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 to 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 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

<u>ACADEMIC ACTIVITY</u> 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)**

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.

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  - 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". You 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/5.020ReligiousObservancesFINALJan19.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.

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

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". You 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 2511-0M03 (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: *Introduction to Biological Anthropology*	MODULE 1: READ: • Explorations Chapter 1: Introduction to Biological Anthropology COMPLETE: • 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: *Meet Charles Darwin*	MODULE 2: VIEW THIS LECTURE: • *Before Darwin, the Rise of Science, Sections 1-6*	Nothing this week!
Week 3	M 1/23: *Natural Selection* W 1/25: *Natural Selection, cont.*	MODULE 3: READ: • Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: *The Nature of Science, Sections 1-3*	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: *Population Genetics and* Quiz 2. W 2/1: Exam 1 in class	Nothing this week!	Nothing this week!
Week 5	M 2/6: "The Living Primates" W 2/8: *Primate Anatomy*	MODULE 4: READ: • Explorations Chapter 5: Meet the Living Primates	Nothing this week!

Week 6	M 2/13: *Primate Anatomy, cont.* W 2/15: *Primate Evolution*	MODULE 5: READ: • Explorations Chapter 6 Primate Behavior and Ecology	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	M 2/20: *Primate Evolution, cont. and* Quiz 3 W 2/22: Exam 2 in class	Nothing this week!	Nothing this week!
Week 8	M 2/27: *Hominin Adaptations* W 3/1: *Hominin Adaptations, cont.*	MODULE 6**:** READ: • 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	M 3/6: *Ardipithecus* W 3/8: *Early East African Australopithecus*	MODULE 7: READ: Explorations Chapter 9: Early Hominins VIEW THESE LECTURES: • *Protohominins*	Nothing this week!
Week 10	SPRING BREAK!		
Week 11	M 3/20: *Lucy and A. afarensis* W 3/22: *A. ghari*	MODULE 8: VIEW THESE LECTURES: • *South African Australopithecines: A. africanus* • *South African Australopithecines: A. robustus and A. sediba*	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

Week 12	M 3/27*: East African robust hominins and* Quiz 4 W 3/29: Exam 3 in class	Nothing this week!	Nothing this week!
Week 13	M 4/3: *Early Homo* W 4/5: *Homo erectus*	MODULE 9: READ: • Explorations Chapter 10: Early Members of the Genus *Homo*.	Nothing this week!
Week 13	M 4/10: *Homo erectus, cont.* W 4/12: *Homo heidelbergensis*	MODULE 10: READ: • Explorations Chapter 11: Archaic *Homo*.	Nothing this week!
Week 14	M 4/17: *Neanderthals* W 4/19: *Neanderthals, cont.*	MODULE 11: READ: • Explorations Chapter 12: Modern *Homo sapiens*	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: *Neanderthals, Denisovans, and You* and Quiz 5	MODULE 12: WATCH THESE YOUTUBE VIDEOS: • "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". You 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 *Introduction to Anthropology, Section 1*	MODULE 1: READ: • Explorations Chapter 1: Introduction to Biological Anthropology VIEW THIS LECTURE: • *Introduction to Anthropology Sections 2-3* COMPLETE: • Quiz 1 Online Course Activity **Due FRIDAY January 13 at 11:59pm for Course Activity.**	Nothing this week!
Week 2 January 17	*Meet Charles Darwin*	MODULE 2: VIEW THIS LECTURE: • *Before Darwin, the Rise of Science, Sections 1-6*	Nothing this week!
Week 3 January 24	*Natural Selection*	Nothing this week!	Nothing this week!
Week 4 January 31	*Population Genetics* Quiz 2 at the end of class	MODULE 3: READ: • Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: • *The Nature of Science, Sections 1-3*	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	MODULE 4: READ: • Explorations Chapter 5: Meet the Living Primates WATCH THIS MOVIE: • "The Living Primates"	Nothing this week!
Week 6 February 14	*Primate Anatomy*	MODULE 5: VIEW THESE LECTURES: • *Primate Anatomy, Sections 4-5* • *Primate Evolution, Section 1-2*	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	*Primate Evolution, Sections 2-4* Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 February 28	Tuesday 2/28: Exam 2 in class	MODULE 6**:** READ: • 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	*Hominin Adaptations*	MODULE 7: READ: Explorations Chapter 9: Early Hominins VIEW THESE LECTURES: • *Protohominins* • *Ardipithecus* • *Early East African Australopithecus*	Nothing this week!
Week 10 March 13-17	SPRING BREAK!	Nothing this week!	Nothing this week!

Week 11 March 21	*Lucy (A. afarensis) and East African robust hominins.* Quiz 4 at the end of class	MODULE 8: VIEW THESE LECTURES: • *A. garhi* • *South African Australopithecines: A. africanus* • *South African Australopithecines: A. robustus and A. sediba*	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
Week 12 March 28	Tuesday 3/28: Exam 3 in class	MODULE 9: READ: • Explorations Chapter 10: Early Members of the Genus *Homo*. VIEW THESE LECTURES: • *Early Homo, Sections 1-3*	Nothing this week!
Week 13 April 4	*Homo erectus*	MODULE 10: READ: • Explorations Chapter 11: Archaic *Homo*.	Nothing this week!
Week 14 April 11	*Homo heidelbergensis* *Neanderthals*	MODULE 11: READ: • Explorations Chapter 12: Modern *Homo sapiens* WATCH THESE YOUTUBE VIDEOS: • "How would you spot a Neanderthal on a bus?" • "Making Neanderthal tools"	Nothing this week!

Week 15 April 18	*Neanderthals* Quiz 5 at the end of class	MODULE 12: VIEW THESE LECTURES: • *Neanderthals, Denisovans, and You, Sections 1-3*	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
Week 16 Finals Week	**Final Exam in class, Tuesday 5/2 1:00-3:50 pm**		

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". You 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 *Introduction to Anthropology, Section 1*	MODULE 1: READ: • Explorations Chapter 1: Introduction to Biological Anthropology VIEW THIS LECTURE: • *Introduction to Anthropology Sections 2-3* COMPLETE: • Quiz 1 Online Course Activity **Due FRIDAY January 13 at 11:59pm for Course Activity.**	Nothing this week!
Week 2 January 19	*Meet Charles Darwin*	MODULE 2: VIEW THIS LECTURE: • *Before Darwin, the Rise of Science, Sections 1-6*	Nothing this week!
Week 3 January 26	*Natural Selection*	Nothing this week!	Nothing this week!
Week 4 February 2	*Population Genetics* Quiz 2 at the end of class	MODULE 3: READ: • Explorations Chapter 4: Forces of Evolution VIEW THIS LECTURE: • *The Nature of Science, Sections 1-3*	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	MODULE 4: READ: • Explorations Chapter 5: Meet the Living Primates WATCH THIS MOVIE: • "The Living Primates"	Nothing this week!
Week 6 February 16	*Primate Anatomy*	MODULE 5: VIEW THESE LECTURES: • *Primate Anatomy, Sections 4-5* • *Primate Evolution, Section 1-2*	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	*Primate Evolution, Sections 2-4* Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 March 2	Thursday 3/2 Exam 2 in class	MODULE 6**:** READ: • 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	*Hominin Adaptations*	MODULE 7: READ: Explorations Chapter 9: Early Hominins VIEW THESE LECTURES: • *Protohominins* • *Ardipithecus* • *Early East African Australopithecus*	Nothing this week!
Week 10 March 13-17	SPRING BREAK!	Nothing this week!	Nothing this week!

Week 11 March 23	*Lucy (A. afarensis) and East African robust hominins.* Quiz 4 at the end of class	MODULE 8: VIEW THESE LECTURES: • *A. garhi* • *South African Australopithecines: A. africanus* • *South African Australopithecines: A. robustus and A. sediba*	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
Week 12 March 30	Thursday 3/30: Exam 3 in class	MODULE 9: READ: • Explorations Chapter 10: Early Members of the Genus *Homo*. VIEW THESE LECTURES: • *Early Homo, Sections 1-3*	Nothing this week!
Week 13 April 6	*Homo erectus*	MODULE 10: READ: • Explorations Chapter 11: Archaic *Homo*.	Nothing this week!
Week 14 April 13	*Homo heidelbergensis* *Neanderthals*	MODULE 11: READ: • Explorations Chapter 12: Modern *Homo sapiens* WATCH THESE YOUTUBE VIDEOS: • "How would you spot a Neanderthal on a bus?" • "Making Neanderthal tools"	Nothing this week!

Week 15 April 20	*Neanderthals* Quiz 5 at the end of class	MODULE 12: VIEW THESE LECTURES: • *Neanderthals, Denisovans, and You, Sections 1-3*	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
Week 16 Finals Week	**Final Exam in class, 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 3173 Archaeology of Sex

Section 0M01

Spring 2023 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 9-May , 2021

Class Location: CB1 307

Class Times: Tuesdays 9:00-10:15 am

Prerequisites: None

Final Exam: TBA

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: Peter.sinelli@ucf.edu

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.

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 and their Office Hours:

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

TBA

Email: Contact your TA via Webcourses message

3. Course Description:

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

4. Learning Outcomes:

- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.

- Display knowledge of and an appreciation for the diversity of human sexual expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

5. Course Schedule:

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

6. Course Evaluation:

Your grade in this course will be based 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.

6a. Assessments and Point Values:

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

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

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

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

III. M Mode Module Assignments—130 points

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

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

6b. Grading Scheme Used For Final Grades:

The +/- system will be used in this course. Your point totals correspond to the following letter grades.

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-.

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". You 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:

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

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

8. Course-Specific Policies.

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

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

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

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

Syllabus Part 2: University Policies and Protocols

ANT 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.

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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.”
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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.

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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.

Week	Class Date	Topic	Module # (Opens 7 am every Monday)	And that Module is due Sunday at 11:59pm on this date:
Week 1	1/10	Introduction to the course. What is sex, sexuality, and gender?	1	1/15
Week 2	1/17	Evolution of Sex: Non-Human Primates	2	1/22
Week 3	1/24	Evolution of Sex: hominins to modern forager societies	3	1/29
Week 4	1/31	Changes in sex and gender during the Neolithic	4	2/5
Week 5	2/7	Bronze Age Mediterranean and Middle East	5	2/12
Week 6	2/14	EXAM 1 IN CLASS	No module this week	N/A
Week 7	2/21	The Classical world and Ancient Greece	6	2/26
Week 8	2/28	Romans Part I	7	3/5
Week 9	3/7	Romans Part II	8	3/19
Week 10	3/14	Spring Break	--	--
Week 11	3/21	Romans Part III	9	3/26
		Exam 2 opens after class at 10:30 am on Tuesday 3/21 and is due BEFORE THE NEXT CLASS at 9:00 am on Tuesday 3/28.		
Week 12	3/28	The Islamic World	10	4/2
Week 13	4/4	19th Century American Prostitution	11	4/9
Week 14	4/11	Same-Sex Attraction and Evolution	12	4/16
Week 15	4/18	Unique Sexualities	13	4/23
Week 16	TBA	FINAL EXAM IN PERSON in our usual classroom: Time TBA		

Drop/Add : January 9-13 Withdrawal Date: March 24.

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 4123 Archaeology of Coastal Societies

Section 0M01

Spring 2023 (3 credits)

1. Course Information

Modality: M Mode

Dates: January 9-May 2, 2023

Class Location: CB1 307

Class Times: Thursdays 9:00-10:15 am

Prerequisites: None

Final Exam: Thursday 4/27 7:00 - 9:50 am

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:

In this upper level, seminar-format course, students will explore patterns of human adaptation to coastal environments across time and around the world. The course begins by examining the types of coastal ecologies that people exploit and how human adaptive strategies are influenced by the discrete biogeographic and cultural variables present in these different environments. Specific attention will be given to how these adaptive strategies create an "island worldview" in which water is more culturally significant. Thereafter the course transitions to a series of case studies of archaeologically contextualized coastal societies from around the world. The course will conclude with a discussion of the impact climate change and sea level rise could have on coastal archaeology in the future.

4. Learning Outcomes:

- Introduce students to the many kinds of coastal ecologies and how people have adapted to exploit these over time.
- Provide a cross-cultural analysis of the relationship between environment and adaptive strategy and how these influence human behavior.
- Encourage critical thinking about the potential impacts of climate change and sea level rise on coastal societies in the future.

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.

6a. Assessments and Point Values:

1. Three Exams – 300 points (100 each)
There will be three exams during the semester. Exams will consist of multiple choice/true-false, fill-in-the-blanks, and short answer questions.

2. Case Study (150 points)
Each student will be randomly assigned one of the following types of coastal ecologies, specifically:

Arctic
Subarctic
Riparian
Estuarine
Oceanic
Archipelago
Continental
Lacustrine

Each student will conduct research and identify two archaeologically documented societies that lived in their specific coastal ecology anywhere in the world. Students will prepare a six page summary paper and a 15-20 slide powerpoint presentation in which they summarize the results of a

cross-cultural analysis of the relationships between the type of coastal ecology and the following:

Settlement patterns
Subsistence
Trade and exchange
Social organization
Maritime/aquatic technology
Mobility and demographics

A rubric for the project, including due dates for various deliverables, will be provided separately at the third class meeting on January 26.

3. In Class Activities/Grab Bags (50 points)
You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

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-.

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". You 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:

There is no text for the course. Articles will be posted weekly to Webcourses by the instructor.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted as well.

8. Course-Specific Policies.

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

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

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

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

Syllabus Part 2: University Policies and Protocols

ANT 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

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

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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.

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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.

Archaeology of Coastal Societies
Course Schedule

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

Week & Class Day	**Topic**	**Module of Readings**
Week 1 Jan 12	Course introduction 1. What is a coastal adaptation? 2. Coastal ecologies	-
Week 2 Jan 19	Under the Sea 1. Marine and aquatic biogeography and resources 2. Coastal societies and sustainability	Module 1
Week 3 Jan 26	The Human Predator 1. Catching prey: Fish, mollusks, and others 2. Cultural behavior as a limiting factor 3. The myth of indigenous sustainability	Module 2 **Assign Project**
Week 4 Feb 2	The Human Voyager 1. Island colonization in myth and practice 2. Island colonization method and theory 3. Island colonization and social development	Module 3
Week 5 Feb 9	**Exam 1 in class**	-
Week 6 Feb 16	Arctic and subarctic ecology and adaptations	Module 4
Week 7 Feb 23	Riparian and lacustrine ecology and adaptations	Module 5
Week 8 Mar 2	Estuarine and continental ecology and adaptations	Module 6
Week 9 Mar 9	Archipelagic island ecology and adaptations, aka, Archaeology of the Bahama Archipelago	-
Week 10 Mar 16	Spring Break!	
Week 11 Mar 23	Oceanic island ecology and adaptations	Module 7
Week 12 Mar 30	**Exam 2 (Take home exam, Due 4/6 in class)** Deep time, climate change, and sea level change	Module 8
Week 13 Apr 6	Coastal Sites Then (but not now!) 1. The archaeology of submerged cultural resources	Module 9
Week 14 Apr 13	History and Heritage Under Threat Threats and opportunities for preservation	Module 10
Week 15 Apr 18	The Coastal Adaptation of the Future 1. The state of global fisheries 2. The future of global fisheries 3. Indigenous lifeways and climate change	Module 11

Week 16	Final Exam Thursdaty 4/27 7:00-9:50 am	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 1/9 through 1/13
- Withdrawal deadline for this course: 3/24

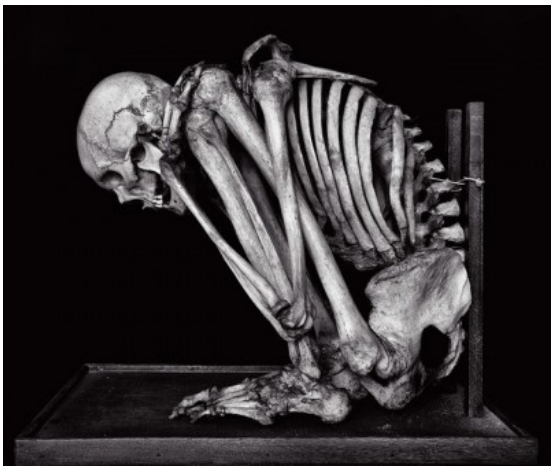
Advanced Human Osteology

ANG6520c – SPRING 2023

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

Instructor Contact

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



I. Welcome

II. University Course Catalog Description

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

III. Course Description

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

IV. Course Objectives

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

V. Learning Objectives

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

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

VI. Course Prerequisites

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

VII. Course Credits

3 credit hours

VIII. Course Requirements

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

Seminar and Lab Structure:

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided in a lecture style format, while discussions will focus on specific readings assigned for that week.
Lab practical activities will be demonstrated and discussed. It may be necessary to complete activities and collect data independently.

IX. RECOMMENDED Texts

Required Textbook:

- Nikita, E. (2017). *Osteoarchaeology : A guide to the macroscopic study of human skeletal remains*. New York: Academic Press.
  - **Hardcover ISBN:** 9780128040218 | **eBook ISBN:** 9780128040973
  - https://eds.b.ebscohost.com/eds/detail/detail?vid=2&sid=78dc0a0f-0990-4d02-ab83-21ec59302766%40pdc-v-sessmgr05&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ucfl.PDA007945448&db=cat00846a
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
  - **Print ISBN**:9781444334258 |**Online ISBN**:9781444345940
  - https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=819322

Required Manuals:

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

Highly, highly Recommended Manuals:

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

Weekly Supplemental Readings

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

X. EVALUATION

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

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

Grading Scale (%)

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

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

XI. LEARNING ASSESSMENT

Participation:

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

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

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

Weekly Seminar Discussions:

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

Article evaluations:

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

Lab Assignments:

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

TOOLS for Lab Work

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

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

- Library and Web based reference material.

