

Syllabus Spring 2023

The Anthropology of American Television Ant 3011 0w60

Vance Geiger, PhD

Department of Anthropology

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Office hours: Monday 3-5, Tuesday 11 - 2 Wednesday, 11 – 2

GTA: Whitney Margaritis

email: Whitney.Margaritis@ucf.edu

Mode: Online

Syllabus

Class Description

This class will explore the power of culture, American culture and American's cultural receptivity for particular American cultural narratives as presented on television.

Students in this class will learn the basics of American culture and how to analyze embedded cultural messages in mass media. Students will develop a better understanding of their own culture and how to analyze cultural products. The class will rely on both written and video materials, as well as lecture, to achieve the class goals. Students will be required to use the written and lecture material to analyze the video material presented in class, as well as apply their analysis to material they research and present to the class.

The process of applying the lessons from class to the almost endless variety of American TV will both challenge and inspire students to understand the material. The seminar size classes in the honor's program make this kind of in depth learning possible.

Grading

Five Assignments 20 points each	100
Two online exams 100 points each	200
One analysis projects 50 points each	50
Total	250

Grading Scale

A 90 - 100%; B 80 - 89%; C 70 79%; D 60 - 69%

Students will have two exams covering the material presented in class. Students will have five assignments based on the online material and in some assignments episode of TV shows that illustrate ideas discussed in class. Students will have one power point analysis projects where they will be required to analyze a TV show relying on each of three basic American cultural narratives, Frontier Mythic, Apocalyptic and Technocratic. Students will upload their cultural narrative analysis to the discussions where others can comment and they can comment on other students.

Integrity

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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.

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Invitational Rhetoric

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

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

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

Diversity and Inclusion

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com [Links to an external site.](#) 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.

Schedule

Week 1 1/9: Anthropology and Culture.

Reading: online material

Week 2 1/16: American Culture and The Power of Cultural Narratives

Reading: American Culture: American Cultural Narratives; Gunfighter Nation Introduction

Wittebols - Soap: Introduction and Chapter 2

Week 3 1/23: Infrastructure - Electricity and Broadcasting

Reading: Powerline ch 1; Stay Tuned chapter 1 - 3;

Week 4 1/30: A Brief History of TV The Transition from Radio to TV, Soaps and Westerns;
and Why so many Cops, Doctors and Lawyers.

Reading: stay Tuned chapter 7 - 9. Three Eras (online in week 4 module)

Week 5 2/6: Planting the Flag (the Culture): Americans Always and Everywhere:

Gilligan's

Island, Seinfeld: Americans in Space - Star Trek

Reading: Cantor: Chapter 1; Geraghty: Chapters 1 - 4; Modernization Theory

Week 6 2/13: Planting the Flag (the Culture) cont'd: Americans at War: MASH

Reading: Wittebols - MASH: Chapters 1, 2 and 10; Turow chapter 11 (in week 6 module)

Week 7 2/20: Prime Time: The Working World on TV

Reading: Prime Time Part 3

Week 8 2/27: Gendered TV: Soaps, Matrifocal Moments: Roseanne

Reading: Hayward: Chapters 1 and 3

Week 9 3/6: Gendered TV: Sports, Wrestling, NASCAR; Patrifocal Moments: Bonanza,
Two

and a Half Men.

Reading: Wittebols - Soap: Chapter 3

Spring Break 3/13 - 3/19

Week 10 3/20: Gilligan's Island Redux - trapped on an urban island: Friends, Seinfeld, It's
Always Sunny in Philadelphia

Reading: online material in Week 10

Week 11 3/27: Economics and Religion: Witnessing: Business TV, Religious Broadcasting

Reading: Your Instructor: Alter Calls and Individual Choices: Economic and Religious;
brightsided

Week 12 4/3: Power on TV: The West Wing; CSPAN

Reading: Lichter et al: Chapter 11; no duty to retreat, schizmogenesis; Shifting Television
News

Week 13 4/10:

Week 14 4/17: Student Presentations.

Week 15: Student presentations and Summing up: The Persistence of American Culture and Why We Watch.

Last Day of class 4/24 - No submissions accepted after this day.

Syllabus Spring 2023

ANT 3052 ow60 : Disaster Anthropology

Instructor Information

Instructor: Vance Geiger, PhD

Office Location: Howard Phillips Hall, Room 311C

In person Office Hours: Monday 3 – 5; Tuesday 11 – 2; Wednesday 11 - 2

Virtual office hours in the class chat Thursday 7 - 9

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

meetings as needed.

Graduate Teaching Assistant (GTA): Alyna Woodall

email: alyna.wodall@ucf.edu

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Mail

Virtual Office Hours: Thursday 7 – 9 pm in class chat

Mode: Online

Required Textbooks

All readings will be provided as PDFs on WebCourses (see Texts module).

