Monday 4/17 at 7 am and is due Sunday 4/23 at 11:59 pm</p>
<p>Week 16 Finals Week</p>	<p>Final Exam in class, TBA</p>		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 9-13
- Withdrawal deadline for this course: March 24