Research Paper

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

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

XII. Course Policies: Grades

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

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

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

XIII. Required Statement Regarding COVID-19

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

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who

choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.
Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

XIV. Course Policies: Technology and Media

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

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

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

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

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6520 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.
Also check Webcourses for common questions asked and their answers via the discussion boards

Webcourses@UCF: This is a Face to Face course. Course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF.
Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, and weekly outlines. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

XV. Course Policies: Student Expectations

Attendance Policy: **Attendance** is important for your success in this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. **Participation** is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates

- Course Etiquette: **Be on time.**
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use.
- While computers/laptops may be useful for notes, they are for **taking notes**, but consider this is a lab course and we will be moving around the classroom. **Turn OFF notifications**. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone's learning experience.
- **Be polite, please**. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions**, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.

- Please note that **we will not tolerate language and behavior** in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to online assignments, discussions, and exams as well.

Deadlines and Make-ups: Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.
An alternative assignment or make up exam may be offered.

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

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

Academic conduct: Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Academic Integrity: UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

For more information about **Academic Integrity**, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about **plagiarism** and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>

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

University Writing Center: This is a **graduate-level seminar**. My expectation is that you are already a **strong writer**. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

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

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

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

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

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

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

Discrimination: I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XVI. Copyright

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

XVII. Third-Party Software and FERPA

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

XVIII. Important Dates to Remember

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

Drop/Swap Deadline: January 13th
Withdrawal Deadline: March 25th
Spring Break: March 11th -15th, 2023

Disclaimer	Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

XIX. SCHEDULE (Outline) (May be subject to minor changes as required)

Further details ON WEBCOURSES

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

ANT4184-0M01: Mortuary Archaeology

Department of Anthropology, College of Sciences, University of Florida

Instructor:	Dr. J. Marla Toyne	Course Designation:	ANT 4184-0M01
Office:	HPH 409R	Semester/Year:	Spring 2023
Phone:	(407)823-1927	Modality:	MIXED Mode(M)
E-mail:	j.marla.toyne@ucf.edu	Class Meeting Days:	Tuesdays
Website:	Anthropology	Class Meeting Hours:	3:00-4:15pm
Office Hours:	Weds 10-12 pm or by appointment	Class Location:	BA1 room 122

I. Welcome!

This undergraduate level course explores mortuary practices and treatment of the dead in past cultures.

II. University Course Catalog Description

Archaeological theory and interpretations of death; comparative study of ancient and historical mortuary practices.

III. Course Description

This course explores the archaeological study of human engagement with death and the dead. How do archaeologists come to understand death and dying through the analysis of material culture (e.g., artifacts, architecture) and human bodies? Death and mourning rituals are fundamental and inescapable aspects of the human experience. Understanding the different ways human groups dispose of and commemorate the dead is essential to understanding culture, past and present. Each culture has unique ways of expressing grief, memorializing the life of the deceased, and rules governing the response to the biological processes of decay after death. These processes leave behind physical remains that archaeologists recover and use to learn about past behavior, social structure, and belief systems. We will examine how treatments of the dead vary through context and circumstance, and how mortuary evidence is used to develop understandings of past cultures and their long-term histories.

IV. Course Objectives

- Examine the archaeological dimensions of burial and other death-related rituals,
- Compare and contrast varying theories and methods for reconstructing mortuary landscapes,
- Examine how theory, methods, and data affect interpretations of mortuary evidence,

- Explain differences in approaches, major theoretical frameworks, and key findings in existing research,
- Understand how analyses of the body are integrated into interpretations of burial rituals,
- Synthesize and evaluate the literature (original and recent) to develop critical thinking skills in research,
- Collect and analyze original data about cemetery variation, and
- Consider the role of mortuary evidence in understanding of past cultures, but also modern politics and ethical responsibilities.

V. Course Prerequisites

Courses prerequisites include Introductory Anthropology courses (ANT2511 or ANT2410 or ANT2000) or sophomore standing. Or permission of instructor.

VI. Course Credits

3 credit hours.

VII. Course Requirements

This course will include live and online lectures, online pages, and readings that explore diverse aspects of mortuary archaeology in past human societies. The course will include weekly online assignments, and a major research project. Regular attendance is expected and will significantly improve student success.

VIII. Student Success:

This is my goal. This is a MIXED MODE (V1) course. So, this is an exciting opportunity to do a lot of things, IF you come to classes prepared having 1) done the weekly readings, 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, online Powerpoint topical lectures, and opportunities to explore additional topics and ideas in discussion groups.
If you have any questions about the course, communication is key.

Recommendations for Success:

1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of coming to office hours to discuss with the professor or sending an email.
2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email, and I will not find them and be able to respond.
3) Please use a subject title that clearly identifies your course and the topic of inquiry.

4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
5) If you would like to meet with me and absolutely cannot make my office hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

IX. Readings: Texts and Materials.

Required:

- Parker Pearson, M. (1999). *The archaeology of death and burial*. College Station: Texas A&M University Press. ISBN: 9781585440993

Recommended:

- Rakita, G.F.M., Buikstra, J.E., Beck, L.A., & Williams, S.R. (Eds.). (2005). *Interacting with the dead: Perspectives on mortuary archaeology for the new millennium*. Gainesville: University of Florida Press. (Available as PDFs online).
- Tarlow, S., & Stutz, L. N. (Eds.). (2013). *The Oxford handbook of the archaeology of death and burial*. Oxford: Oxford University Press. (Available as PDFs online).

Required Articles: these will be available for download as PDFs on Webcourses in the Weekly Module Introductions, or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed in the SCHEDULE and READING LIST. In addition to these required articles, I may post "Supplements" – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics.

- Additional important website or news reports will be linked to the course Webcourses.
- Students may also be expected to independently find resources and present new materials to the class.

X. Evaluation and Grade Dissemination

Graded assessments will be weighted in this course.

Student Evaluation

Participation	10%
Discussions (X10)	20%
Film Review	10%
Ethnography Review	10%
Research Outline/Update	10%
Research Project Report	30%
Research Project Presentation	10%
Total:	100%

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

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

XII. Grade Dissemination

Quizzes, discussions, and assignments in this course will be graded and posted through Webcourses. You can access your scores using the Gradebook function of Webcourses. Please note that scores returned mid-semester are unofficial grades.
NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

XIII. Class Assignments

PARTICIPATION will be evaluated by attendance and in online class lecture participation via consistent evidence of questions, responses, and discussions of weekly topics and ideas.

DISCUSSIONS are weekly **post** and **reply** activities based on specific readings or topics meant to compare and synthesize weekly topics and overarching themes. These may involve FINDING a new article to share and compare with the class. These are academic posts and should be written in clear sentences and include proper grammar and language, as well as proper citations to support answers. Replies are expected to show quality and thought. The lowest Discussion grade will be dropped.

ETHNOGRAPHIC REVIEW: Select an ethnographic account of a contemporary (or penecontemporaneous) society that describes and discusses a mortuary ritual. Craft a detailed description of this ritual and then analyze it using principles discussed in class. Important components of the analysis will include: does the ritual fit with the general structure of rites of passage rituals outlined discussed in class? Does the ritual reflect the sociopolitical complexity of the culture? Complete instructions and rubric in Webcourses.

FILM REVIEW: Students will watch a film (*Who owns the past?* 2001) via Webcourses and write a 2-3 page review/response paper. Complete instructions and rubric in Webcourses.

EXTRA CREDIT: There may be extra credit opportunities this semester. The first is the syllabus quiz and serves as the confirmation of academic activity (required for financial aid). It is available the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in the syllabus and course. Unlimited attempts allowed.

FINAL PROJECT REPORT:

Each student will document a local cemetery (determined in consultation with the instructor) and examine demographic differences in tombstone construction, design, epitaph style, and other aspects. This project will involve gathering original data, organizing and analyzing the data, including a contextual analysis. You will be expected to apply concepts learned in class to your cemetery analysis. The semester project consists of the

following components: a 2 page statement of intent (outline), supporting documentation, 8-10 page paper, and short final presentation (during final exam period).
See **Webcourses** for more information about requirements, formatting, and suggestions for Project locations and options. Alternative projects can be discussed but must be determined by consultation with the professor by January 27th.

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

XIV. Required Statement Regarding COVID-19

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

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

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

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509). Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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

XV. Course Policies

Topic	Policy
Contacting the professor	In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and **announcements daily**. Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of anthropological relevance during office hours or a ZOOM meeting. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available. If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your **knights.ucf.edu account**. If you send an email, **include ANT 4184** in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards.
Webcourses@UCF	This is a **MIXED MODE (V1) course**. ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please **check Webcourses daily** for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.
Attendance and Participation	Attendance is important for your success in this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Course Etiquette	• **Be on time**. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

	Students who disrupt class and have been warned may suffer a 5% reduction in their final class grade. • **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. • While laptops/tablets are allowed for class, **they are a privilege and not a right. You are allowed to use devices for taking notes ONLY**. **Turn OFF notifications**. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone's learning experience. • **Tape Recorders**. I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts • **Be polite, please**. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, and the diverse issues and topics that will be presented. • **Do NOT hesitate to ask questions**, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board. • Please note that **we will not tolerate language and behavior** in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to online assignments, and discussions as well.
Deadlines and Make-ups	There can be **accommodations for make-ups** of **online discussions, or assignments**. The deadlines are provided and accessible with anticipation. You are responsible for providing evidence for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. **You must also notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the assignment. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up. If you are provided the opportunity to take a make-up, it must be scheduled and written within one week of the missed exam date.
Late Work Policy and Grades of 'Incomplete'	Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. Late assignments will be subject to a Late penalty of 5% per calendar day, including: non-class days, holidays, and weekends. Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a

	course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered. **Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
ACCESSIBILITY STATEMENT	The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371) to talk about academic accommodations. For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. Contact the professor if you have any concerns.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism, use of AI technology, and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. The UCF Rules of Conduct apply to all UCF students - http://osc.sdes.ucf.edu/process/roc. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. 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. Unauthorized Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student's own academic work. 5. **Plagiarism**: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it. Ask if you are unsure. 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. 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. 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>.
Academic Conduct	Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Campus Safety Statement	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. • In case of an emergency, **dial 911 for assistance**. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Deployed Active-Duty Military Students Statement	Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
University Writing Center	This is an **upper-level course**. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.
Discrimination	I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.
Copyright	This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials

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

XVI. Important Dates to Remember

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

Drop/Swap Deadline: January 13th
Spring Break: March 13-19th
Withdrawal Deadline: March 24th

Disclaimer	Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

XVII. PROPOSED WEEKLY SCHEDULE (over the course of 15 weeks) *may changes slightly

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

	Dates	Assignment	Topic	Theme
Week 1	Jan 9-13th	Discuss1/Quiz	Introduction	What is Death? Biomedical perspective
Week 2	Jan 16-20th	Discuss2	Theory of Death	Theory - Death and right hand
Week 3	Jan 23-27th	Discuss3	Memory/ancestors	Theory - Practices/Rituals
Week 4	Jan 30- Feb 3rd	Discuss4	Historical Perspectives	Archaeology of Death
Week 5	Feb 6-10th	Assignment #1	Bioarchaeology	Body Treatment

Week 6	Feb 13-17th	Discuss5	Social Identity - Individual	Relationships with dead - Status, Rank, Power
Week 7	Feb 20-24th	Discuss6/ Project Outline	Social Identity - Collective	Relationships with dead - Gender/Kin
Week 8	Feb 27-Mar 3rd	Discuss7	Placement of Dead	Landscape Creation
Week 9	Mar 6-10th	Discuss8	Identity and Memory	Patterns and Variation
Week 10	Mar 13-17th		SPRING BREAK	
Week 11	Mar 20-24th	Discuss9	Methods	Cemetery and burial analysis
Week 12	Mar 27-31st	**Project Update**	Monumentality	Construction and Tradition
Week 13	Apr 3-7th	Discuss10	Deviancy	Funerary? Non-Funerary?
Week 14	Apr 10-14th	**FILM**	Politics of the Dead	Ethics of excavation and politics
Week 15	Apr 17-21st		No Class	
FINALS	**27 April 1pm**	**Final Project**	**In Class Presentations**	

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Jump to Today Edit

Archaeology of South America

Dr. John H. Walker, PhD

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

Business Administration, Room 122

This is a FACE TO FACE class

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

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

Prerequisite: ANT 2140 or Consent of Instructor

Modules

Assignments

Files

Syllabus

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

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

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

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

Course goals

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

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

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

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

Textbooks and Software

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

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

University of Colorado Press

Paperback ISBN: 978-1-60732-332-7
EISBN: 978-1-60732-333-4

https://upcolorado.com/university-press-of-colorado/item/2036-a-prehistory-of-south-america Links to an external site.

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

In addition, there are two resources that you may want to consider:
Google Earth [http://earth.google.com/download-earth.html] Note that you only need to download the free software. You could also try ArcGIS Earth [http://www.esri.com/software/arcgis-earth] which is also free.

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

Course Requirements
The requirements for this course are weighted as follows:

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

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

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

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

SAA Latin American Antiquity Guide for Authors Links to an external site.

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

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

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

Strategies for studying

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

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

Classroom decorum

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

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

Small electronics—turn off all things that beep, whistle or sing before you come to class.

Tape recorders—it is okay to tape lecture, but please inform me first.

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

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

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

Revisions and the syllabus

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

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

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

UCF Core Syllabus Statements

Academic IntegrityLinks to an external site.

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

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

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

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

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

Course Accessibility StatementLinks to an external site.

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

academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety StatementLinks to an external site.

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

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

(<https://youtu.be/NIKYajEx4pk (Links to an external site.) >).

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Active Duty Military StudentsLinks to an external site.

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

Make-Up Assignments for Authorized University Events or Co-curricular ActivitiesLinks to an external site.

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

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

Religious ObservancesLinks to an external site.

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

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

Course Summary:

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

	Assignment Finding week 6	due by 11:59pm
	Assignment Mapping week 6	due by 11:59pm
Sun Feb 26, 2023	Assignment Connecting week 7	due by 11:59pm
	Assignment Evaluating week 7	due by 11:59pm
	Assignment Finding week 7	due by 11:59pm
	Assignment Mapping week 7	due by 11:59pm
Thu Mar 2, 2023	Assignment Midterm exam	due by 11:59pm
Sun Mar 5, 2023	Assignment Connecting week 8	due by 11:59pm
	Assignment Evaluating week 8	due by 11:59pm
	Assignment Finding week 8	due by 11:59pm
	Assignment Mapping week 8	due by 11:59pm
Thu Mar 9, 2023	Assignment Term Paper Outline	due by 11:59pm
Sun Mar 19, 2023	Assignment Connecting week 9	due by 11:59pm
	Assignment Evaluating week 9	due by 11:59pm
	Assignment Finding week 9	due by 11:59pm
	Assignment Mapping week 9	due by 11:59pm
Sun Mar 26, 2023	Assignment Connecting week 10	due by 11:59pm
	Assignment Evaluating week 10	due by 11:59pm
	Assignment Finding week 10	due by 11:59pm
	Assignment Mapping week 10	due by 11:59pm
Sun Apr 2, 2023	Assignment AIA lectures extra credit	due by 11:59pm
	Assignment Connecting week 11	due by 11:59pm
	Assignment Evaluating week 11	due by 11:59pm
	Assignment Mapping week 11	due by 11:59pm
Fri Apr 7, 2023	Discussion Topic Urbanism Caucus	due by 12pm
Sun Apr 9, 2023	Assignment Connecting week 12	due by 11:59pm
	Assignment Evaluating week 12	due by 11:59pm
	Assignment Finding week 12	due by 11:59pm
	Assignment Mapping week 12	due by 11:59pm
Tue Apr 11, 2023	Assignment Term Paper Rough Draft	due by 11:59pm
Sun Apr 16, 2023	Assignment Connecting week 13	due by 11:59pm
	Assignment Evaluating week 13	due by 11:59pm
	Assignment Finding week 13	due by 11:59pm
	Assignment Mapping week 13	due by 11:59pm
Sun Apr 23, 2023	Assignment Thursday, April 5th VIRTUAL class--Online Museum Project	due by 11:59pm
Mon Apr 24, 2023	Assignment Term Paper Manuscript	due by 11:59pm
Mon May 1, 2023	Assignment Class participation	due by 11:59pm
Tue May 2, 2023	Assignment Term Paper Presentation	due by 11:59pm
Thu May 4, 2023	Assignment Connecting week 14	due by 11:59pm
	Assignment Evaluating week 14	due by 11:59pm
	Assignment Final Exam	due by 11:59pm
	Assignment Finding week 14	due by 11:59pm
	Assignment Mapping week 14	due by 11:59pm
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Assignment Evaluating Total
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1 January 2023 1 Previous month Next month Today Click to view event details	2 January 2023 2 Previous month Next month Today Click to view event details	3 January 2023 3 Previous month Next month Today Click to view event details	4 January 2023 4 Previous month Next month Today Click to view event details	5 January 2023 5 Previous month Next month Today Click to view event details	6 January 2023 6 Previous month Next month Today Click to view event details	7 January 2023 7 Previous month Next month Today Click to view event details
8 January 2023 8 Previous month Next month Today Click to view event details	9 January 2023 9 Previous month Next month Today Click to view event details	10 January 2023 10 Previous month Next month Today Click to view event details	11 January 2023 11 Previous month Next month Today Click to view event details	12 January 2023 12 Previous month Next month Today Click to view event details	13 January 2023 13 Previous month Next month Today Click to view event details	14 January 2023 14 Previous month Next month Today Click to view event details
15 January 2023 15 Previous month Next month Today Click to view event details	16 January 2023 16 Previous month Next month Today Click to view event details	17 January 2023 17 Previous month Next month Today Click to view event details	18 January 2023 18 Previous month Next month Today Click to view event details	19 January 2023 19 Previous month Next month Today Click to view event details	20 January 2023 20 Previous month Next month Today Click to view event details	21 January 2023 21 Previous month Next month Today Click to view event details
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29 January 2023 29 Previous month Next	30 January 2023 30 Previous month Next	31 January 2023 31 Previous month Next	1 February 2023 1 Previous month Next	2 February 2023 2 Previous month Next	3 February 2023 3 Previous month Next	4 February 2023 4 Previous month Next

month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details

Assignments are weighted by group:

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

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Jump to Today Edit

Archaeology of South America

Dr. John H. Walker, PhD

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

Business Administration, Room 122

This is a FACE TO FACE class

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

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

Prerequisite: ANT 2140 or Consent of Instructor

Modules

Assignments

Files

Syllabus

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

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

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

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

Course goals

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

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

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

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

Textbooks and Software

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

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

University of Colorado Press

Paperback ISBN: 978-1-60732-332-7
EISBN: 978-1-60732-333-4

https://upcolorado.com/university-press-of-colorado/item/2036-a-prehistory-of-south-america Links to an external site.