Course Description

Anthropological research into disaster reminds us that risk and vulnerability are not equally

shared across society, and harm from disasters (natural or otherwise) disproportionately affects

communities along lines of inequality. This course provides students with an introduction to the

anthropological study of disaster. Anthropologists have become critical to international forensic

investigations of disasters and training in disaster anthropology represents a unique opportunity

for students to contribute to global security. This course will provide students with conceptual

and methodological tools to address what scholars refer to as “the current research deficit”

regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters,

which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of

catastrophe. The true scope of disasters stretches across years, and a single event affects

communities for much longer. This course will prepare students to investigate four inter-related

themes as outlined by Integrated Research on Disaster Risk (IRDR): investigate the causes and

consequences of loss and identify conditions limiting loss; test hypotheses of damage causality

(land use, lack of accountability, settlement patterns); identify key factors contributing to vulnerability and loss which have grown in recent decades; and utilize existing knowledge and

approaches from risk assessment in the social sciences.

Course Objectives: Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the difference between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology plays in disaster planning, preparedness, and

recovery.

- Understand how ethnography and archaeology participate in disaster planning,

preparedness, and recovery.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your

fellow students. However, it is also used to cheat in online courses. Students are allowed to use a

GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe

groups created for this course. Failure to do so will result in disciplinary action. Second, sharing

answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the

GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via

email or through WebCourses. We will adhere to the course schedule for all assignments. Due

dates are extremely important.

- Online lectures (and PDF versions) will be posted by Friday the previous week.
- Pay attention to due dates
- Weekly lectures are posted to facilitate conversation but not

force it.

Grading

Grades will be determined from the following:

Online Assignments: 120 possible points (6 assignments 20 points each)

Two exams: 200 possible points (2 exams 100 points each)

Semester Paper: 100 possible points

Total Possible Points: 420

Breakdown of Grading

Online Assignments: Students will complete short online activities to explore topics related to

disaster anthropology. The assignments will focus on different aspects of disasters and will become the basis of the final 8 page discussion of a disaster that will be the paper required for the course. (6 assignments 20 points each).

Possible Points: 100

Semester Paper: Students will undertake an independent research project as part of this course.

This project asks students to act as though they were anthropologists assigned to research and

understand a specific event. Students will have some leeway in determining the exact event they

research. Assignments related to your research project will take place throughout the semester.

This includes a statement of intent, annotated bibliography, 8-page research paper, and power point

presentation. Detailed instructions for each assignment will be provided throughout the semester.

[Possible Points: 100]

Two exams (100 points each) covering the topics discussed in class up to the point of the exam.

[Possible Points 200]

Course Grading Scale

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F 59 and below

Late Assignment Policy

Assignments are administered via WebCourses. It is the responsibility of students to make sure

they have adequate internet connectivity and computer resources to complete online assignments.

If a student fails to contact the instructor before a due date, they must provide appropriate

documentation to be allowed to make up work. Appropriate documentation includes official

UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars,

hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT

send them, I WILL NOT look at them. Students have 1 week to make-up assignments. The only

exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Also, ALL students can make up work late without previous approval or documentation. Each

assignment can be turned in for 1 week with a daily 5% reduction. All assignments close 1 week

after they are due, allowing for minor errors in keeping up with work. The only exceptions are the

paper due the last week of the semester.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor.

This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two

days (48 hours) for a response, although I usually respond within a few hours or less. I may not

respond on Friday evenings or weekends. If you send a message during this time and I do not

respond by Wednesday of the following week, please re-send the message as it was likely buried

by other messages. Students should take care in composing messages. It only takes a moment

and demonstrates that you care about the course. Below are some pointers on what NOT to do.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or GTAs about

grades, especially on exams. Why? If you are unhappy with a grade, waiting 24 hours will allow

you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra

credit, free points, or to round up your grade.

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

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Semester Calendar

Week 1: Jan 9

Topic: Course Introduction

Readings: online material

Assignments: Syllabus Quiz

Week 2: Jan 16

Topic: Introduction to the Anthropology of Disaster

Readings: Oliver-Smith, Anthony. 1999. "What Is A Disaster?": Anthropological Perspectives

on a Persistent Questions. In *The Angry Earth...*

Oliver-Smith, Anthony and Susanna Hoffman. 2002. Introduction: Why Anthropologists Should Study Disasters. In *Catastrophe & Culture...*

Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of Anthropology. *Anthropology News*.

Assignment 1: Personal Predictability

Week 3: Jan 23

Topic: Longitudinal Studies of Disaster

Readings: Oliver-Smith, Anthony. 1994. Peru's Five Hundred Year Earthquake. In *The Angry Earth*, Chapter 4.