Course readings will be found on the webcourses site for this course, which you must monitor. This is not a web-based course, but we will be using the webcourses site for assignments and updates to this syllabus. **In particular**, we are going to be working together to pick out supplementary readings for the modules starting with the Agriculture (?) module (number 5). We are going to work as a group to manage our reading expectations, and we will talk more about this in class.

In addition, there are two resources that you may want to consider:
Google Earth [http://earth.google.com/download-earth.html] Note that you only need to download the free software. You could also try ArcGIS Earth [http://www.esri.com/software/arcgis-earth] which is also free.

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

Course Requirements
The requirements for this course are weighted as follows:

Class participation	100 points: attendance and participation
Final	200 points: 1 exam
Midterm	200 points: 1 exam
Portfolio	500 points: weekly writing homework
Total	1000 points

Exams—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.
We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.
The term list that we will be using to study for the midterm and the final will be generated by the students and the professor in consultation. Students will use the list to prepare for the exams, and the professor will use the list to write the exams.

Writing Portfolio— Each week you have written homework. You must choose one of four options, each of which has different expectations and a different point value. Your portfolio grade will be calculated by dividing your total score by 500. Additionally, you must hand in **at least 3 of each of the four types of assignment** by the end of the semester. Doing well in the course means completing homework every week. You may complete more than one assignment in a given week. I will return writing assignments with feedback through webcourses within one week.
The **Finding** option means using the library to locate an academic article relevant to that weeks topic, and write a 100-word summary of its contents, which could be used by your fellow students to evaluate the article for their own use. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how useful the summary is for other students. [10 points]
The **Mapping** option means using the library to locate an academic article relevant to that weeks topic, that is linked to a specific location in the Amazon. An example would be an ethnographic account of a particular group of people. The assignment is to use Google Earth to make a placemark that links that location to either the library database or the pdf version of the file. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how accurate and useful the placemark is for other students. [10 points]
The **Evaluating** option is to take one of the assigned readings and write a 200 word evaluation of the arguments

presented in that text, or an analysis of how that text might be part of an argument about anthropological issues in the Amazon. These assignments will be evaluated according to two criteria: first, how useful the summary of the article is for other students, and second, how much the evaluation engages with the argument of the article. [20 points]
The **Connecting** option is to take one or more of the assigned readings, including at least one formt hat week, and write a 500 word essay that connects the argument of the reading to a larger argument, perhaps an argument that stretches across several weeks of the class. These assignments will be evaluated according to two criteria: first, how well does the essay represent thoughtful reading of the article or articles, and second, how well developed is the argument of the essay (not of the article or articles). [50 points]
Portfolio—At the end of the semester I will review all of the written work of each student and assign a grade to the entire portfolio. This assessment will be based on consistent effort throughout the semester, completing 3 of each kind of assignment, and improvement in your writing through responding to instructor feedback.
During the semester we will discuss possibilities for other kinds of assignments that students could complete to add to their writing portfolios for extra credit.

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

A 940-1000
A- 900-939
B+ 870-899
B 840-869
B- 800-839
C+ 770-799
C 740-769
C- 700-739
D+ 670-699
D 640-669
D- 600-639
F <600

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

Classroom decorum
In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.
Seating and engagement—in the event that the room is much larger than the enrollment of the class, students are expected to sit such that they can easily see and hear all of their classmates.
Small electronics—turn off all things that beep, whistle or sing before you come to class.
Tape recorders—it is okay to tape lecture, but please inform me first.
Disruptions—Talking during class, reading newspapers and other disruptive behavior will not be tolerated.

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

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

Revisions and the syllabus

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

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

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

UCF Core Syllabus Statements

Academic IntegrityLinks to an external site.

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

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

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

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

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

Course Accessibility StatementLinks to an external site.

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

Campus Safety StatementLinks to an external site.

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

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

(<https://youtu.be/NIKYajEx4pk (Links to an external site.) >).

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Active Duty Military StudentsLinks to an external site.

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

Make-Up Assignments for Authorized University Events or Co-curricular ActivitiesLinks to an external site.

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

Religious ObservancesLinks to an external site.

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

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

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	Assignment Syllabus quiz	due by 11:59pm

Sun Jan 15, 2023	Assignment Connecting week 1	due by 11:59pm
	Assignment Evaluating week 1	due by 11:59pm
	Assignment Finding week 1	due by 11:59pm
	Assignment Mapping week 1	due by 11:59pm
Sun Jan 22, 2023	Assignment Connecting week 2	due by 11:59pm
	Assignment Evaluating week 2	due by 11:59pm
	Assignment Finding week 2	due by 11:59pm
	Assignment Mapping week 2	due by 11:59pm
Sun Jan 29, 2023	Assignment Connecting week 3	due by 11:59pm
	Assignment Evaluating week 3	due by 11:59pm
	Assignment Finding week 3	due by 11:59pm
	Assignment Mapping week 3	due by 11:59pm
Sun Feb 5, 2023	Assignment Connecting week 4	due by 11:59pm
	Assignment Evaluating week 4	due by 11:59pm
	Assignment Finding week 4	due by 11:59pm
	Assignment Mapping week 4	due by 11:59pm
Sun Feb 12, 2023	Assignment Connecting week 5	due by 11:59pm
	Assignment Evaluating week 5	due by 11:59pm
	Assignment Finding week 5	due by 11:59pm
	Assignment Mapping week 5	due by 11:59pm
Sun Feb 19, 2023	Assignment Connecting week 6	due by 11:59pm
	Assignment Evaluating week 6	due by 11:59pm
	Assignment Finding week 6	due by 11:59pm
	Assignment Mapping week 6	due by 11:59pm
Sun Feb 26, 2023	Assignment Connecting week 7	due by 11:59pm
	Assignment Evaluating week 7	due by 11:59pm
	Assignment Finding week 7	due by 11:59pm
	Assignment Mapping week 7	due by 11:59pm
Thu Mar 2, 2023	Assignment Midterm exam	due by 11:59pm
Sun Mar 5, 2023	Assignment Connecting week 8	due by 11:59pm
	Assignment Evaluating week 8	due by 11:59pm
	Assignment Finding week 8	due by 11:59pm
	Assignment Mapping week 8	due by 11:59pm
Sun Mar 19, 2023	Assignment Connecting week 9	due by 11:59pm
	Assignment Evaluating week 9	due by 11:59pm
	Assignment Finding week 9	due by 11:59pm
	Assignment Mapping week 9	due by 11:59pm
Sun Mar 26, 2023	Assignment Connecting week 10	due by 11:59pm
	Assignment Evaluating week 10	due by 11:59pm
	Assignment Finding week 10	due by 11:59pm
	Assignment Mapping week 10	due by 11:59pm
Sun Apr 2, 2023	Assignment Connecting week 11	due by 11:59pm
	Assignment Evaluating week 11	due by 11:59pm
	Assignment Mapping week 11	due by 11:59pm

Sun Apr 9, 2023	Assignment Connecting week 12	due by 11:59pm
	Assignment Evaluating week 12	due by 11:59pm
	Assignment Finding week 12	due by 11:59pm
	Assignment Mapping week 12	due by 11:59pm
Sun Apr 16, 2023	Assignment Connecting week 13	due by 11:59pm
	Assignment Evaluating week 13	due by 11:59pm
	Assignment Finding week 13	due by 11:59pm
	Assignment Mapping week 13	due by 11:59pm
Mon May 1, 2023	Assignment Class participation	due by 11:59pm
Thu May 4, 2023	Assignment Connecting week 14	due by 11:59pm
	Assignment Evaluating week 14	due by 11:59pm
	Assignment Final Exam	due by 11:59pm
	Assignment Finding week 14	due by 11:59pm
	Assignment Mapping week 14	due by 11:59pm
	Assignment Connecting Total	
	Assignment Evaluating Total	
	Assignment Finding Total	
	Assignment Mapping Total	
	Assignment Writing Portfolio total	

Course Status

Import Existing Content
Import from Commons

View Course Stream Course Setup Checklist New Announcement New Analytics
View Course Notifications

January 2023 Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25 December 2022 25 Previous month Next month Today Click to view event details	26 December 2022 26 Previous month Next month Today Click to view event details	27 December 2022 27 Previous month Next month Today Click to view event details	28 December 2022 28 Previous month Next month Today Click to view event details	29 December 2022 29 Previous month Next month Today Click to view event details	30 December 2022 30 Previous month Next month Today Click to view event details	31 December 2022 31 Previous month Next month Today Click to view event details
1 January 2023 1 Previous month Next month Today Click to view event details	2 January 2023 2 Previous month Next month Today Click to view event details	3 January 2023 3 Previous month Next month Today Click to view event details	4 January 2023 4 Previous month Next month Today Click to view event details	5 January 2023 5 Previous month Next month Today Click to view event details	6 January 2023 6 Previous month Next month Today Click to view event details	7 January 2023 7 Previous month Next month Today Click to view event details
8 January 2023 8 Previous month Next	9 January 2023 9 Previous month Next	10 January 2023 10 Previous month Next	11 January 2023 11 Previous month Next	12 January 2023 12 Previous month Next	13 January 2023 13 Previous month Next	14 January 2023 14 Previous month Next

month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	month Today Click to view event details
15 January 2023 15 Previous month Next month Today Click to view event details	16 January 2023 16 Previous month Next month Today Click to view event details	17 January 2023 17 Previous month Next month Today Click to view event details	18 January 2023 18 Previous month Next month Today Click to view event details	19 January 2023 19 Previous month Next month Today Click to view event details	20 January 2023 20 Previous month Next month Today Click to view event details	21 January 2023 21 Previous month Next month Today Click to view event details
22 January 2023 22 Previous month Next month Today Click to view event details	23 January 2023 23 Previous month Next month Today Click to view event details	24 January 2023 24 Previous month Next month Today Click to view event details	25 January 2023 25 Previous month Next month Today Click to view event details	26 January 2023 26 Previous month Next month Today Click to view event details	27 January 2023 27 Previous month Next month Today Click to view event details	28 January 2023 28 Previous month Next month Today Click to view event details
29 January 2023 29 Previous month Next month Today Click to view event details	30 January 2023 30 Previous month Next month Today Click to view event details	31 January 2023 31 Previous month Next month Today Click to view event details	1 February 2023 1 Previous month Next month Today Click to view event details	2 February 2023 2 Previous month Next month Today Click to view event details	3 February 2023 3 Previous month Next month Today Click to view event details	4 February 2023 4 Previous month Next month Today Click to view event details

Assignments are weighted by group:

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

ANT4933C-23Spring 0001

Skip To Content
Dashboard

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- 113 unread messages.113
  Inbox
- Commons
- 10 unread release notes.10
  Help

Close

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- ANT4933C-23Spring 0001

Student View
Spring 2023

- Home
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- Syllabus
- Outcomes

- Rubrics
- Quizzes
- BigBlueButton
- Collaborations
- Chat
- Buy Materials
- Research Guide
- UCF Library Tools
- Faculty Tools
- New Analytics
- Faculty Support
- Item Banks
- Success Resources
- Settings

ANT4933C-23Spring 0001

ANT4933C-23Spring 0001

Edit
Settings

- View Page History
- Send To...
- Copy To...

Landscape Archaeology

This is a face-to-face class

Please stay home if you feel sick

UCF expects you to wear a mask to class

Anthropology 4933C-0001—Spring 2023

Tuesdays and Thursdays, 12:00-1:15 pm, CB1 0219 (3 credits)

Prerequisites: ANT 2140, or Consent of Instructor

Dr. John H. Walker

john.walker@ucf.edu

409o Howard Phillips Hall

Office Hours: T, R 10:00 AM - 12:00 Noon, or by appointment (contact me by email and I will try to reply in 24 hours)

Course Readings are found HERE

Here's How to Log in to ArcGIS ONLINE.pdf Download How to Log in to ArcGIS ONLINE.pdf

Sign up for a free account to access training and other help: https://www.esri.com/en-us/home Links to an external site.

Covid information (these are taken from the UCF website, so you may have seen them in other courses)

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

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

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

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

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

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

Course Description

In this class we will work together to read and debate literature in Landscape Archaeology, while using maps to apply those ideas to our own research. We will use software such as Google Earth and ArcGIS online to create annotated maps to better understand landscapes at different scales, and around the world. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

Attendance policy

If you will not be able to attend class, you should choose a different course. Attendance at **all** class sessions is expected because it is the **only** way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

Course Goals

To read and analyze literature in landscape archaeology

To use mapping tools (ArcGIS online; Google Earth) to organize information and study a particular landscape.

To share knowledge and thoughtful, critical feedback with the other members of the class.

Required Software

ArcGIS online--If you do not already have access, I will get a license for each of us. This tool will allow you access to GIS data from around the world, through the browser.

Google Earth [http://earth.google.com/download-earth.html] or ArcGIS Earth [http://www.esri.com/software/arcgis-earth] Note that this is free software.

Before purchasing any books for the course, please come to the first day of class for a discussion of sources and the availability of electronic texts though the UCF library.

We will also be using readings distributed electronically. Other class materials may include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. We will be using Webcourses to communicate with each other and distribute documents.

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly assignments	50%
Final map project	40%

Class participation: The engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up 20% of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to **help your classmates**. If you are still figuring it out, you have an obligation to ask questions and **work with your classmates**. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the readings using a variety of formats, which we will organize in class. As a group, we will experiment with different formats for discussion, but all of them will depend on everyone being involved in every class session. Some of the plans or "scripts" for class format include debates, having individual discussion leaders, creation and discussion of

study questions, small group work, or perhaps even "fieldwork" of some kind. In all cases, the point of the format will be to lead all of us to a productive conversation about that week's readings.

Final Map Projects:

Each participant in the class will be create an annotated map of a landscape, using the concepts of landscape archaeology in conjunction with library research and ArcGIS online. I will approve each student's topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the quality of your map will suffer accordingly.

Formal presentation: A complete draft of the annotated map is due in the final two weeks of the semester. Depending on the number of students in the class, we will organize a class session to give and receive feedback on the projects. This could take the format of presentations with reviewers (with fewer students) or a "showcase" with students taking turns presenting their work at classroom computers.

Final version: Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a final version is turned in during Final exam week. Students will also publish their maps and layers online.

Course Websites

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

UCF Library (library.ucf.edu)

Google Scholar (scholar.google.com)

Google Earth (earth.google.com)

Maryland Global Land Cover Facility (http://www.landcover.org/)

USGS data gateway (https://datagateway.nrcs.usda.gov/)

ESRI (www.esri.com Links to an external site.)

Strange Maps (http://bigthink.com/blogs/strange-maps Links to an external site.)

Writing Center

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

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others' written work. **The people you learn the most from are your fellow students**.

Classroom decorum

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

Small electronics—turn off all things that beep, whistle or sing before you come to class.

Tape recorders—it is okay to tape lecture, but please inform me first.

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

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

Disability Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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

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

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

Academic Integrity

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

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

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

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9 Links to an external site.>.

Responses to Cheating, Academic Dishonesty, Plagiarism: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be

distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

Course Status

Import Existing Content
Import from Commons

View Course Stream Course Setup Checklist New Announcement New Analytics
View Course Notifications

Coming Up

View Calendar

- Nothing for the next week

Course Syllabus

Jump to Today

Primatology

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

ANT3550C (0M01) Primatology

Dr. Sandra Wheeler • Spring 2023 • 3.0 Credit Hours

Lecture: Tuesdays in CB2 206 from 10:30-11:50am

Lab 1-3: Thursdays in MSB 149 from (Lab 1) 9:00-10:15am, (Lab 2) 10:30-11:45am, (Lab 3) 12-1:15pm

Professor Contact

Professor:	Dr. Sandra Wheeler (https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)
Office:	Howard Phillips Hall, 309F (UCF Main Campus); 407-823-2227
Office Hours:	Tuesdays 1-2:30pm in HPH 309F and by appointment for private in-person or virtual office hours
Contact:	Sandra.Wheeler@ucf.edu (mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs:	Kelly McGehee and Stephanie Fuehr
Office Hours:	Kelly: Fridays 10:00am - 11:00am in chat; Stephanie: Mondays 12 pm - 1 pm
Contact:	Webcourses Inbox or TA Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click here (https://webcourses.ucf.edu/courses/1405043/files/96983944?wrap=1) (https://webcourses.ucf.edu/courses/1405043/files/96983944/download?download_frd=1) OR click here for a Course Snapshot (https://webcourses.ucf.edu/courses/1405043/pages/course-snapshot-spring-2023) . For the most up-to-date due dates, scroll down to the Course Schedule. Click here for the in-person and online Lab Schedule (https://webcourses.ucf.edu/courses/1405043/pages/lab-schedule-spring-2023) .

University Catalogue Description

University Catalogue Description

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

Course Description

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

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

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

This is a **3-credit hour course**; therefore there should be an expectation that you will **spend about 9 hours per week** on the course.

Learning Outcomes

By the end of this course you will:

- Understand which features and traits differentiate primates from other mammals and how they are classified
- Explore how primatologists conduct fieldwork and how they research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different ecological settings
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation
- Contribute to citizen science initiatives by participating in active field research projects and through the creation of a primatological infographic

Course Requirements

This **mixed mode course** will be held **online and in person!** The class can be accessed through Webcourses@UCF or the **myUCF (https://my.ucf.edu/index.html)** portal. **We will meet for lecture on**

TUESDAYS and lab on THURSDAYS (see below); all other course content is posted online in the modules. The modules may consist of lecture materials, module pages, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments, quizzes and exams. The format will be lecture/discussion/hands-on lab with primate skeletal casts/online lab activities. You are responsible for **all** material presented in class and on Webcourses. This course format requires you to have reliable access to the Internet and in-person attendance.

To do well in this course you will need to:

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

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

Required Text (there isn't one!)

No book is required for this course. All readings are provided electronically in the INTRODUCTION pages of the course modules. You are responsible for all the readings; we will not review these during lecture.

Grading Scale (+/- letter grades)

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

Many programs require you to earn a “C” (2.0) or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Labs	35%	In-person/hands-on and online lab activities, data collection, and short writing responses. Lowest lab score dropped.
Quizzes	10%	Module quizzes based on course materials. Lowest quiz score dropped.
Exams	40%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials.
Primate		Primate infographic on an approved topic relating to primate research

Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic.

Getting Started Activities: Make sure you complete both by Friday as per UCF's Financial Aid policy!

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

Lab Assignments: I encourage you to attend Thursday labs **when they are scheduled in MSB 149 but if you are sick STAY HOME. See the tentative LAB SCHEDULE (https://webcourses.ucf.edu/courses/1405043/pages/lab-schedule-spring-2023) for a list of dates for in-person and online labs (these dates are subject to change due to the ongoing global pandemic or if the primates decide to take revenge!!). Please note that MSB 149 only fits 32 people at a time. There is literally NO MORE space in this room so only attend the lab time you signed up for.** This room may be chilly, dress accordingly! You will be sitting very close to other students, making observations of the same materials, so **I encourage you to wear masks during in-person labs.** Labs consist of hands-on and online activities, short writing responses, and completing data collection using provided lab packets. Each student will submit their **own original** work. I will not take in-person lab attendance, but if you miss an in-person lab, make a friend and maybe they will share their data collection with you. If you are very sick and miss an in-person lab, you may make it up with an alternate assignment, likely a short research paper. The lowest lab score is automatically dropped. **We will not meet for labs on Exam weeks!** Lab assignments are worth 35% of your final grade.

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

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

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product (Scaffolding! Woo!). **You will upload your final assignment and provide comments/feedback on at least two other student's assignments to earn full credit.** More details on this assignment can be found by accessing the **Primate Infographic Module (https://webcourses.ucf.edu/courses/1405043/modules/2429202)** . This Primate Infographic is worth 15% of your final grade.

Other Important Syllabus Things

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

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for this class. This is a 3-credit hour course; therefore there should be an expectation that you will spend about 9 hours per week on the course. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• **Quizzes due by 11:59pm** • **Exams close by 11:59pm** • Finish module readings	• Start new module and readings • Finish up lab assignment from previous week	• Attend class for lecture • Read module materials	• Watch any video or media in your modules • Water your plants	• Attend labs in MSB 149 when scheduled • **Labs due by 11:59pm** • **Exams open at 8am**	• Work on lab assignments • Review lecture notes • Hug a friend!	• Watch fun primate videos! • Dance!

What About Make-Up or LATE Work?

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

Students can submit late quizzes and assignments (but not exams) for **ONE WEEK** after the posted due date with a **late penalty**. Make-up assignments, quizzes, and exam past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

If you experience an exceptional family emergency or other circumstance that affects your coursework and/or causes you to miss assignments or an exam, please let me know so I can help you. Also contact **Student Care Services** for additional support: **https://scs.sdes.ucf.edu/services/ (https://scs.sdes.ucf.edu/services/)**

It is your responsibility to contact me in a timely manner. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This 'M' and 'C' Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology, Environmental Science, and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the 'C' designation) or you need an upper-division restricted elective. Whatever your reason, **primates are awesome** and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a **mixed mode AND lab course**, so we will have **lecture, online modules, AND hands-on and online labs** to complete! All the things!

The UCF Mobile App

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

University Services and Resources

Academic Services and Resources

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

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

Non-Academic Services and Resources

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

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

Statements Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic continues to impact 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; just be sure to contact me!

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

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

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

students are prohibited from engaging in:

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

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

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)** ".

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF **Office of Student Conduct and Academic Integrity (https://scai.sdes.ucf.edu/)** for further action. See **UCF Golden Rule (https://goldenrule.sdes.ucf.edu/)** and the **UCF Rules of Conduct (http://osc.sdes.ucf.edu/process/roc)** . I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else, including copying and pasting from the Internet. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade (http://goldenrule.sdes.ucf.edu/zgrade) .** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

GroupMe and other chat platforms: The mis-use of study groups such as GroupMe can be considered **academic misconduct** and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct. So don't do it! We will know!

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

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

Respect for Diversity and Inclusion

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

UCF (and me!) 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.

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. Again, trolls, don't be one, don't do it.

Student Accessibility Services (SAS)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design

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

If 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.

Campus Safety

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

a religious observance. For more information, see the UCF policy at
< http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) >.

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, Planet of the Apes becomes realized, the primates take their revenge on all of us). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates for assignments can be found in the table below. Look in the **Modules** (https://webcourses.ucf.edu/courses/1257735/modules) for a complete listing of the course schedule and materials.

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	Required Activity: Getting Started Discussion (https://webcourses.ucf.edu/courses/1405043/assignments/7799001)	due by 11:59pm
	Required Activity: Getting Started Quiz! (https://webcourses.ucf.edu/courses/1405043/assignments/7798998)	due by 11:59pm
	Lab 1: Instructions and	

Thu Jan 19, 2023	Lab 1: Instructions and Anatomy (https://webcourses.ucf.edu/courses/1405043/assignments/7799004)	due by 11:59pm
Sun Jan 22, 2023	Quiz 1 Primate (https://webcourses.ucf.edu/courses/1405043/assignments/7798981)	due by 11:59pm
	Quiz 2 Taxonomy (https://webcourses.ucf.edu/courses/1405043/assignments/7799000)	due by 11:59pm
Thu Jan 26, 2023	LAB 2: Classification and Taxonomy (https://webcourses.ucf.edu/courses/1405043/assignments/7798994)	due by 11:59pm
Sun Jan 29, 2023	Quiz 3 Parts (https://webcourses.ucf.edu/courses/1405043/assignments/7798996)	due by 11:59pm
Thu Feb 2, 2023	LAB 3: Comparative Osteology (https://webcourses.ucf.edu/courses/1405043/assignments/7798997)	due by 11:59pm
Sun Feb 12, 2023	Exam 1 (https://webcourses.ucf.edu/courses/1405043/assignments/7798995)	due by 11:59pm
	Quiz 4 Evolution (https://webcourses.ucf.edu/courses/1405043/assignments/7798980)	due by 11:59pm
	Quiz 5 Apes (https://webcourses.ucf.edu/courses/1405043/assignments/7798987)	due by 11:59pm
Mon Feb 13, 2023	LAB 4: Primate Evolution (https://webcourses.ucf.edu/courses/1405043/assignments/7798982)	due by 11:59pm
Sun Feb 26, 2023	Primate Infographic Topic Approval (https://webcourses.ucf.edu/courses/1405043/assignments/7799009)	due by 11:59pm
Thu Mar 2, 2023	LAB 5: Comparative Dentition (https://webcourses.ucf.edu/courses/1405043/assignments/7798993)	due by 11:59pm
Sun Mar 5, 2023	Quiz 6 Sociality & Ecology (https://webcourses.ucf.edu/courses/1405043/assignments/7798985)	due by 11:59pm
	Quiz 7 Evolution & Sex (https://webcourses.ucf.edu/courses/1405043/assignments/7798984)	due by 11:59pm
Thu Mar 9, 2023	LAB 6: Primate Diet and Dentition (https://webcourses.ucf.edu/courses/1405043/assignments/7798992)	due by 11:59pm
Sun Mar 12, 2023	Quiz 8 OW Monkeys & Tarsiers (https://webcourses.ucf.edu/courses/1405043/assignments/7798991)	due by 11:59pm

Sun Mar 19, 2023	Quiz 9 Communication & Cognition (https://webcourses.ucf.edu/courses/1405043/assignments/7798979)	due by 11:59pm
Sun Mar 26, 2023	Exam 2 (https://webcourses.ucf.edu/courses/1405043/assignments/7798986)	due by 11:59pm
	Primate Infographic Draft (https://webcourses.ucf.edu/courses/1405043/assignments/7799008)	due by 11:59pm
Mon Mar 27, 2023	LAB 7: Primate Locomotion (https://webcourses.ucf.edu/courses/1405043/assignments/7798989)	due by 11:59pm
Thu Apr 6, 2023	Lab 8: Primate Observation (https://webcourses.ucf.edu/courses/1405043/assignments/7799005)	due by 11:59pm
Sun Apr 9, 2023	Primate Infographic UPLOAD FINAL and PEER REVIEW: UPLOAD PNG or JPG (https://webcourses.ucf.edu/courses/1405043/assignments/7799002)	due by 11:59pm
	Quiz 10 Platyrrhines (https://webcourses.ucf.edu/courses/1405043/assignments/7798983)	due by 11:59pm
Thu Apr 13, 2023	Lab 9: Zooniverse Citizen Science (https://webcourses.ucf.edu/courses/1405043/assignments/7799006)	due by 11:59pm
Sun Apr 16, 2023	Peer Review Due of Infographic (https://webcourses.ucf.edu/courses/1405043/assignments/7799007)	due by 11:59pm
Thu Apr 20, 2023	Lab 10: Primatology Meme (https://webcourses.ucf.edu/courses/1405043/assignments/7799003)	due by 11:59pm
Sun Apr 23, 2023	Quiz 11 Strepsirrhines (https://webcourses.ucf.edu/courses/1405043/assignments/7798990)	due by 11:59pm
	Quiz 12 Conservation (https://webcourses.ucf.edu/courses/1405043/assignments/7798999)	due by 11:59pm
Sun Apr 30, 2023	Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1405043/assignments/7798988)	due by 11:59pm

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowi you to view the course as a brand new student.

Course Snapshot: Spring 2023

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

Module	Topics, Readings, and Assignments
Module 1	**What is a Primate?** Lecture: • Lecture 1-What is a Primate? Required Readings: • Strier KB. 2017. Introduction to Primate Studies (pages 1-35). *Primate Behavioral Ecology, 5th ed.* Routledge. • Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: Primates in Perspective*, 2nd ed*. Oxford University Press. Assignments: • Quiz 1 • Lab 1
Module 2	**Primate Taxonomy** Lecture: • Lecture 2-Primate Taxonomy Required Reading: • Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). *Primate Behavioral Ecology, 5th ed.* Routledge. Assignments: • Quiz 2 • Lab 2
Module 3	**Primate Parts** Lecture: • Lecture 3-Primate Parts

	Required Readings: • Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: **https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children** **(https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children)** • A New View Into The Primate Birthing Process. NPR story by Barbara King: **https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process** **(https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process)** • Luft J and Altman J. 1998. Mother Baboon. In: *The Primate Anthology*. Prentice Hall. Assignments: • Quiz 3 • Lab 3
Module 4	**Primate Evolution** Lecture: • Lecture 4-Primate Evolution-Fossils, Migrations, Adaptations Required Reading: • Strier KB. 2017. Primates Past to Present (pages 73-100). *Primate Behavioral Ecology, 5th ed.* Routledge. Assignments: • Quiz 4 • Lab 4
Module 5	**The Apes** Lectures: • Lecture 5-Gorillas • Lecture 6-Chimpanzees • Lecture 7-Bonobos • Lecture 8-Orangutans • Lecture 9-Hylobatids Required Readings: • Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: *Primates in Perspective 2nd ed*. Oxford University Press. • Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: *Primates in Perspective, 2nd ed*. Oxford

	(pages 529-536). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
EXAM 1 ONLINE!	
Module 6	**Primate Sociality and Community Ecology** Lectures: • Lecture 10-Primate Social Organization • Lecture 11-Community Ecology Required Readings: • Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: *Primates in Perspective, 2nd ed*. Oxford University Press. • Smuts B. 1998. What Are Friends For? (pages 36-43). In: *The Primate Anthology*. Prentice Hall. Assignments: • Quiz 6 • Lab 5 • Primate Infographic Topic
Module 7	**Evolution and Sex** Lecture: • Lecture 12-Evolution and Sex: Male and Female Behaviors Required Reading: • Campbell C. 2011. Primate Sexuality and Reproduction (pages 464-475). In: *Primates in Perspective, 2nd ed*. Oxford University Press. Assignments: • Quiz 7 • Lab 6
Module 8	**Old World Monkeys and Tarsiers** Lectures: • Lecture 13-Cercopithecinae • Lecture 14-Colobinae • Lecture 15-Tarsiers Required Readings • Thierry PJ. The Macaques: A Double-Layered Social Organization (pages 229-241). In: *Primates in Perspective, 2nd ed*. Oxford University Press. • Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from

	• Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: *The Primate Anthology.* Prentice Hall. • Starin D. 1998. The Kindness of Strangers (pages 124-127). In: *The Primate Anthology.* Prentice Hall. Assignments: • Quiz 8 • Lab 7
Module 9	**Primate Communication and Cognition** Lecture: • Lecture 16-Primate Communication: How Do Primates Communicate and Think? Required Readings • Strier KB. 2017. Communication and Cognition (pages 311-346). *Primate Behavioral Ecology, 5th ed.* Routledge. • Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: *Primates in Perspective, 2nd ed.* Oxford University Press. Assignments: • Quiz 9 • Lab 8
	EXAM 2 ONLINE!
Module 10	**Platyrrhines** Lectures: • Lecture 17-Atelids and Cebids • Lecture 18-Callitrichids Required Readings • Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: *Primates in Perspective, 2nd ed*. Oxford University Press. • Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: *The Primate Anthology.* Prentice Hall. • Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: *The Primate Anthology*. Prentice Hall. Assignments: • Quiz 10 • Lab 9

	• Lab 9 • Final Primate Infographic
Module 11	**Strepsirhines** Lectures: • Lecture 19-Lorisoids • Lecture 20-Lemuroids Required Readings • Nekaris KA, Bearder SK. 2011. The Lorisiform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: *Primates in Perspective, 2nd ed*. Oxford University Press. • Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: *The Primate Anthology*. Prentice Hall. • Bearder S. 1998. Calls of the Wild (pages 230-234). In: *The Primate Anthology*. Prentice Hall. Assignments: • Quiz 11
Module 12	**Primate Conservation** Lecture: • Lecture 21-Primate Conservation Required Readings • Strier KB. 2017. Conservation (pages 373-398). *Primate Behavioral Ecology, 5th ed.* Routledge. • Campbell CJ et al. 2011. Where We Have Been, Where We Are, and Where We Are Going: The Future of Primatological Research (pages 687-691). In: *Primates in Perspective, 2nd ed.* Oxford University Press. Assignments: • Quiz 12 • Lab 10 • Final Primate Infographic Peer Feedback
EXAM 3 (FINAL EXAM) ONLINE DURING FINALS WEEK!	

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Resetting the test student will clear all history for this student, allowi you to view the course as a brand new student.

Course Syllabus

Jump to Today

ANT 4861 (0W60) Beyond the Anthropology Major

Spring 2023 • 3 Credit Hours • Online in Webcourses

Professor Contact

Professor:	Dr. Sandra Wheeler (https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)
Office:	Howard Phillips Hall, 309 (UCF Main Campus); 407-823-3769
Office Hours:	Thursdays 2-3:30pm in Chat for online office hours and by appointment for in-person or virtual office hours
Contact:	Sandra.Wheeler@ucf.edu (mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant Contact

GTAs:	Kelly McGehee and Stephanie Fuehr
Office Hours:	Kelly: Tuesdays 10:00am - 11:00am in chat; Stephanie: Mondays 1-2 pm
Contact:	Webcourses Inbox or Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click here (https://webcourses.ucf.edu/courses/1405042/files/96983961?wrap=1) (https://webcourses.ucf.edu/courses/1405042/files/96983961/download?download_frd=1) OR click here for the Course Schedule snapshot (https://webcourses.ucf.edu/courses/1405042/pages/course-schedule-snapshot-topics-and-readings) . For the most up-to-date information on due dates, check the Course Summary at the end.

This course will be delivered online asynchronously, meaning you will work on the assignments on your own with respect to due dates.

University Catalog Description

Applying skills and experiences from the Anthropology BA curriculum to the job market or graduate school. PR: ANT 2140, ANT 2410, and ANT 2511.

Course Overview

Have you thought about what to do with your Anthropology degree after graduation? This course is designed to prepare you to identify and translate your anthropological skills, experiences, and

undergraduate academic achievements to the non-academic and alternate-academic (non-ac or alt-ac) post-graduation job market or to graduate school so you will be ready for the next step in reaching your career goals.

Throughout the course of this semester you will listen to interviews with anthropological practitioners and UCF Anthropology Alumna who will discuss their alt-ac anthropological jobs and academic journeys, and you will read essays about anthropological practitioners and how they apply their knowledge and skills to different jobs. You will prepare professional development documents to assist in your transition from student to post-graduation anthropological practitioner as you navigate the job market. You will also draft personal statements for selected graduate programs and network with practicing anthropologists in their various fields of work.

Through group discussions, written assignments, and SO MANY self-reflection statements, you will experiment with how anthropological theory, ethics, knowledge, and skills are applied to the creation and refinement of your professional development documents. You will also explore jobs in a variety of fields including education, user experience, project management, human resources, business and marketing, non-governmental and non-profit organizations, social services, and the medical fields, to identify how anthropological skills can be applied and employed.