Garcia-Acosta, Virginia. 2002. Historical Disaster Research. In *Catastrophe & Culture...*

Long-Term Vulnerability and Resilience: Three Examples from Archaeological Study in the Southwestern United States and Northern Mexico 197 Margaret C. Nelson, Michelle Hegmon, Keith W. Kintigh, Ann P. Kinzig, Ben A. Nelson, John Marty Anderies, David A. Abbott, Katherine A. Spielmann, Scott E. Ingram, Matthew A. Peeples, Stephanie Kulow, Colleen A. Strawhacker, and Cathryn Meegan - **In *Surviving Sudden Environmental Change***.

Cultures of Disaster, Cultures of Coping
Hazard as a Frequent Life Experience
in the Philippines by Greg Bankoff - In *Natural Disasters, Cultural Responses* - chapter 10

Assignment 2: Disaster Selection Due 1/30

Week 4: Jan 30

Topic: Forensic Investigations of Disaster (FORIN)

Readings: Burton, Ian. 2010. Forensic Disaster Investigations in Depth.

FORIN Report

Week 5: Feb 6

Topic: Why Disaster Response Fails

Readings: Hoffman, Susanna M. Defining Disaster upon Disaster... In *Disaster Upon Disaster*.

Barrios, Roberto E. Unwieldy Disasters. In Disaster Upon Disaster.

Assignment 3: Identify Vulnerabilities Due 2/13

Week 6: Feb 13

Topic: Plights, Problems, and Quandaries

Readings: Fiske, Shirley J. and Elizabeth Marino. 2020. Slow-Onset Disaster... In Disaster Upon

Disaster.

Oliver-Smith, Anthony. 2020. Resettlement for Disaster Risk Reduction... In Disaster Upon Disaster.

Week 7: Feb 20

Topic: So-Called Natural Disasters, Part I

Readings: Moseley, Michael E. 2002. Modeling Protracted Drought... In Catastrophe & Culture.

McCabe, J. Terrance. 2002. Impact of and Response to Drought among Turkana Pastoralists.... In Catastrophe & Culture.

Assignment 4: The Event Due 2/27

Week 8: Feb 27

Topic: So-Called Natural Disasters, Part II

Readings: Button, Gregory V. and Erin R. Eldridge. 2016. A Poison Runs Through It... In Contextualizing Disaster.

Bankoff, Greg and George Emmanuel Borrinaga. 2016. Whethering the Storm... In Contextualizing Disaster.

Week 9: Mar 7

Topic: Archaeological Approaches to Sudden Environmental Change, Part I

Readings: Sheets, Payton and Jago Cooper. 2012. Introduction: Learning to Live with the Dangers of Sudden Environmental Change. In Surviving Sudden Environmental Change.

Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail. In Surviving Sudden Environmental Change.

Mar 13 - 19 - Spring Break

Week 10: Mar 20

Topic: Archaeological Approaches to Sudden Environmental Change, Part II

Readings: Dugmore, Andrew and Orri Vesteinsson. 2012. Black Sun, High Flame, and Flood. In

Surviving Sudden Environmental Change.

Nelson, Margaret C. et al. 2012. Long-Term Vulnerability and Resilience. In

Surviving Sudden Environmental Change.

Week 11: Mar 27

Topic: Revamping Apparatus and Outcome

Readings: Hoffman, Susanna M. 2020. The Scope and Importance of Anthropology... In Disaster

Upon Disaster.

Bergman, Ann. 2020. Future Matter Matters... In Disaster Upon Disaster.

Assignment 5: The Response Due 4/3

Week 12: Apr 3

Topic: Ethnography and Disaster

Reading: 'Post-disaster' and the value of long-term ethnography by Anna Vainio;

Expert Knowledge and the Ethnography of Disaster Reconstruction by ROBERTO E. BARRIOS;

Handbook of Ethnographic Research - in the Texts module.; Ethnographic Methods by O'Reily - in the Texts module.