Self-reflection is an integral part of this course and these reflections are an important part of your **personal and professional growth**. Throughout the course you will reflect on your assignments and your classmates' assignments. You may feel anxiety about graduation, you may feel paralyzed regarding your future, you may feel completely prepared to enter the workforce or continue with a graduate program, this is all totally normal. Completing these exercises and assignments and working on your self-reflection assignments will help guide you in your search for your Anthropological Identity and how you might apply that to the workforce. We will do this together!

Ultimately this course is designed to prepare **you** to apply your anthropology knowledge and skills wherever you go in the future!

Anthropology Majors! If you are in the Methods & Practice track, this course can count as your High-Impact requirement OR a Restricted Elective. If you are in the General track, this course will count as a Restricted Elective.

This is a 3-credit hour course; therefore there should be an expectation that you will spend about 9 hours per week on the course.

Integrative-Learning Experience Designation Statement

This course is designated as an Integrative-Learning Experience (IE) course. This designation will be noted on your transcripts. Integrative-Learning Experience (IE) courses offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. Students work closely with their professors and peers to develop, reflect on, and articulate their goals. Although many courses include aspects of integrative-learning, to be designated an IE course integrative-learning content must be central rather than peripheral to the syllabus. For questions concerning Integrative Learning, please contact High Impact Practices at HIP@ucf.edu.

Learning Outcomes

The goal of this course is to prepare you for the next step in your career post-graduation. You will:

1. Discover **different careers** and identify how your anthropological skill set applies to them
2. Develop **professional materials** for applications to graduate schools and job interviews, including a CV and resume, personal statement, and cover letter
3. Apply **anthropological theory**, ethics, knowledge and skills to the development of your professional portfolio/profile
4. Engage with and reflect upon the work of **alt-ac, non-ac, and ac-adjacent anthropological practitioners**
5. Explore **graduate programs**, requirements and expectations, and develop narrative/personal statements
6. Create a **LinkedIn** profile synthesizing and summarizing your professional knowledge, skills, and future career goals

Required Text

Nolan RW (Ed). 2013. *A Handbook of Practicing Anthropology.* Wiley-Blackwell. This e-book is available **FOR FREE** through the UCF Library. You will need to log in with your NID and password to access it, make sure you select UCF as your Institution: **https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597** **(https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597)**

Click on the pdf of a chapter to access the UCF Library page for the book, make sure you select UCF as your Institution, it will bring to the login page for UCF!

Additional required readings are provided to you electronically in the Webcourses Intro pages.

Professional Associations (these are just a few)

Society for Applied Anthropology (SfAA): **https://www.appliedanthro.org/** **(https://www.appliedanthro.org/)**

The National Association for the Practice of Anthropology (NAPA): **https://practicinganthropology.org/** **(https://practicinganthropology.org/)**

American Anthropological Association (AAA): **https://www.americananthro.org/** **(https://www.americananthro.org/)**

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	70-76%	D	60-66%
		B-	80-83%			F	59% or below

Student Evaluation

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

Assignment	Percent	Description
Anthropological Practitioner Discussions	35%	Small group discussion and reflection on alt-ac jobs with anthropological practitioners: interviews, readings and final discussion
Professional Development Exercises	30%	Exercises to help articulate your anthropological knowledge and skills for jobs or graduate school
Professional Documents	20%	Development of professional documents like, CVs, resumes, personal statements, cover letters
LinkedIn profile	15%	Create your professional profile for a broad employment audience

Getting Started Activities

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

Anthropological Practitioner Discussions and Reflections 35%

These small group discussions include leading questions with required posts and responses to other students in the group, as well as reflections on what you learned by completing the assignment. These discussion and reflection assignments are meant to help you connect with different jobs and skills outlined in the assigned readings and posted interviews and think about how you might use some of those ideas in your own work. It also provides a way to share ideas about jobs and job skills with your fellow classmates. Alt-ac (alternative-academic), ac-adjacent (academic adjacent), and non-ac (non-academic) scholars are highlighted here, including UCF Anthropology alumna!

Choose at least 4 of each to complete!

- Interview Discuss and Reflect (Watch interviews with an alt-ac anthropological practitioner and others in alt-ac positions)
- Readings Discuss and Reflect (Read essays by alt-ac anthropological practitioners apply their skills)

Required for everyone to complete!

- Final Anthropological Practitioner Discuss and Reflect

Professional Development Exercises 30%

These professional development exercises (PDE's) are intended to help you articulate and justify why your anthropological skills are relevant to various types of jobs. These documents are also meant to help build your professional toolkit for the job market or graduate school.

Everyone must attend a Career Fair/Career Expo (in person or online) AND complete at least at least 5 other exercises in this group. NOTE: attending a Career Fair/Expo is different than attending a Career Services Workshop.

Required for everyone to complete!

- PDE: What Are Career Fairs/Expos? Career Fair attendance and reflection **(Attend at least one Fair/Expo, virtual or in person, during the spring term)**

And choose at least 5 of these to complete!

- PDE 1: What Is Your Anthropological Identity? Exercise and reflection
- PDE 2: What is your Dream Job? Exercise and reflection
- PDE 3: What Do My Transcripts Mean? How Do I Translate Them? Exercise and reflection
- PDE 4: What Are Some Job Titles? Exercise and reflection
- PDE 5: Do I Have a Code of Ethics? What Is It? Exercise and reflection
- PDE 6: How Do I Find Anthropological Jobs? Searches and reflection
- PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists? Searches and reflection
- PDE 8: What is My Elevator Pitch? Introduction Exercise and reflection (elevator pitch assignment, video, audio, or any media)

Professional Documents 20%

These assignments are focused on developing professional documents that highlight the skills, knowledge, and experiences from your anthropology coursework to CV and resume formats. This also provides you with professional documents to submit to potential graduate schools or employers and can be integrated into your LinkedIn profile.

Everyone must attend a Career Services Workshop (in person or online) and complete at least 5 of these assignments in this group. NOTE: attending a Career Services Workshop is different than attending a Career Fair/Expo.

Required for everyone to complete!

- Career Services Workshops **(Attend at least one Workshop, virtual or in person, during the spring term)**

And choose at least 5 of these to complete!

- CV draft and final CV
- Resume draft and final resume
- Cover letter for a job/s
- Statement of Intent and/or Narrative for Graduate School

LinkedIn profile 15%

LinkedIn is a powerful tool that can help you leverage your academic knowledge, experiences, and skills to a diverse and broad professional audience. The Professional Development Exercises and Professional Documents will form the basis of your LinkedIn profile.

Everyone will complete all steps in this assignment group!

- Synthesis of professional documents with images, narratives, skills, contacts
- Why are you even doing creating a LinkdIn profile? **https://www.topresume.com/career-advice/why-linkedin-is-important%20 (https://www.topresume.com/career-advice/why-linkedin-**

is-important%20)

See here for information on LinkedIn and Accessibility: **https://www.linkedin.com/accessibility** (https://www.linkedin.com/accessibility)

Important Syllabus Statements

What About Make-Up Work?

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

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

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an Incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

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

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the **UCF Knights Online** (https://cdl.ucf.edu/support/student/knights-online/) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content and assignments are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. This is a 3-credit hour course; therefore there should be an expectation that you will spend about 9 hours per week on the course. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Drink coffee! • Submit any outstanding assignments	• Start review of module pages • Make a plan to work through the Modules and mark due dates!	• Read posted chapters in module • Enjoy more coffee!	• Watch any video or media in modules • Hug your friends, water your plants!	• Keep reading and reviewing • Do something nice for yourself	• Prepare to submit any assignments	• Dance

UCF Mobile App!!

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

Course Requirements

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

- Complete all required module content
- Read and watch all posted content
- Complete the assignments by their due dates
- Log into Wecbourses regularly - I can see when you log in and how long you look at your Webcourses class! I can even see how long you spent on each page!

To be successful in this course, you will need to check Webcourses often, and put effort into completing the assignments. These assignments are intended to help you articulate your future career goals and plans!

Modules will open regularly and all assignments are due on specific dates throughout the course (see

schedule below). This is to provide you with a regularly paced online work environment. All assignments **will be submitted online.** No paper! Save the trees!

More Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of **all the due dates!** If you've never used that **Calendar button** on the side of your screen, use it!! It is super helpful!

Second, if you email me or your GTA using your Knights account, include **ANT 4861 or Careers** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

University Services and Resources

Academic Services and Resources

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

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

Non-Academic Services and Resources

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

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

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most

important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with UCF's **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 **The Center for Academic Integrity (https://academicintegrity.org/)** .

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

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF **Office of Student Conduct (http://osc.sdes.ucf.edu/)** for further action. See the **UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu)** . I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade (http://goldenrule.sdes.ucf.edu/zgrade)** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

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

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

Respect for Diversity and Inclusion

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

UCF (and me!) 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.

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. Again, trolls, don't be one, don't do it.

Student Accessibility Services (SAS)

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

course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If 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.

Campus Safety (for online courses)

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

Copyright

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

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

conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse or ANOTHER epidemic). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	Getting Started Quiz (https://webcourses.ucf.edu/courses/1405042/assignments/7525316)	due by 11:59pm
	Introduce Yourselves! (https://webcourses.ucf.edu/courses/1405042/assignments/7525334)	due by 11:59pm
Sun Jan 15, 2023	Interview 1: Discuss and Reflect - Global Tech Ethnography (https://webcourses.ucf.edu/courses/1405042/assignments/7525318)	due by 11:59pm
	Reading 1: Discuss and Reflect-Job Hunting (https://webcourses.ucf.edu/courses/1405042/assignments/7525319)	due by 11:59pm
Sun Jan 22, 2023	LinkedIn STEP 1: Create and Submit Your Profile (https://webcourses.ucf.edu/courses/1405042/assignments/7525341)	due by 11:59pm
	PDE 1: What is Your Anthropology Identity? (https://webcourses.ucf.edu/courses/1405042/assignments/7525332)	due by 11:59pm
	Interview 1: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525360)	due by 11:59pm
	Reading 1: Feedback and Reflection Due	due by 11:59pm

	(https://webcourses.ucf.edu/courses/1405042/assignments/7525366)	
Sun Jan 29, 2023	Interview 2: Discuss and Reflect - Museum and Curation (https://webcourses.ucf.edu/courses/1405042/assignments/7525321)	due by 11:59pm
	Reading 2: Discuss and Reflect-Professional Training (https://webcourses.ucf.edu/courses/1405042/assignments/7525326)	due by 11:59pm
Sun Feb 5, 2023	LinkedIn STEP 2: Add Summary Section, Education, and Work History (https://webcourses.ucf.edu/courses/1405042/assignments/7525342)	due by 11:59pm
	PDE 1: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525347)	due by 11:59pm
	PDE 2: What is Your Dream Job? (https://webcourses.ucf.edu/courses/1405042/assignments/7525333)	due by 11:59pm
	Interview 2: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525361)	due by 11:59pm
	Reading 2: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525367)	due by 11:59pm
Sun Feb 12, 2023	Interview 3: Discuss and Reflect - Technologist and Futurist (https://webcourses.ucf.edu/courses/1405042/assignments/7525322)	due by 11:59pm
	Reading 3: Discuss and Reflect-Transitioning to Practice (https://webcourses.ucf.edu/courses/1405042/assignments/7525327)	due by 11:59pm
	PDE 2: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525348)	due by 11:59pm
Sun Feb 19, 2023	Interview 3: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525362)	due by 11:59pm
	LinkedIn STEP 3: Add Skills, Connections (https://webcourses.ucf.edu/courses/1405042/assignments/7525343)	due by 11:59pm
	PDE 3: What Do My Transcripts Mean? What Are My	due by 11:59pm

	Skills? (https://webcourses.ucf.edu/courses/1405042/assignments/7525350)	due by 11:59pm
	Reading 3: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525368)	due by 11:59pm
Sun Feb 26, 2023	Interview 4: Discuss and Reflect - Forensic Anthropology (UCF alumna) (https://webcourses.ucf.edu/courses/1405042/assignments/7525323)	due by 11:59pm
	Reading 4: Discuss and Reflect-Doing Anthropology (https://webcourses.ucf.edu/courses/1405042/assignments/7525328)	due by 11:59pm
	PDE 3: Skills and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525349)	due by 11:59pm
Sun Mar 5, 2023	CV Draft (https://webcourses.ucf.edu/courses/1405042/assignments/7525338)	due by 11:59pm
	Interview 4: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525363)	due by 11:59pm
	Reading 4: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525369)	due by 11:59pm
Sun Mar 19, 2023	PDE 4: Job Titles Exercise (https://webcourses.ucf.edu/courses/1405042/assignments/7525351)	due by 11:59pm
Sun Mar 26, 2023	Interview 5: Discuss and Reflect - Embassy Work and Development (UCF alumna) (https://webcourses.ucf.edu/courses/1405042/assignments/7525324)	due by 11:59pm
	Reading 5: Discuss and Reflect-Nongovernmental Organizations (https://webcourses.ucf.edu/courses/1405042/assignments/7525329)	due by 11:59pm
	PDE 4: Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525352)	due by 11:59pm
	Resume Draft (https://webcourses.ucf.edu/courses/1405042/assignments/7525373)	due by 11:59pm
	Interview 5: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525364)	due by 11:59pm

Sun Apr 2, 2023	Reading 5: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525370)	due by 11:59pm
	LinkedIn STEP 4: Add Network Updates and Show Work Sample (https://webcourses.ucf.edu/courses/1405042/assignments/7525344)	due by 11:59pm
	PDE 5: Do I Have a Code of Ethics? (https://webcourses.ucf.edu/courses/1405042/assignments/7525353)	due by 11:59pm
Sun Apr 9, 2023	PDE 5: Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525354)	due by 11pm
	Interview 6: Discuss and Reflect - Florida Public Archaeology Coordinator (UCF alumna) (https://webcourses.ucf.edu/courses/1405042/assignments/7525325)	due by 11:59pm
	Reading 6: Discuss and Reflect-Ethics (https://webcourses.ucf.edu/courses/1405042/assignments/7525330)	due by 11:59pm
	Graduate School Narrative or Statement of Intent (https://webcourses.ucf.edu/courses/1405042/assignments/7525346)	due by 11:59pm
Sun Apr 16, 2023	Cover Letter (https://webcourses.ucf.edu/courses/1405042/assignments/7525337)	due by 11:59pm
	Interview 6: Questions, Feedback, and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525365)	due by 11:59pm
	Reading 6: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525371)	due by 11:59pm
	Reading 7: Discuss and Reflect-Humanitarian work (https://webcourses.ucf.edu/courses/1405042/assignments/7525331)	due by 11:59pm
	PDE 6: How Do I Find Anthropological Jobs? (https://webcourses.ucf.edu/courses/1405042/assignments/7525355)	due by 11:59pm
	PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists? (https://webcourses.ucf.edu/courses/1405042/assignments/7525357)	due by 11:59pm

Sun Apr 23, 2023	Career Services Workshop- Everyone must attend at least one Workshop by the end of the term! (https://webcourses.ucf.edu/courses/1405042/assignments/7525336)	due by 11:59pm
	CV Final Version (https://webcourses.ucf.edu/courses/1405042/assignments/7525339)	due by 11:59pm
	Final Practitioner Discussion and Reflection (https://webcourses.ucf.edu/courses/1405042/assignments/7525320)	due by 11:59pm
	LinkedIn STEP 5: Submit Final Profile (https://webcourses.ucf.edu/courses/1405042/assignments/7525345)	due by 11:59pm
	PDE 8: What is My Elevator Pitch? (https://webcourses.ucf.edu/courses/1405042/assignments/7525317)	due by 11:59pm
	PDE: Career Fair/Expo- Everyone must attend at least one Fair/Expo by the end of the term! (https://webcourses.ucf.edu/courses/1405042/assignments/7525335)	due by 11:59pm
	Resume Final Version (https://webcourses.ucf.edu/courses/1405042/assignments/7525374)	due by 11:59pm
	PDE 6: Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525356)	due by 11:59pm
	PDE 7: Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525358)	due by 11:59pm
	Reading 7: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525372)	due by 11:59pm
Sun Apr 30, 2023	Final Practitioner Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525340)	due by 11:59pm
	PDE 8: Feedback and Reflection Due (https://webcourses.ucf.edu/courses/1405042/assignments/7525359)	due by 11:59pm

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowi you to view the course as a brand new student.

Course Schedule Snapshot: Topics and Readings

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Readings are found in the Introduction pages of each Module. All readings are provided electronically.