Week 13: Apr 10

Topic: Metaphors of Disaster and Disaster Porn

Reading: Online material

Assignment 6: Ethnographic Research Plan Due 4/17

Week 14: Apr 17

Topic: Work on Semester Papers

Readings: None

Assignments: Semester Project 3: Presentation

Week 15: Apr 24 Last Day of Class

Topic: Semester Papers Due 4/24 11 55 pm

Readings: None

Assignments: : Final Paper

Important UCF Dates for Spring 2021

January 15, 2021 - Last Day to Drop and Request Full Refund

January 15, 2021 - Drop/Swap Deadline

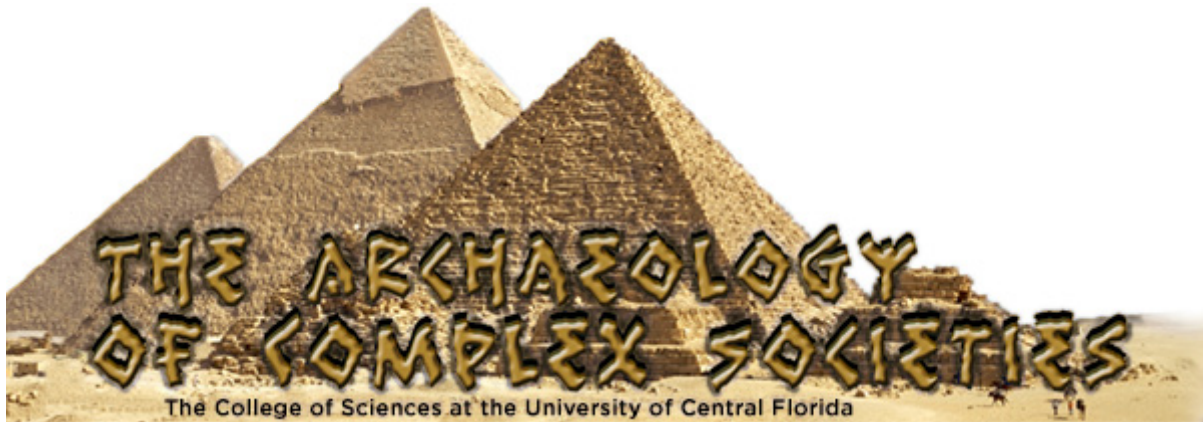
January 15, 2021 - Add Deadline

March 26, 2021 - Withdrawal Deadline

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Online Office Hours: **In-person hours**-Monday 2-3; **Virtual hours**-Tuesday 10-12 (email for a link to a zoom meeting room, advanced notice will ensure a meeting time). With advanced notice I can also meet outside of these times.
- Phone: 407-823-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)
(<mailto:brigitte.kovacevich@ucf.edu>)

T.A. Contact

- T.A.: Nilver Tovar
- Phone: 407-823-2227
- E-mail: nilver.tovar@ucf.edu
- appointments available upon request

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3

- Semester/Year: Spring 2022
- Location: W

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world—Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica—human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask—and attempt to answer—why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use—deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT 2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

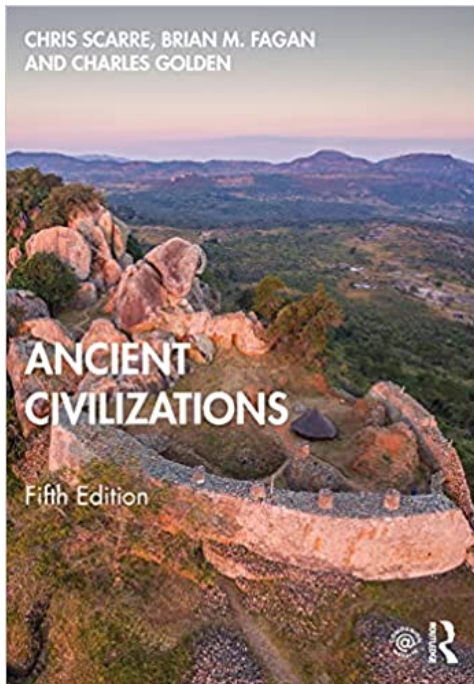
Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials



Ancient Civilizations, 5th Ed. (2021) C. Scarre, B. Fagan, C. Golden. Routledge Press- Print OR Digital version may be purchased (both are not needed).

*****This book is available through the First Day® program. Please Opt-In through the Course Materials link (in the menu on the left) in Webcourses@UCF during the first week of class.*****

To enhance your learning experience and provide discounted access to the right course material, your course is part of an inclusive access model called First Day®. You can easily access the digital materials

for your course right from Webcourses.

UCF will bill to your student account you at the discounted price as a course charge for this course.

You have the option to opt-out of this program in the the Course Materials tab of Webcourses. However, please be advised it is NOT recommended that you Opt-Out, as these materials are required to complete the course. If you choose to opt out, you will be responsible for purchasing your course materials at the normal retail.

BENEFITS OF THE FIRST DAY PROGRAM

- Deeply discounted materials - lowest price available
- Guaranteed the right materials
- Ready to go on day one
- Course materials charge will be placed on your student account
- Option to Opt-Out on the first day of class in Webcourses

3 EASY STEPS TO ACCESS MATERIAL

1. Log in to your course
2. Select the Course Materials Link
3. Begin accessing your materials

For more information and FAQs click here: customer care.bncollege.com

****If you prefer a print version of the book there are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.**

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of 465 **total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 95 points, and 3 exams worth a total of 300 points. Modules close weekly every Monday, with the exception of the "Getting Started Module" which closes on the first Friday, then you Module 1 will be due on the 2nd Monday so start and work ahead of you have time. **I will not open a module for**

will be due on the 2nd Monday, so start and work ahead if you have time. I will not open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open when you have taken the previous quiz. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page. You can work ahead at your own pace if you would like, but please note we will not grade exams and assignments until after the due date and you may need to return to discussions to comment after colleagues have posted to get full credit.