Module	Topic and Readings
Module 1	**Course Introduction and What is Your Anthropology?** Read: • Briller and Goldmacher, Ch 1, Introduction • Nolan, Ch 1, The discipline of anthropology • Tso, Job hunting in the 21st century
Module 2	**Anthropological Practice I** Read: • Briller and Goldmacher, Ch 2, Positioning yourself in the discipline • Ginsberg, Anthropology Between Academia and Practice • Redding, Professional training and preparation
Module 3	**Anthropological Practice II** Read: • Nolan, Ch 2, The world today and anthropology's place in it • Odell Butler, Making the transition from academy to practice • **https://www.practicinganthropology.org/practice/about-practice/ (https://www.practicinganthropology.org/practice/about-practice/)**
Module 4	**Anthropological Practice III** Read: • Nolan, Ch 3, What is anthropological practice? • Nolan, Ch 5, Anthropological practice today • Bronitsky, Doing anthropology-full tilt, full time
Module 5	**Getting Prepared I** Read:

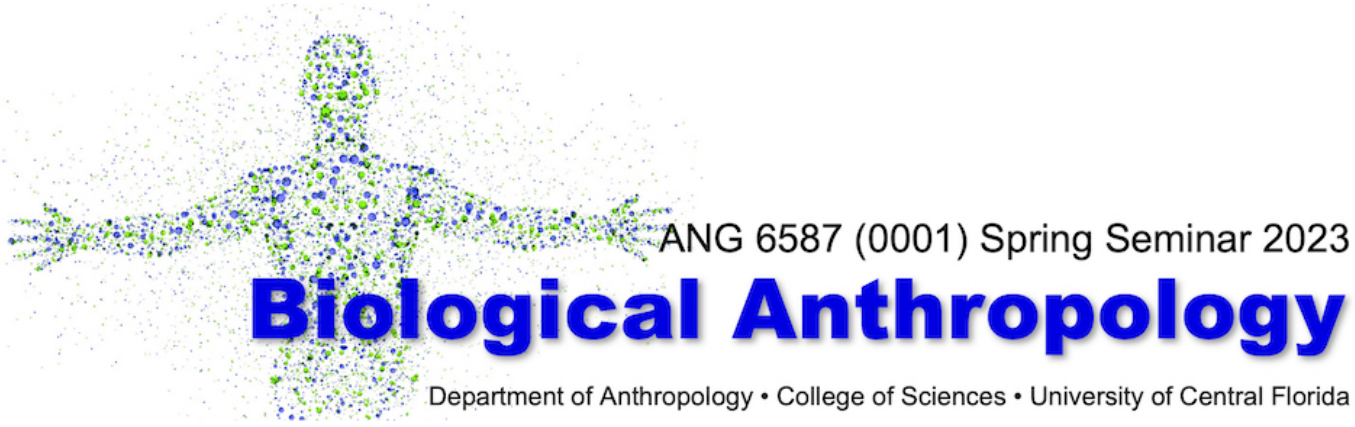
	• Basalla and Debelius, This might hurt a bit: Turning a CV into a résumé • Squires, Careers in practice • Koons, Nongovernmental organizations
Module 6	**Getting Prepared II** Read: • Bohren, Whiteford, Ethics and practicing anthropology-pragmatic, practical, principled • Hoffman, Becoming a practicing disaster anthropologist
Module 7	**Searching for Jobs** Read: • Nolan, Ch 11, Career planning for practitioners • Nolan, Ch 12, Investigating employment opportunities • Koons, Practitioners in humanitarian assistance • Partridge, Multilateral governmental organizations
Module 8	**Is Graduate School Right for Me?** Read: • **https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/ (https://anthrodendum.org/2018/07/31/the-hiddencurriculum-of-applying-to-graduate-school-for-anthropology/)**
Module 9	**Final Things** Read • Nolan, The future of practice Optional • De Waal Malefyt, Anthropologists at work in design and product development • Fiske, Working for the federal government • Heurtin-Roberts, Hare, Practitioners working in health

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowi you to view the course as a brand new student.

Course Syllabus

Jump to Today | Edit



Course Information

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

Professor Contact

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

Syllabus Quick Links

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

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.
Prerequisites: Admission to Anthropology MA or CI.

What is this course about?

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

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

What skills will I develop in this course?

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

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

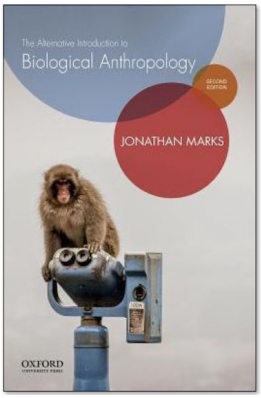
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

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

What textbooks will I need?

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

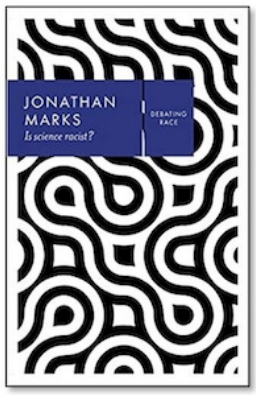
NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible if using this vendor.



The Alternative Introduction to Biological Anthropology

Author: J. Marks
Edition: **2nd edition**
Year: 2018
Publisher: Oxford University Press
ISBN: 9780190490997

Available in paperback, eBook and rental formats



Is Science Racist?

Author: J. Marks
Edition: 1st edition
Year: 2017
Publisher: Polity
ISBN: 9780745689227

Available in paperback and eBook formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404166/modules/2467278)**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

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

For students striving for an A- grade or higher, I recommend that you spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities.** You should also plan on setting aside at least **five-to-six hours each week to complete your assigned reading and work through required assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate seminar. Your study skills, prior

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

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

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

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

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, graded assignments, links to information websites, and any assigned media content. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know** (https://webcourses.ucf.edu/courses/1404166/modules/2467278), which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

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

How will I be evaluated and graded?

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

Forum contributions (10 points each week)	140 points	20% of final grade
Critical reaction papers (10 points each paper)	100 points	40% of final grade
Participation:		
• Weekly notes journal (5 points each class)	65 points	15% of final grade
• Active attendance (5 points each class)	65 points	15% of final grade
• Peer review process (5 points each paper)	50 points	10% of final grade

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

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

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

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

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

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

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

How do I view my grades?

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

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

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

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

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

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

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

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

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

What are the COVID-related policies?

Illness Notifications

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

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

Flexibility and Accountability

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

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

What academic and career resources are available to me?

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

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

permission of the instructor.
- **Helping another violate** academic behavior standards.

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write any submitted workas a group.** If you do this, it is easily detectable through online links and WebCourses action logs including student submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or **'Z' letter grade (http://goldenrule.sdes.ucf.edu/zgrade)** for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI) (https://scai.sdes.ucf.edu/academic-integrity/)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

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

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all

assignments will be submitted and graded through WebCourses. At a minimum, you will need:

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

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

What is my seminar discussion and assignment schedule?

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

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

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

Course Summary:

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

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

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

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

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

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

Course Syllabus

Jump to Today ✎ Edit

Life & Death in Ancient Egypt

ANT 3148 (0W60) ▪ Spring 2023

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

Course Information

Course Name:	Life and Death in Ancient Egypt
Course ID:	ANT 3148 (0W60) / Spring 2023
Credit Hours:	3.0 hours
Location/time:	Online via WebCourses@UCF

Professor Contact

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

GTA Contact

GTA:	**Melissa Gomez**
Main office:	UCF Main Campus - Phillips Hall 309
Online Office:	**TBA** via Chat (or by scheduled appointment online via Conferences or Zoom)
E-mail:	via WebCourses Inbox messaging

Syllabus Quick Links

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

University Catalog Description

Use of archaeology and physical anthropology to examine the lives and deaths of both common citizens and royalty in Ancient Egypt (3200 BCE – AD 600). **Prerequisite:** Sophomore standing

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

What is this course about?

What was daily life like in ancient Egypt? Since the days of Alexander the Great, travelers around the world have marveled at the artistic and architectural legacy of the Ancient Egyptians, and have wondered about their literature, religion, and culture. Our understanding of this remarkable and long-enduring civilization continues to deepen and grow even today.

This course provides an overview of how people lived and died in ancient Egypt as evidenced through archaeological and physical remains. We will explore the history of Ancient Egypt from prehistory and its first political organization (c. 3200 BCE) through its declining years as a Roman colony (c. AD 600). In addition, Ancient Egypt's interconnections with contemporary cultures of Nubia, the Mediterranean and the Middle East will be examined through exchange of ideology and technology represented in grand artifacts of kings and simple objects of daily life. You will also be introduced to important problems facing archaeologists and cultural heritage programs in Egypt today.

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 archaeological sites, artifacts and curation, and social and historical circumstances in which people lived in ancient Egypt**. After successfully completing this course, you should be able to:

- Identify key artifacts and architectural styles representing periods of development in Ancient Egyptian history.
- Describe the disciplinary underpinnings of Egyptian archaeology and modern public consumption of Egyptian thematics.
- Summarize the geographical, historical and social contexts of ancient Egypt’s lavish material culture and monumental architecture.
- Explain the shifting nature of ancient Egyptian afterlife and proper preparation of the dead.
- Distinguish how society, politics and religious ideology evolved to meet new challenges throughout 3000 years of pharaonic history.
- Generate informed opinions on issues of repatriation, tourism and world heritage facing Egyptian archaeology today.

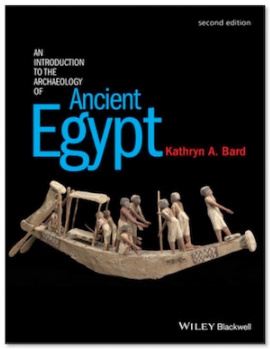
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

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

What textbook will I need?

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

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



Introduction to the Archaeology of Ancient Egypt

Author: K. Bard
Edition: 2nd (required)
Year: 2015
Publisher: Wiley Blackwell
ISBN: 0470673362

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404163/modules/2438079)**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student 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, your should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours**

on Tuesdays from 9:30-11:00AM EST via Chat. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit at least 12 of 14 Quizzes (two lowest scores are dropped);
- participate in at least 3 of 5 Point-of-View Discussions (two lowest scores are dropped);
- submit 6 Hieroglyphs activity assignments;
- submit 3 online written exams (requires ProctorHub active during testing).

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404163/modules/2438079)**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical

assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: A Dynamite Start (https://webcourses.ucf.edu/courses/1404163/quizzes/2347123)** in the COURSE INTRO module by **11:59 PM EST** on **JAN 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 (12)	130	25%
POV Discussions (3)	45	15%
Hieroglyph activities (6)	150	20%
Exams (3)	300	40%
Total Possible	*625*	*100%*

You will be evaluated on your ability to define and critically apply terms, identify archaeological artifacts, explain concepts and describe events 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 archaeology and life in ancient Egypt. 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 submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to life in ancient Egypt and current issues in archaeology presented in course materials. You are required to submit at least 3 of the 5 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the two lowest score from the 5 possible grades.**
- **Hieroglyph Activities:** These activity assignments are designed around learning to use and read hieroglyphs, which will help further develop your skills in understanding life in ancient Egypt, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 6 Hieroglyph Activities** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical events and archaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules.
  - **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use communication tools** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes 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.

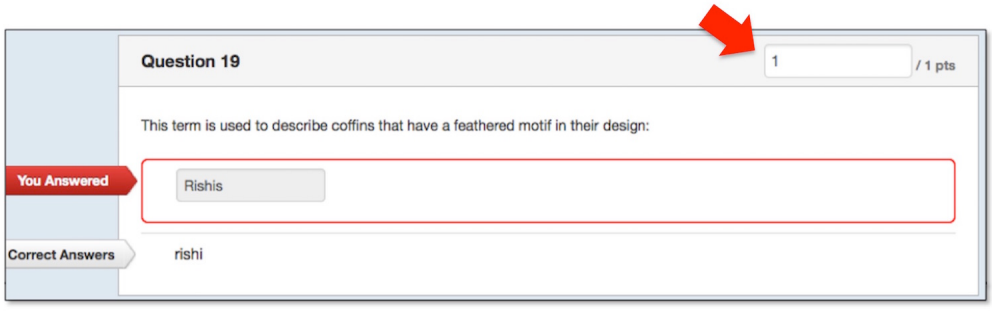
How do I view my grades?

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 and hieroglyph assignment grades will be available within three days after the final due date. For discussion 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 quizzes, hieroglyph assignments, and exams 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 instructor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services (https://scs.sdes.ucf.edu/services/)** with appropriate documentation to obtain a **courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)** letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

What are the COVID-related policies?

Illness Notifications

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

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

Flexibility and Accountability

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

What academic and career resources are available to me?

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

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

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or **'Z' letter grade (http://goldenrule.sdes.ucf.edu/zgrade)** for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI) (https://scai.sdes.ucf.edu/academic-integrity/)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

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

Your instructor 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.

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

ProctorHub and Exams

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

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

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

- There is also a **ProctorHub practice quiz (https://webcourses.ucf.edu/courses/1404165/quizzes/2354707)** included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST** on **FEB 10, 2023**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

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

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

- **Joining others to take an online quiz or test and sharing answers while in process (i.e., open for submission)** is considered academic misconduct.

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

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

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (e.g., through

Office 365 (https://extranet.cst.ucf.edu/office365selfsvc)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support (https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

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

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

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

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

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the online version (http://emergency.ucf.edu/emergency_guide.html) .
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to locate (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can sign up (https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this UCF video (https://youtu.be/NIKYajEx4pk) .

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 (https://webcourses.ucf.edu/courses/1404163/announcements) in WebCourses.

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

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

Course Summary:

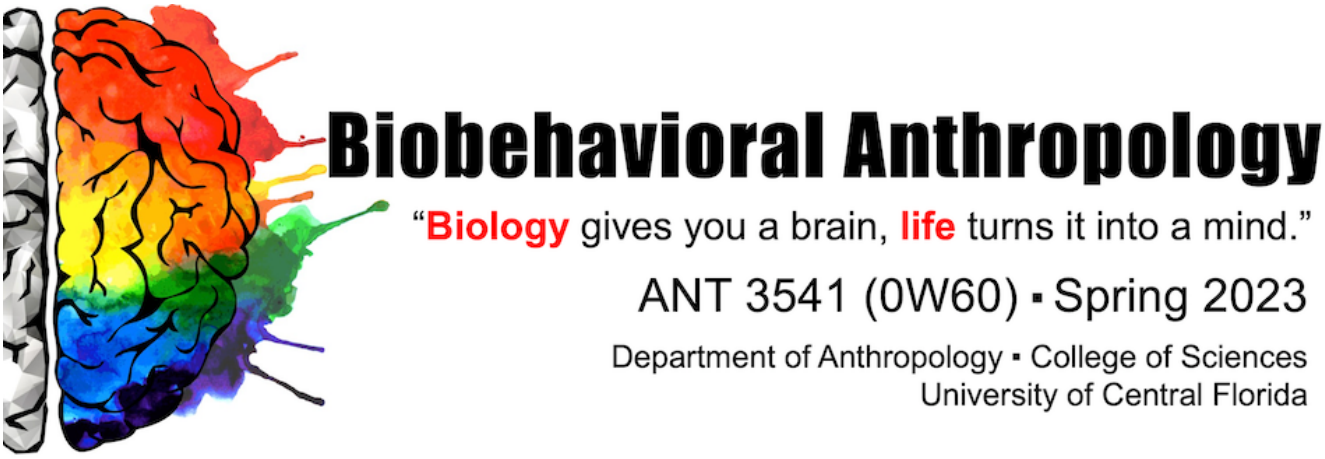
Date	Details	Due
Fri Jan 13, 2023	REQUIRED ACTIVITY: A Dynamite Start (https://webcourses.ucf.edu/courses/1404163/assignments/7821303)	due by 11:59pm
Sun Jan 15, 2023	QUIZ 1: Travelers, Thieves and Scholars (https://webcourses.ucf.edu/courses/1404163/assignments/7821316)	due by 11:59pm
Sun Jan 22, 2023	POINT-OF-VIEW 1: Modern Hieroglyphs? (https://webcourses.ucf.edu/courses/1404163/assignments/7821330)	due by 11:59pm
	QUIZ 2: Kings, Codes and Chronologies (https://webcourses.ucf.edu/courses/1404163/assignments/7821315)	due by 11:59pm
Tue Jan 24, 2023	POV 1: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404163/assignments/7821331)	due by 11:59pm
Wed Jan 25, 2023	HIEROGLYPHS 1: Using a Glyph Dictionary (https://webcourses.ucf.edu/courses/1404163/assignments/7821319)	due by 11:59pm
Sun Jan 29, 2023	QUIZ 3: The Red and the Black (https://webcourses.ucf.edu/courses/1404163/assignments/7821318)	due by 11:59pm
Sun Feb 5, 2023	QUIZ 4: Farmers to Pharaohs (https://webcourses.ucf.edu/courses/1404163/assignments/7821313)	due by 11:59pm
Wed Feb 8, 2023	HIEROGLYPHS 2: People's Names and Royal Titles (https://webcourses.ucf.edu/courses/1404163/assignments/7821325)	due by 11:59pm
Thu Feb 9, 2023	ProctorHub Practice Quiz Reminder! (https://webcourses.ucf.edu/courses/1404163/assignments/7883827)	due by 11:59pm
Sun Feb 12, 2023	POINT-OF-VIEW 2: Old and New Inventions (https://webcourses.ucf.edu/courses/1404163/assignments/7821329)	due by 11:58pm
	QUIZ 5: Great Pyramid Builders (https://webcourses.ucf.edu/courses/1404163/assignments/7821306)	due by 11:58pm
	EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1404163	due by 11:59pm

Date	Details	Due
	/assignments/7821311)	
Tue Feb 14, 2023	POV 2: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404163/assignments/7821332)	due by 11:59pm
Sun Feb 19, 2023	QUIZ 6: Growing Up (https://webcourses.ucf.edu/courses/1404163/assignments/7821308)	due by 11:59pm
Wed Feb 22, 2023	HIEROGLYPHS 3: Animal Names and Symbolism (https://webcourses.ucf.edu/courses/1404163/assignments/7821324)	due by 11:59pm
Sun Feb 26, 2023	POINT-OF-VIEW 3: Your Daily Life (https://webcourses.ucf.edu/courses/1404163/assignments/7821328)	due by 11:59pm
	QUIZ 7: Managing Egyptian World (https://webcourses.ucf.edu/courses/1404163/assignments/7821305)	due by 11:59pm
Tue Feb 28, 2023	POV 3: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404163/assignments/7821333)	due by 11:59pm
Sun Mar 5, 2023	QUIZ 8: The Eternal Body (https://webcourses.ucf.edu/courses/1404163/assignments/7821314)	due by 11:59pm
Sun Mar 12, 2023	QUIZ 9: Provisioning the Dead (https://webcourses.ucf.edu/courses/1404163/assignments/7821310)	due by 11:59pm
Sun Mar 19, 2023	POINT-OF-VIEW 4: Taking It All wlth You (https://webcourses.ucf.edu/courses/1404163/assignments/7821327)	due by 11:59pm
Tue Mar 21, 2023	POV 4: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404163/assignments/7821334)	due by 11:59pm
Sun Mar 26, 2023	QUIZ 10: Destiny of the Dead (https://webcourses.ucf.edu/courses/1404163/assignments/7821320)	due by 11:58pm
	EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1404163/assignments/7821309)	due by 11:59pm

Date	Details	Due
Wed Mar 29, 2023	HIEROGLYPHS 4: Deities, Demons and Sacred Spaces (https://webcourses.ucf.edu/courses/1404163/assignments/7821304)	due by 11:59pm
Sun Apr 2, 2023	QUIZ 11: Competing Kingdoms (https://webcourses.ucf.edu/courses/1404163/assignments/7821321)	due by 11:59pm
Sun Apr 9, 2023	QUIZ 12: Empire and Revolution (https://webcourses.ucf.edu/courses/1404163/assignments/7821302)	due by 11:59pm
Wed Apr 12, 2023	HIEROGLYPHS 5: Greetings, Harsh Words and Laments (https://webcourses.ucf.edu/courses/1404163/assignments/7821322)	due by 11:59pm
Sun Apr 16, 2023	QUIZ 13: Age of Foreign Empires (https://webcourses.ucf.edu/courses/1404163/assignments/7821307)	due by 11:59pm
Wed Apr 19, 2023	HIEROGLYPHS 6: Reading Offering Formulas (https://webcourses.ucf.edu/courses/1404163/assignments/7821312)	due by 11:59pm
Sun Apr 23, 2023	POINT-OF-VIEW 5: Antiquities and Economics (https://webcourses.ucf.edu/courses/1404163/assignments/7821326)	due by 11:59pm
	QUIZ 14: Greeks and Romans (https://webcourses.ucf.edu/courses/1404163/assignments/7821317)	due by 11:59pm
Mon Apr 24, 2023	POV 5: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404163/assignments/7821335)	due by 11:59pm
Sat Apr 29, 2023	EXAM 3: Modules 11 through 14 (https://webcourses.ucf.edu/courses/1404163/assignments/7821323)	due by 11:59pm

Course Syllabus

Jump to Today | ✎ Edit



Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (0W60) / Spring 2023
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

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

GTA Contact

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

Syllabus Quick Links

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

University Catalog Description

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

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

What is this course about?