Academic Activity Assignment: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [Syllabus Quiz](#) ([%24CANVAS COURSE REFERENCE%24assignments/%24CANVAS OBJECT REFERENCE%24/quizzes/ie9](#)) by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday of the first week of class at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

Quizzes: Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

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

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will always close on Fridays, but as long as you finish the previous modules you can take the exam anytime before the due date. I have posted a Study Guide in the exam module and there is a discussion board there to post questions about the exam.

Module Assignments: These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when

assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Course Schedule

Timetable for assignments and quizzes

Module	# of Mini Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	5	5	Friday, January 13th, 11:59 PM
1	5	10	Monday, January 23, 11:59 PM
2	5	5	Monday, January 30, 11:59 PM
3	5	5	Monday, February 6, 11:59 PM
4	5	0	Monday, February 13, 11:59 PM
Exam 1	100	0	Friday, February 17th, 11:59 PM
5	5	10	Monday, February 20, 11:59 PM
6	5	10	Monday, February 28, 11:59 PM
7	5	0	Monday, March 6, 11:59 PM
8	5	10	Monday, March 20, 11:59 PM
Exam 2	100	0	Friday, March 24, 11:59 PM
9	5	0	Monday, March 27, 11:59 PM
10	5	10	Monday, April 3, 11:59 PM

11	5	10	Monday, April 10, 11:59 PM
12	5	10	Monday, April 17, 11:59 PM
13	5	10	Monday, April 24, 11:59 PM
<i>Final Exam</i>	100	0	<i>Friday, April 28, 11:59 PM</i>
Total Points	370	95	

Grading

GRADING SCALE

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

Grading scale

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B

80-83	B-
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77-79	C+
70-76	C
60-69	D
0-59	F

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill or attending a sanctioned University activity. Documentation (doctor's note with dates, obituary, program verification form for University activities, etc.) of these incidences MUST be provided in order for a make-up to be allowed.

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

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.)

*I will allow only 1 extension of a module due to illness with COVID-19 with proper documentation and a email from the Vice Provost after you have documented your case with the UCF covid line above. If further extensions are needed you must do a medical withdrawal from the course, I have found in previous courses students are not able to catch up after prolonged illness. I would recommend working ahead to provide yourself a cushion in case you fall ill.

*****If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible.**

Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken. Please be aware that I can see when you leave a test to view other pages and/or if your browser freezes!

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: There will be no group work in this course.

Grade Dissemination: All grades will be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case, the professor will produce a solution.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon

request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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

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

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

Academic Conduct Policy: Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in 0 for that assignment (and may, depending on the severity of the case, lead to a Z or a failing grade for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. *****Using AI (Artificial Intelligence) for writing assignments is not allowed and will be considered cheating.*****

Turinitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an

enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

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

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

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














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


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

The following are resources to promote diversity and inclusion in the field of Anthropology, again, reach

out with any questions:

Resources promoting diversity in archaeology

Research Opportunities for Underrepresented groups through NSF REU	https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054  (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)
SAA Travel Scholarship for Underrepresented Groups	https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships  (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships)
SAA Native American Scholarship	https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund  (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)
Black Trowel Collective Microgrants	https://blacktrowelcollective.wordpress.com/  (https://blacktrowelcollective.wordpress.com/)
AIA Travel Grant	https://www.archaeological.org/grant/diversity-student-travel/  (https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/  (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships  (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/  (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/  (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award  (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621  (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm  (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)
Florida Education Fund McKnight Doctoral Fellowship	https://www.fefonline.org/mdf.html  (https://www.fefonline.org/mdf.html)

Association of Black Anthropologists John Gwaltney Scholarship	http://aba.americananthro.org/the-gwaltney-scholarship-fund  (http://aba.americananthro.org/the-gwaltney-scholarship-fund/)
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award  (http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

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.

Emergencies: 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere consider viewing

To learn about how to manage an active shooter situation on campus or elsewhere, consider viewing this video (<

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

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

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

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

Copyright

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

Third-Party Software and FERPA

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

Third-Party Software from Panopto and Zoom may be used in this class, follow these links for accessibility statements:












<https://support.panopto.com/s/article/Learn-About-Accessibility-Features> 






<https://support.panopto.com/s/article/Learn-About-Accessibility-Features>

<https://zoom.us/accessibility>  <https://zoom.us/accessibility>

Course Summary:

Date	Details	Due
Fri Jan 13, 2023	 Academic Activity Syllabus Quiz https://webcourses.ucf.edu/courses/1421292/assignments/7838977	due by 11:59pm
	 Introduction Discussion https://webcourses.ucf.edu/courses/1421292/assignments/7838994	due by 11:59pm
Mon Jan 23, 2023	 Archaeology of Your Room https://webcourses.ucf.edu/courses/1421292/assignments/7838998	due by 11:59pm
	 Module 1 Quiz https://webcourses.ucf.edu/courses/1421292/assignments/7838976	due by 11:59pm
Mon Jan 30, 2023	 Module 2 Quiz https://webcourses.ucf.edu/courses/1421292/assignments/7838986	due by 11:59pm
	 Tweets from Social Theorists https://webcourses.ucf.edu/courses/1421292/assignments/7838996	due by 11:59pm
Mon Feb 6, 2023	 Heterarchy Discussion https://webcourses.ucf.edu/courses/1421292/assignments/7838995	due by 11:59pm
	 Module 3 Quiz https://webcourses.ucf.edu/courses/1421292/assignments/7838985	due by 11:59pm
Mon Feb 13, 2023	 Module 4 Quiz https://webcourses.ucf.edu/courses/1421292/assignments/7838984	due by 11:59pm
Fri Feb 17, 2023	 Exam 1 https://webcourses.ucf.edu/courses/1421292/assignments/7838988	due by 11:59pm
Mon Feb 20, 2023	 Extra Credit #1 https://webcourses.ucf.edu/courses/1421292/assignments/7839001	due by 11:59pm
	 Flow Chart https://webcourses.ucf.edu/courses/1421292/assignments/7839003	due by 11:59pm

Date	Details	Due
	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838992)	due by 11:59pm
Mon Feb 27, 2023	 Ancient Egyptian Monopoly (https://webcourses.ucf.edu/courses/1421292/assignments/7838997)	due by 11:59pm
	 Module 6 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838991)	due by 11:59pm
Mon Mar 6, 2023	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838981)	due by 11:59pm
Mon Mar 20, 2023	 Indus Script Assingment (https://webcourses.ucf.edu/courses/1421292/assignments/7839004)	due by 11:59pm
	 Module 8 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838979)	due by 11:59pm
Sat Mar 25, 2023	 Exam 2 (https://webcourses.ucf.edu/courses/1421292/assignments/7838978)	due by 11:59pm
Mon Mar 27, 2023	 Extra Credit #2 (https://webcourses.ucf.edu/courses/1421292/assignments/7839002)	due by 11:59pm
	 Module 9 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838982)	due by 11:59pm
Mon Apr 3, 2023	 Module 10 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838989)	due by 11:59pm
	 Space and Place Assignment (https://webcourses.ucf.edu/courses/1421292/assignments/7839005)	due by 11:59pm
Mon Apr 10, 2023	 Evidence for Trade in the Maya Rise of Complexity (https://webcourses.ucf.edu/courses/1421292/assignments/7839000)	due by 11:59pm
	 Module 11 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838983)	due by 11:59pm

Date	Details	Due
Mon Apr 17, 2023	 Evidence for Ideology in the Rise of Maya Complexity (https://webcourses.ucf.edu/courses/1421292/assignments/7838999)	due by 11:59pm
	 Module 12 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838990)	due by 11:59pm
	 Module 13 Quiz (https://webcourses.ucf.edu/courses/1421292/assignments/7838987)	due by 11:59pm
Mon Apr 24, 2023	 Rise of Maya Complexity Discussion (https://webcourses.ucf.edu/courses/1421292/assignments/7838993)	due by 11:59pm
Fri Apr 28, 2023	 Exam 3 (https://webcourses.ucf.edu/courses/1421292/assignments/7838980)	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.

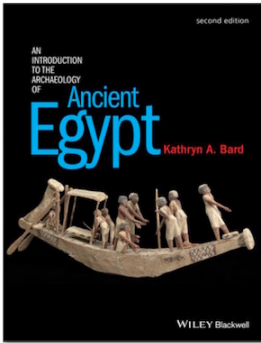
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

- 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/) (<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) (<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, you should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 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 \(https://webcourses.ucf.edu/courses/1404163/quizzes/2347123\)](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%
<i>Total Possible</i>	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:

The screenshot shows a question titled "Question 19" with a score of "1 / 1 pts" in the top right corner. A red arrow points to this score. The question text is "This term is used to describe coffins that have a feathered motif in their design:". Below the question, there is a "You Answered" section with a text input field containing "Rishis". Below that is a "Correct Answers" section with the text "rishi".


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) (https://webcourses.ucf.edu/courses/1404156/external_tools/49810) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

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

- There is also a [ProctorHub practice quiz \(https://webcourses.ucf.edu/courses/1404165/quizzes/2354707\)](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:

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three-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/c.php?g=78577&p=517810) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers
- **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 \(https://extranet.cst.ucf.edu/office365selfsvc\)](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 \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements** (<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
	 POINT-OF-VIEW 2: Old and New Inventions (https://webcourses.ucf.edu/courses/1404163/assignments/7821329)	due by 11:58pm
Sun Feb 12, 2023	 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 wth 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
Sun Apr 23, 2023	 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

Syllabus






ANT 3158 Florida Archaeology

Syllabus



Instructor Contact

<p>Instructor</p>	  <p>Dr. Amanda T. Groff</p>
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<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual and Phone)</p>	<p>Various methods for contacting me during office hours: 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Office hours: Tuesdays and Wednesdays 10am-12pm; 1-2pm For phone or virtual calls, please make an appointment first!!</p>
<p>Phone</p>	<p>Dept Phone: 823-3757</p>
<p>E-mail/Response Time</p>	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
<p>GTA</p>	<p>TBA</p>
<p>GTA E-Mail</p>	<p>TBA</p>

GTA Office Hours	TBA *Please contact the TA to arrange a "meeting" place: via email, zoom, etc.
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Course Information

Course Name	ANT 3158- Florida Archaeology
Credit Hours	3 hrs
Prerequisites	Sophomore standing
Corequisites	None
Semester/Year	Spring 2023
Location	100% Online

Course Description

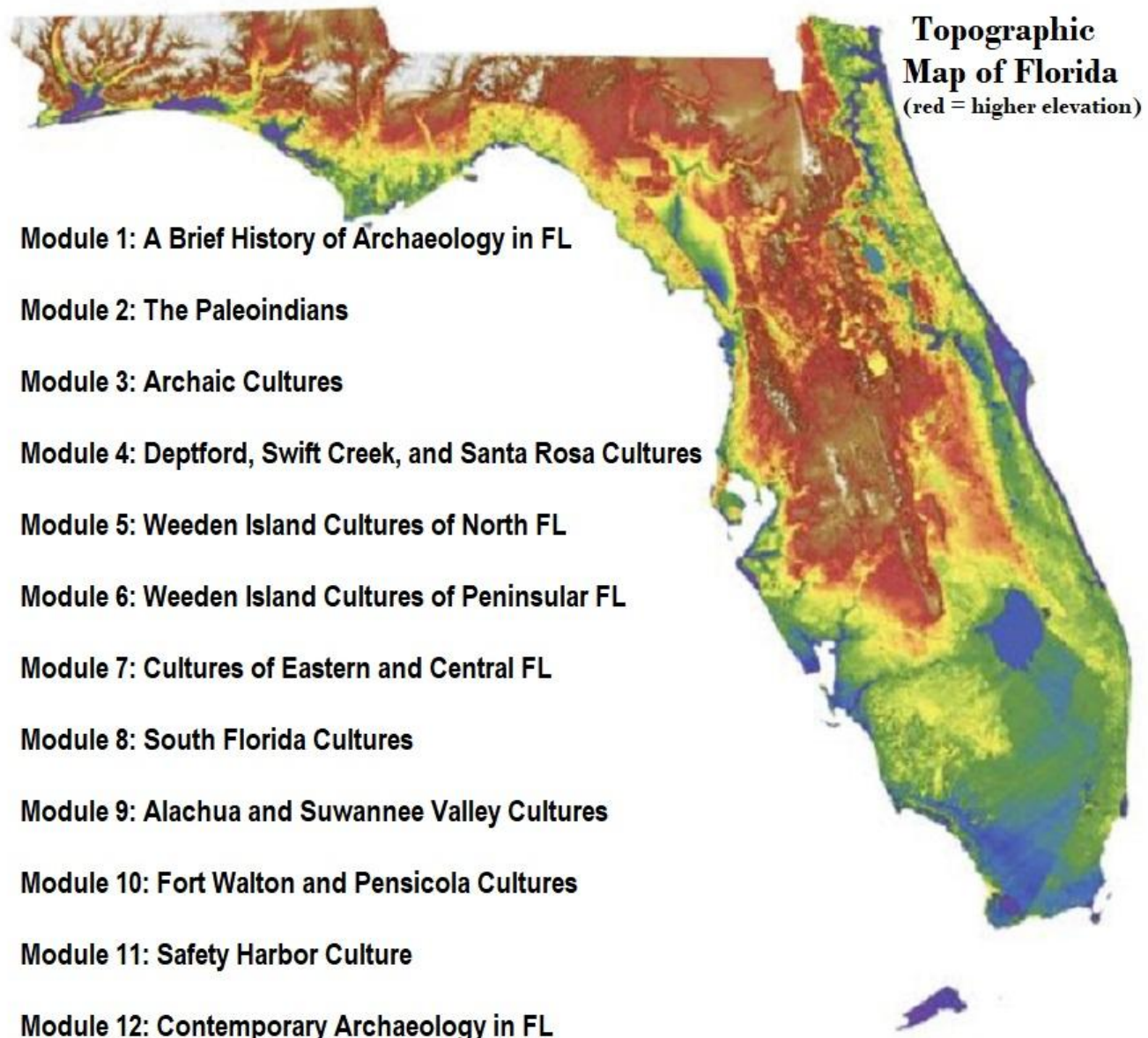
The course is organized both temporally and geographically: we begin with the first inhabitants of Florida, then trace the development of distinctive native cultural traditions in the various areas of the state. Archaeology in Florida has produced groundbreaking research on the Pre-columbian people who inhabited this state. There have been many great discoveries in Florida, from well-preserved underwater Paleoindian sites and wet sites, to early and grandiose traditions of mound building, and evidence of extra-local connections and distinctive homegrown ritualities. All of these subjects and more will be discussed throughout the semester. There is still much to learn from Florida's past, but unfortunately the rate of research cannot keep pace with the speed of site destruction through urban development, looting, and the impacts of nature such as sea level rise. As such, my ultimate goal for this class is to draw attention to Florida's rich history in hopes that you might contribute to its preservation.