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

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 human behavior, evolutionary neurobiology and individual behavioral differences**. After successfully completing this course, you should be able to:

- Identify key structures, chemical processes and systems that operate and regulate human brain function and behavior.
- Outline the historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Categorize impacts of social and physical environment on development of cognition and changes in human behavior.
- Evaluate and apply graphs and tables showing data on behavioral patterns in humans and animals.
- Combine anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.
- Appraise and reflect on the study participant experience in social neuroscience and related research projects.

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

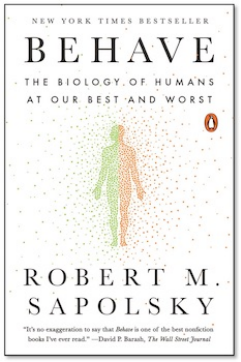
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion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

What textbook will I need?

When a textbook is required, faculty strive to choose the most affordable option that fits the course objectives. The course textbook, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No**

specific format is required, but you must be able to **regularly access the textbook for study throughout the term**. Any additional required readings (outside of this text) will be provided through WebCourses@UCF.

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



Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404165/modules/2446135)**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course is based on concepts and methods from social neuroscience, biological anthropology and cultural anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, your should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you

need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 9:30-11:00AM EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 3 Behavior Study responses (requires online participation in IRB-approved research and class discussion);
- submit 3 online written exams (requires ProctorHub active during testing)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404165/modules/2446135)**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical

assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Neuromythology (https://webcourses.ucf.edu/courses/1404165/quizzes/2354708)** in the COURSE INTRO module by **11:59 PM EST** on **JAN 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 (12)	130	30%
Behavior Study Activity Discussions (3)	75	30%
Exams (3)	300	40%
Total Possible	*505 points*	*100%*

You will be evaluated on your ability to define and critically apply terms, identify anatomical structures and systems related to behavioral responses, 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 behavior. 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 submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **Behavior Study Activity and Discussions:** These activity and discussion assignments are designed around your participation in and reflect on ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in 3 Behavior Study response assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** located in the modules.
  - **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use communication tools** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.

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

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

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%

B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	59% or less
B-	80 - 83%		

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

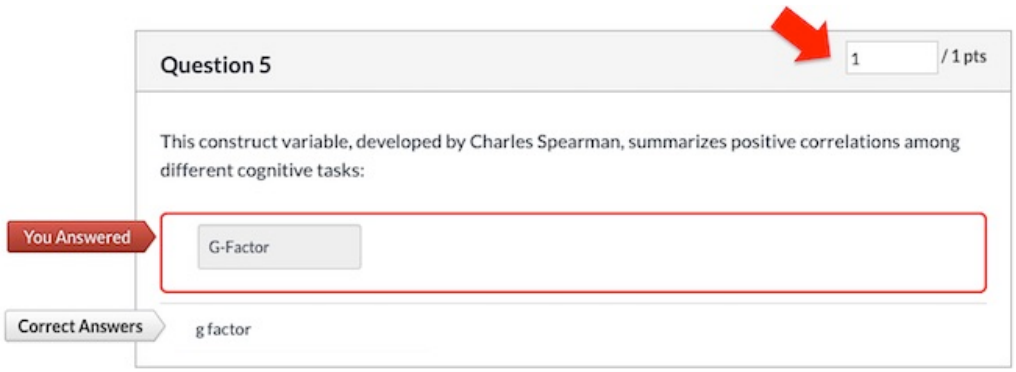
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For Behavior Study 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 instructor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services (https://scs.sdes.ucf.edu/services/)** with appropriate documentation to obtain a **courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)** letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

What are the COVID-related policies?

Illness Notification

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

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

Flexibility and Accountability

UCF faculty recognize and understand the difficult times we are all in. The COVID-19 pandemic still impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, **your instructor for this course will**

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. This course will

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

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

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

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

How is academic integrity maintained?

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

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

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or **'Z' letter grade (http://goldenrule.sdes.ucf.edu/zgrade)** for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI) (https://scai.sdes.ucf.edu/academic-integrity/)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

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

Your instructor 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.

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

ProctorHub and Exams

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

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

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

- There is also a **ProctorHub practice quiz (https://webcourses.ucf.edu/courses/1404165/quizzes/2354707)** included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST** on **FEB 10, 2023**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

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

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell or trade your notes and other course information from this class. Distributing course materials to a third party without instructor or copyright

owner authorization is a **violation of UCF Rules of Conduct.** Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk.**

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the **online version (http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to **locate (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up (https://my.ucf.edu)** through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this **UCF video (https://youtu.be/NIKYajEx4pk)** .

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 (https://webcourses.ucf.edu/courses/1404165/announcements)** in WebCourses.

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

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

Course Summary:

Date	Details	Due

Date	Details	Due
Fri Jan 13, 2023	REQUIRED ACTIVITY: Neuromythology (https://webcourses.ucf.edu/courses/1404165/assignments/7844302)	due by 11:59pm
Sun Jan 15, 2023	QUIZ 1: Brain Behavior (https://webcourses.ucf.edu/courses/1404165/assignments/7844301)	due by 11:59pm
Sun Jan 22, 2023	QUIZ 2: Neurobiology (https://webcourses.ucf.edu/courses/1404165/assignments/7844297)	due by 11:59pm
Sun Jan 29, 2023	QUIZ 3: Sensory Triggers (https://webcourses.ucf.edu/courses/1404165/assignments/7844286)	due by 11:59pm
Tue Jan 31, 2023	BEHAVIOR STUDY 1: Activity Response (https://webcourses.ucf.edu/courses/1404165/assignments/7844305)	due by 11:59pm
Fri Feb 3, 2023	BEHAVIOR STUDY 1: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404165/assignments/7844307)	due by 11:59pm
Sun Feb 5, 2023	QUIZ 4: Hormone Effects (https://webcourses.ucf.edu/courses/1404165/assignments/7844288)	due by 11:59pm
Thu Feb 9, 2023	ProctorHub Practice Quiz Reminder! (https://webcourses.ucf.edu/courses/1404165/assignments/7844310)	due by 11:59pm
Sun Feb 12, 2023	QUIZ 5: Memory and Plasticity (https://webcourses.ucf.edu/courses/1404165/assignments/7844296)	due by 11:58pm
	EXAM 1: Modules 1 through 5 (https://webcourses.ucf.edu/courses/1404165/assignments/7844292)	due by 11:59pm
Sun Feb 19, 2023	QUIZ 6: Growing Into Behaviors (https://webcourses.ucf.edu/courses/1404165/assignments/7844291)	due by 11:59pm
Sun Feb 26, 2023	QUIZ 7: Roots of Behavior (https://webcourses.ucf.edu/courses/1404165/assignments/7844285)	due by 11:59pm
Tue Feb 28, 2023	BEHAVIOR STUDY 2: Activity Response (https://webcourses.ucf.edu/courses/1404165/assignments/7844306)	due by 11:59pm

Date	Details	Due
Fri Mar 3, 2023	BEHAVIOR STUDY 2: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404165/assignments/7844308)	due by 11:59pm
Sun Mar 5, 2023	QUIZ 8: Behavior Genetics (https://webcourses.ucf.edu/courses/1404165/assignments/7844295)	due by 11:59pm
Sun Mar 12, 2023	QUIZ 9: Culture Matters (https://webcourses.ucf.edu/courses/1404165/assignments/7844293)	due by 11:59pm
Sun Mar 26, 2023	QUIZ 10: Evolutionary Behavior (https://webcourses.ucf.edu/courses/1404165/assignments/7844303)	due by 11:58pm
	EXAM 2: Modules 6 through 10 (https://webcourses.ucf.edu/courses/1404165/assignments/7844300)	due by 11:59pm
Sun Apr 2, 2023	QUIZ 11: Hierarchy and Obedience (https://webcourses.ucf.edu/courses/1404165/assignments/7844299)	due by 11:59pm
Tue Apr 4, 2023	BEHAVIOR STUDY 3: Activity Response (https://webcourses.ucf.edu/courses/1404165/assignments/7844304)	due by 11:59pm
Fri Apr 7, 2023	BEHAVIOR STUDY 3: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404165/assignments/7844309)	due by 11:59pm
Sun Apr 9, 2023	QUIZ 12: Morality (https://webcourses.ucf.edu/courses/1404165/assignments/7844298)	due by 11:59pm
Sun Apr 16, 2023	QUIZ 13: Empathy and Awfulness (https://webcourses.ucf.edu/courses/1404165/assignments/7844290)	due by 11:59pm
Sun Apr 23, 2023	QUIZ 14: Agency and Actions (https://webcourses.ucf.edu/courses/1404165/assignments/7844294)	due by 11:59pm
Sat Apr 29, 2023	EXAM 3: Modules 11 through 15 (https://webcourses.ucf.edu/courses/1404165/assignments/7844287)	due by 11:59pm

Course Syllabus

Jump to Today | ✎ Edit

Human Biological Diversity

ANT 4516 (0W60) ▪ Spring 2023

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

Course Information

Course Name: Human Biological Diversity
Course ID: ANT 4516 (0W60) / Spring 2023
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourses@UCF

Professor Contact

Professor: **Dr. Lana Williams**
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Wednesday 11:00am-12:30pm EST via Chat
(or by scheduled Zoom appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

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

Syllabus Quick Links

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

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

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

What textbooks will I need?

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

OER Course Materials (free educational resources)

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

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **(https://webcourses.ucf.edu/courses/1404160/modules/2382144) COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404162/modules/2444370)**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

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

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

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 11:00am-12:30pm EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

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

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know (https://webcourses.ucf.edu/courses/1404162/modules/2444370)**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to submit an initial discussion response to the **REQUIRED ACTIVITY: Are You a Roller?**

(https://webcourses.ucf.edu/courses/1404162/discussion_topics/7123376) in the COURSE INTRO module by **11:59 PM EST** on **JAN 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) & POV discussions (3)	60	15%
Quizzes (12)	120	15%
Activity assignments (9)	180	30%
Exams (3)	300	40%
Total Possible	*660*	*100%*

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

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity, share your results and thoughts with other students in the class, and reflect on the experience. No prior knowledge is expected. **You are required to fully participate in and submit this discussion assignment** to access course materials.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various technique used is assessing and understanding human variability and adaptability. **You are required to submit at least 9 of the 12 activity assignments** located in the learning modules. WebCourses will **automatically drop the three lowest scores** from 12 possible activity assignment grades when calculating your final grade.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.
  - **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use communication tools** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.

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

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

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**

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

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

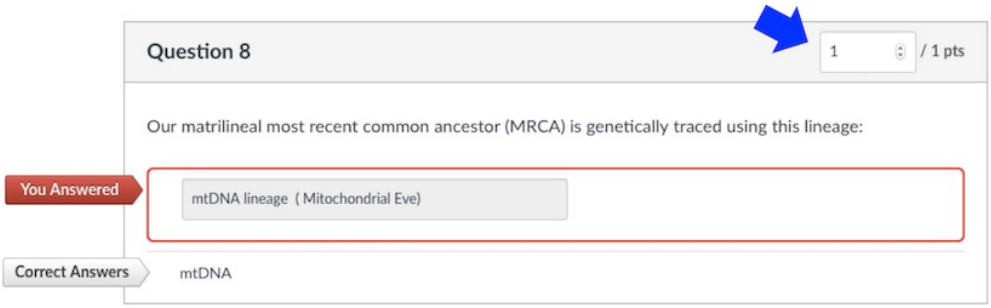
How do I view my grades?

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

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

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

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



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

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

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as**

soon as possible. Please contact your instructor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services (https://scs.sdes.ucf.edu/services/)** with appropriate documentation to obtain a **courtesy class absence notification (https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=13)** letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

What are the COVID-related policies?

Illness Notifications

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

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

Flexibility and Accountability

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

What academic and career resources are available to me?

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

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

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or **'Z' letter grade (http://goldenrule.sdes.ucf.edu/zgrade)** for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI) (https://scai.sdes.ucf.edu/academic-integrity/)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

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

Your instructor 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.

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

ProctorHub and Exams

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

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

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

- There is also a **ProctorHub practice quiz (https://webcourses.ucf.edu/courses/1404162/quizzes/2352957)** included in the Course Introduction module.
- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST** on **FEB 03, 2023**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

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

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

- **Joining others to take an online quiz or test and sharing answers while in process (i.e., open for submission)** is considered academic misconduct.

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

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

Why should I use WebCourses Email Inbox?

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

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

All communication between student and instructor, between student and any graduate teaching assistant, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your instructor will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application (https://webcourses.ucf.edu/courses/1404162/pages/mobile-devices-accessing-webcourses-at-ucf?module_item_id=16494794)** .

What are the technology and software requirements?

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

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

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (e.g., through

Office 365 (https://extranet.cst.ucf.edu/office365selfsvc)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support (https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

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

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

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

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

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the online version (http://emergency.ucf.edu/emergency_guide.html) .
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to locate (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can sign up (https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this UCF video (https://youtu.be/NIKYajEx4pk) .

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 (https://webcourses.ucf.edu/courses/1404162/announcements) in WebCourses.

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

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

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	REQUIRED ACTIVITY: Are You a Roller? (https://webcourses.ucf.edu/courses/1404162/assignments/7839053)	due by 11:59pm
Sun Jan 15, 2023	POV1: Who Should Get the Credit? (https://webcourses.ucf.edu/courses/1404162/assignments/7839052)	due by 11:59pm
	QUIZ 1: Evolutionary Ideas (https://webcourses.ucf.edu/courses/1404162/assignments/7839021)	due by 11:59pm
Tue Jan 17, 2023	REQUIRED ACTIVITY: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404162/assignments/7839058)	due by 11:58pm
	POV1: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404162/assignments/7839055)	due by 11:59pm
Sun Jan 22, 2023	QUIZ 2: Genes and Microevolution (https://webcourses.ucf.edu/courses/1404162/assignments/7839037)	due by 11:59pm
Mon Jan 23, 2023	ACTIVITY 1: Mapping Genes to Traits (https://webcourses.ucf.edu/courses/1404162/assignments/7839035)	due by 11:59pm
Sun Jan 29, 2023	QUIZ 3: Molecular Genetics (https://webcourses.ucf.edu/courses/1404162/assignments/7839024)	due by 11:59pm
Mon Jan 30, 2023	ACTIVITY 2: DNA Profiling (https://webcourses.ucf.edu/courses/1404162/assignments/7839040)	due by 11:59pm
Thu Feb 2, 2023	ProctorHub Practice Quiz Reminder! (https://webcourses.ucf.edu/courses/1404162/assignments/7866343)	due by 11:59pm
Sun Feb 5, 2023	QUIZ 4: Macroevolution and Taxonomy (https://webcourses.ucf.edu/courses/1404162/assignments/7839029)	due by 11:58pm
	EXAM 1: Modules 1 through 4 (https://webcourses.ucf.edu/courses/1404162/assignments/7839046)	due by 11:59pm

Date	Details	Due
Mon Feb 6, 2023	ACTIVITY 3: DNA Phylogeny (https://webcourses.ucf.edu/courses/1404162/assignments/7839030)	due by 11:59pm
Sun Feb 12, 2023	ACTIVITY 4: Skin Color Variability (https://webcourses.ucf.edu/courses/1404162/assignments/7839034)	due by 11:59pm
	QUIZ 5: Race and Variation (https://webcourses.ucf.edu/courses/1404162/assignments/7839028)	due by 11:59pm
Sun Feb 19, 2023	ACTIVITY 5: Sickle Cell and Malaria (https://webcourses.ucf.edu/courses/1404162/assignments/7839044)	due by 11:59pm
	POV2: Is Your IQ Biased? (https://webcourses.ucf.edu/courses/1404162/assignments/7839051)	due by 11:59pm
	QUIZ 6: Traits and Behavior (https://webcourses.ucf.edu/courses/1404162/assignments/7839033)	due by 11:59pm
Tue Feb 21, 2023	POV2: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404162/assignments/7839056)	due by 11:59pm
Sun Feb 26, 2023	ACTIVITY 6: Got Lactase? (https://webcourses.ucf.edu/courses/1404162/assignments/7839031)	due by 11:59pm
	QUIZ 7: Affinities and Migration (https://webcourses.ucf.edu/courses/1404162/assignments/7839039)	due by 11:59pm
Sun Mar 5, 2023	ACTIVITY 7: Population Dynamics (https://webcourses.ucf.edu/courses/1404162/assignments/7839032)	due by 11:59pm
	QUIZ 8: Population Demography (https://webcourses.ucf.edu/courses/1404162/assignments/7839049)	due by 11:59pm
Sun Mar 12, 2023	QUIZ 9: Growth and Development (https://webcourses.ucf.edu/courses/1404162/assignments/7839027)	due by 11:58pm
	ACTIVITY 8: Growth Indicators (https://webcourses.ucf.edu/courses/1404162/assignments/7839036)	due by 11:59pm

Date	Details	Due
	EXAM 2: Modules 5 through 9 (https://webcourses.ucf.edu/courses/1404162/assignments/7839038)	due by 11:59pm
Sun Mar 26, 2023	QUIZ 10: Aging and Senescence (https://webcourses.ucf.edu/courses/1404162/assignments/7839022)	due by 11:58pm
Mon Mar 27, 2023	ACTIVITY 9: Alzheimer's Disease (https://webcourses.ucf.edu/courses/1404162/assignments/7839045)	due by 11:59pm
Sun Apr 2, 2023	QUIZ 11: Our Physical Limits (https://webcourses.ucf.edu/courses/1404162/assignments/7839026)	due by 11:58pm
Mon Apr 3, 2023	ACTIVITY 10: Are You Hot or Cold? (https://webcourses.ucf.edu/courses/1404162/assignments/7839023)	due by 11:59pm
Sun Apr 9, 2023	QUIZ 12: Adapt to Malnutrition (https://webcourses.ucf.edu/courses/1404162/assignments/7839043)	due by 11:58pm
Mon Apr 10, 2023	ACTIVITY 11: Starch Consumption (https://webcourses.ucf.edu/courses/1404162/assignments/7839042)	due by 11:59pm
Sun Apr 16, 2023	QUIZ 13: Adapt to Infectious Disease (https://webcourses.ucf.edu/courses/1404162/assignments/7839025)	due by 11:58pm
Mon Apr 17, 2023	ACTIVITY 12: Virus Hunters (https://webcourses.ucf.edu/courses/1404162/assignments/7839047)	due by 11:59pm
Sun Apr 23, 2023	POV3: Where's My e-Waste? (https://webcourses.ucf.edu/courses/1404162/assignments/7839050)	due by 11:58pm
	QUIZ 14: Modern and Future Worlds (https://webcourses.ucf.edu/courses/1404162/assignments/7839048)	due by 11:58pm
Mon Apr 24, 2023	EXTRA CREDIT: Feeling Stressed? (https://webcourses.ucf.edu/courses/1404162/assignments/7839054)	due by 11:59pm
Tue Apr 25, 2023	POV3: Group Response & Reflection Statement (https://webcourses.ucf.edu/courses/1404162/assignments/7839057)	due by 11:58pm

Date	Details	Due
Sat Apr 29, 2023	**EXAM 3: Modules 10 through 14** (https://webcourses.ucf.edu/courses/1404162/assignments/7839041)	due by 11:59pm

Course Syllabus

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ANT4115C/Spring 2023

Fridays 11:30 am-2:20 pm, BA1 122

Professor: Dr. Emily Zavodny

Office: HPH 309-D (UCF Main Campus)

Office Hours: Thursdays 11:45 - 2:45 PM *or* by appointment

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

Graduate Teaching Assistant (GTA): Ms. Carrie Tucker

Office Hours: TBD

Email: via Webcourses

University Catalogue Description

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

Overview

The discipline of archaeology relies on the material record to answer questions about the human experience and archaeologists have developed a wide range of techniques to better understand past human behavior through this medium. This course introduces the principle theories and methodologies that influence archaeological practice today. Students will learn about the the life cycle of an archaeological project, from research design to field work to post-excavation analyses. This is a lab-based course and most of our in-person meetings will be dedicated to hands-on learning exercises. Assessments include lab activities, exams, and a final group research project. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Learning Objectives

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

1. understand how theory informs archaeological research;
2. understand and evaluate archaeological data using basic research methodologies;

3. draw conclusions about the past based on archaeological data;
4. identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Texts (They're Free!)

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

Course Structure & Assignments

This is a mixed-mode (M) course, meaning that course content will be delivered in class *and* posted to our Webcourses page. Weekly modules with required readings and other pertinent information will open each Monday and we will meet as a class on Fridays from 11:30 am to 2:20 pm. Most of our in-person meetings will be dedicated to hands-on learning exercises. Given the interactive and collaborative nature of these assignments, your attendance is required. **You are responsible for attending class and keeping up with work assigned online.** This means you need to check the course webpage and your Knights email regularly as these are the primary means of communication for this course.

Outside of class email via Webcourses is always the best way to communicate with your GTA and me if you have any questions about readings, specific assignments, or anything else. During the work week (M-F) we will respond to emails within 24 hours of receiving them, but please note that it may take us the full 24 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline. We will generally not respond to emails over the weekend.

Assignments

1. **Syllabus Quiz (Financial Aid Activity): 10 points**

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the Syllabus Quiz by **5 PM (EST)** Friday, January 13th. This is a university deadline, not mine, and failure to submit in time can result in a delay in the disbursement of your financial aid. You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

2. **Lab Activities: 100 points (10 x 10 points each)**

You will complete eleven (11) labs or in-class activities throughout the semester. Your lowest grade will be dropped at the end of the semester! Lab materials will only be available during class times. Given the interactive and collaborative nature of these assignments, it is very difficult to make-up a missed lab activity and extensions will only be granted according to the policies outlined below.

3. **Exams: 240 points (2 x 120 points each)**

There will be two (2) in-person exams: a midterm and a final. Exams will be cumulative and consist of multiple choice, true/false, fill-in-the-blank, and short answer questions. Our second and final exam will be taken during finals week. A time will be announced later in the semester.

4. **Final Project: 150 points**

There will be a group project due at the end of the semester. More details will be announced in class.

Grading Policies

Your final grade is based on the following: syllabus quiz, lab activities (10), exams (2), and a final project. The total value for all assignments is 500 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. At any point you can calculate your current grade using the following formula:

Total Points Earned/Total Points Possible

Letter grades are assigned according to the table below:

Letter Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D**	**F**
Percentage	93-100	90-92	87-89	84-86	80-83	77-79	74-76	70-73	60-69	0-59

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. Your GTA and I will not discuss grades via email.

Late Work & Make-Up Policy

All assignments are due on the date indicated on the course schedule. Exams and lab activities will be completed during our meeting times and handed in at the end of class. In order to make-up an assignment or exam you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence) with documentation. **There are no exceptions to this rule.** Students with an approved excuse should make every effort to contact me **before** the assignment is due and **no later** than 24 hours after the missed deadline. Make-up work may take the form of an alternative but comparable assignment (e.g., a short research paper instead for a lab activity) and must be completed within a week of the missed deadline. All make-up work is at the discretion of the instructor.

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 me 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>

TL; DR

The course grading and make-up policies ensure each student is treated equitably and that no one is given an unfair advantage or opportunity over the rest of the class. Please keep this in mind if you are unhappy with my response to your individual situation.

Course Schedule

Our course schedule can be found below (Course Summary). This is a tentative schedule for the semester and subject to change, so please check the schedule frequently.

Course Etiquette

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

University Of Central Florida Policies

Academic Integrity

As a teacher there are few things as disheartening as discovering a student cheating, plagiarizing, or pursuing some other academic misconduct. Our UCF creed states that integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's **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. 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.

- *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. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *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.

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

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/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.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.

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. No grade is worth compromising your integrity; take the zero, not a shortcut.

For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade)** .

Copyright

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

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

Course 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.

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 <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** >.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf (https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0** > 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 (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.

Religious Observance

Students must notify me in advance if they have a scheduling conflict due to religious observance. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

COVID-19

Our class size prohibits us from social distancing so I expect all of us to follow the latest CDC guidelines in order to keep each other safe. UCF also expects members of our campus community who are able to do so to get vaccinated. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. Your health and safety should be your top priority.

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	Lab Activity 1 (https://webcourses.ucf.edu/courses/1421498/assignments/7888534)	due by 2:20pm
Fri Jan 20, 2023	Lab Activity 2 (https://webcourses.ucf.edu/courses/1421498/assignments/7888536)	due by 2:20pm
Fri Jan 27, 2023	Lab Activity 3 (https://webcourses.ucf.edu/courses/1421498/assignments/7888537)	due by 2:20pm
Fri Feb 3, 2023	Lab Activity 4 (https://webcourses.ucf.edu/courses/1421498/assignments/7888545)	due by 2:20pm
Fri Feb 10, 2023	Lab Activity 5 (https://webcourses.ucf.edu/courses/1421498/assignments/7888565)	due by 2:20pm
Fri Feb 17, 2023	Lab Activity 6	due by 2:20pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1421498/assignments/7888579)	
Fri Feb 24, 2023	Lab Activity 7 (https://webcourses.ucf.edu/courses/1421498/assignments/7888642)	due by 2:20pm
Fri Mar 10, 2023	Lab Activity 8 (https://webcourses.ucf.edu/courses/1421498/assignments/7888673)	due by 2:20pm
Fri Mar 24, 2023	Lab Activity 9 (https://webcourses.ucf.edu/courses/1421498/assignments/7888675)	due by 2:20pm
Fri Mar 31, 2023	Lab Activity 10 (https://webcourses.ucf.edu/courses/1421498/assignments/7888676)	due by 2:20pm
	Lab Activity 11 (https://webcourses.ucf.edu/courses/1421498/assignments/7888677)	
	Final (https://webcourses.ucf.edu/courses/1421498/assignments/7888678)	
	Final Project (https://webcourses.ucf.edu/courses/1421498/assignments/7888679)	
	Midterm (https://webcourses.ucf.edu/courses/1421498/assignments/7888643)	
	Syllabus Quiz (Financial Aid Activity) (https://webcourses.ucf.edu/courses/1421498/assignments/7887743)	

Course Syllabus

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ANT4183/Spring 2023

Thursdays 3:00-4:20 PM, CB2 105

Professor: Dr. Emily Zavodny

Office: HPH 309-D (UCF Main Campus)

Office Hours: Thursdays 11:45 - 2:45 PM *or* by appointment

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

Graduate Teaching Assistant (GTA): Ms. Carrie Tucker

Office Hours: TBD

Email: via Webcourses

University Catalogue Description

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

Overview

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

Learning Objectives

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

1. Explain how forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves;
2. Identify how methods and instrumentation used in the natural sciences intersect with archaeology;
3. Understand basic field methods for locating and identifying sites and remains for excavation and recovery;
4. Understand the methods and instrumentation routinely used in archaeological prospection and kinds of materials that may be located;
5. Discuss how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Required Texts (They're Free!)

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

Course Structure & Assignments

This is a mixed-mode (M) course, meaning that course content will be delivered in class *and* posted to our Webcourses page. Weekly modules with required readings and other pertinent information will open each Monday and we will meet as a class on Thursdays from 3:00 pm to 4:20 pm. Most weekly assignments will be due at 11:59 PM on Friday. **You are responsible for attending class and keeping up with work assigned online.** This means you need to check the course webpage and your Knights email regularly as these are the primary means of communication for this course.

Outside of class email via Webcourses is always the best way to communicate with your GTA and me if you have any questions about readings, specific assignments, or anything else. During the work week (M-F) we will respond to emails within 24 hours of receiving them, but please note that it may take us the full 24 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline. We will generally not respond to emails over the weekend.

Assignments

1. **Syllabus Quiz (Financial Aid Activity): 10 points**

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the Syllabus Quiz by **5 PM (EST)** Friday, January 13th. This is a university deadline, not mine, and failure to submit in time can result in a delay in the disbursement of your financial aid. You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

2. Online Reading Quizzes: 100 points (10 x 10 points each)

Required readings will be posted online at the beginning of each week. There will be eleven (11) online readings quizzes throughout the course; each will be due by 11:59 PM Friday evening of that week.

Quizzes will consist of multiple choice, true/false, and fill-in-the-blank questions. Your lowest quiz score will be dropped at the end of the semester! Important: Quizzes are timed and must be completed in one sitting.

3. Lab Activities: 100 points (4 x 25 points each)

You will complete four (4) lab activities online throughout the semester. More information will be provided with each assignment.

4. Exams: 240 points (2 x 120 points each)

There will be two (2) non-cumulative exams consisting of multiple choice, true/false, fill-in-the-blank, and short answer questions. Our second and final exam will be taken during finals week. A time will be announced later in the semester.

Grading Policies

Your final grade is based on the following: syllabus quiz, reading quizzes (10), lab activities (4), and exams (2). The total value for all assignments is 450 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. At any point you can calculate your current grade using the following formula:

Total Points Earned/Total Points Possible

Letter grades are assigned according to the table below:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D	F
Percentage	93-100	90-92	87-89	84-86	80-83	77-79	74-76	70-73	60-69	0-59

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. Your GTA and I will not discuss grades via email.

Late Work & Make-Up Policy

All assignments are due on the date indicated on the course schedule. Reading quizzes and lab activities will be submitted online and accepted after the deadline with a 10% deduction per day late. Exams will be completed during our meeting times and handed in at the end of class. In order to make-up an assignment or exam you must have a university-approved excuse (hospitalization, jury duty, family emergency, COVID-related absence) with documentation. **There are no exceptions to this rule.** Students with an approved excuse should make every effort to contact me **before** the assignment is due and **no later** than 24 hours after the missed deadline. Make-up work may take the form of an

alternative but comparable assignment (e.g., a short research paper instead for a lab activity) and must be completed within a week of the missed deadline. All make-up work is at the discretion of the instructor.

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 me 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>

TL; DR

The course grading and make-up policies ensure each student is treated equitably and that no one is given an unfair advantage or opportunity over the rest of the class. Please keep this in mind if you are unhappy with my response to your individual situation.

Course Schedule

Our course schedule can be found below (Course Summary). This is a tentative schedule for the semester and subject to change, so please check the schedule frequently.

Course Etiquette

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

Additionally, anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class may address topics or examples that seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns. If you've read this far, send a picture of your favorite animal to our GTA by January 16th for two extra credit points.

University Of Central Florida Policies

Academic Integrity

As a teacher there are few things as disheartening as discovering a student cheating, plagiarizing, or pursuing some other academic misconduct. Our UCF creed states that integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's **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. 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.
- *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. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *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.

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

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/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.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.

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. No grade is worth compromising your integrity; take the zero, not a shortcut.

For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade)** .

Copyright

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

Course 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.

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 <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)** >.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** >.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf (https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0** > 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 (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.

Religious Observance

Students must notify me in advance if they have a scheduling conflict due to religious observance. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

COVID-19

Our class size prohibits us from social distancing so I expect all of us to follow the latest CDC guidelines in
order to keep each other safe. UCF also expects members of our campus community who are able to do so to get vaccinated. You should NOT come to campus if you are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID. Your health and safety should be your top priority. Please contact me when you are able so that we can discuss accommodations.

Course Summary:

Date	Details	Due
Fri Jan 20, 2023	Quiz 1 (https://webcourses.ucf.edu/courses/1421497/assignments/7888244)	due by 11:59pm
Fri Jan 27, 2023	Quiz 2 (https://webcourses.ucf.edu/courses/1421497/assignments/7888246)	due by 11:59pm
Fri Feb 3, 2023	Lab Activity 1 (https://webcourses.ucf.edu/courses/1421497/assignments/7888453)	due by 11:59pm
	Quiz 3 (https://webcourses.ucf.edu/courses/1421497/assignments/7888261)	due by 11:59pm
Fri Feb 10, 2023	Quiz 4 (https://webcourses.ucf.edu/courses/1421497/assignments/7888269)	due by 11:59pm
Fri Feb 17, 2023	Quiz 5 (https://webcourses.ucf.edu/courses/1421497/assignments/7888272)	due by 11:59pm
Fri Feb 24, 2023	Lab Activity 2 (https://webcourses.ucf.edu/courses/1421497/assignments/7888476)	due by 11:59pm
	Quiz 6 (https://webcourses.ucf.edu/courses/1421497/assignments/7888273)	due by 11:59pm
Thu Mar 2, 2023	Midterm (https://webcourses.ucf.edu/courses/1421497/assignments/7888241)	due by 3pm
Fri Mar 10, 2023	Quiz 7 (https://webcourses.ucf.edu/courses/1421497/assignments/7888300)	due by 11:59pm
Fri Mar 24, 2023	[illegible] (https://webcourses.ucf.edu/courses/1421497/assignments/7888330)	due by 11:59pm
Fri Mar 31, 2023	Lab Activity 3 (https://webcourses.ucf.edu/courses/1421497/assignments/7888477)	due by 11:59pm
	Quiz 9 (https://webcourses.ucf.edu/courses/1421497/assignments/7888331)	due by 11:59pm
Fri Apr 7, 2023	Quiz 10 (https://webcourses.ucf.edu/courses/1421497/assignments/7888332)	due by 11:59pm

Date	Details	Due
Fri Apr 14, 2023	Quiz 11 (https://webcourses.ucf.edu/courses/1421497/assignments/7888333)	due by 11:59pm
Fri Apr 21, 2023	Lab Activity 4 (https://webcourses.ucf.edu/courses/1421497/assignments/7888478)	due by 11:59pm
	Final (https://webcourses.ucf.edu/courses/1421497/assignments/7888242)	
	Syllabus Quiz (Financial Aid Activity) (https://webcourses.ucf.edu/courses/1421497/assignments/7808289)	