Course Catalog Description: Florida prehistory from Paleo-Indian to European contact including archaeological periods, cultural areas, sites, and artifacts.

Click here for course protocols: [Protocols](#)

(<https://webcourses.ucf.edu/courses/1419344/pages/protocols>)

Course Organization by Module



Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Florida, as well as practice in general

- Provide an overview of the methods and theories that guide archaeological research in Florida.
- Explain the significant impact that prehistoric archaeology has had on the understanding of early Florida.
- Highlight the organization of Florida's regions
- Introduce students to the various pottery and lithics found in Florida

Required Text



Well, there isn't one you need to purchase! I have provided article readings and other content within the modules. Free access to all!

All readings are pulled from "New Histories of Pre-Columbian Florida" by Wallis and Randall and "The Archaeology of Pre-Columbian Florida" by Jerald T. Milanich; UF Press (this book is considered the "bible" for Florida Archaeology, but is unfortunately out of print for you to purchase; so I have provided, with permission, pdfs!)

Required Tools

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

Course Requirements

This course begins on January 9th, 2023 and ends on April 30th, 2023. Your grade in this course will be based out of **510 total points**. There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 140 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 13
1	5	10	January 27

2	5	10	January 27
3	5	15	February 10
4	5	10	February 24
Exam 1	100		February 26
5	5	15	March 10
6	5	10	March 10
7	5	15	March 31
8	5	10	March 31
Exam 2	100		April 2
9	5	10	April 14
10	5	10	April 14
11	5	10	April 28
12	5	10	April 28
Exam 3 (Final)	100		April 30
TOTAL	370	140	

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

Module Progression

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

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

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

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

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

Spelling: Yes, spelling counts on all fill in the blank questions. Be sure to spell key terms, place or people names, or any proper names, as they are presented in the Modules and lectures. Why? The module content is the one source all students have in common. Unfortunately, internet spellings will not count (as you aren't supposed to search the internet for answers!).

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

Written Assignments

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

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
2. Your work will pass through Turnitin

3. You must submit written work by the deadline assigned to it.
4. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
5. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.
6. **Quotations:** A quote should SUPPORT your argument, not be the entire argument. If you quote heavily in your submissions, we will ignore the quoted material and only grade based on your own words; if none of the words are your own, then a 0 will be awarded.

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to

make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-)

Reviewing Quiz/Assignment Questions

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

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

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

Important Dates and Information

Add class deadline Friday, January 13 ; Drop class deadline: Friday, January 13

Withdrawal deadline for this course: Friday, March 24

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

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 13th**. Failure to do so will result in a delay in the

disbursement of your financial aid.

24-Hours for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses

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

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

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

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

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

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more: <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> [_ \(https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

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

Online Technology

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

Academic Integrity

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

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

- *Helping another violate* academic behavior standards.

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

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s

Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes and Video Notes

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

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#).

[\(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the

course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> [_\(http://goldenrule.sdes.ucf.edu/zgrade\)_](http://goldenrule.sdes.ucf.edu/zgrade).

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

*****Please note that if you are permitted extended quiz/exam times by SAS, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior**

to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

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

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

Third-Party Software and FERPA

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

Course Expectations

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

Understanding an idea does not mean that you are required to believe it or agree with it.

My expectations of you for taking Florida Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

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". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

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

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

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

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

7. Course Materials:

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>.

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

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

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

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

receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

8i. Recording policy

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

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).

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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.

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

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

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

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

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

10. Policy on Constructive Dialogue.

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

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	19 th 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.

Peoples of the World

ANT 3212:0W60

Class Format: Online

Instructor: Dr. Russell Manzano

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

Office Location: HPH 309E

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

GTA: Konok Chapa Das

GTA email: konokchapa95@Knights.ucf.edu

Prerequisites

Sophomore standing

Course Description:

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies.

Learning Outcomes:

Upon completion of this course students will learn to identify and compare different cultures in history and throughout the world.

- Students will learn to critically evaluate the structure of societies discussed in class.
- Students understand diversity and what it means in a cross-cultural comparison.
- Students will understand how various societies are organized throughout the world.

Required Course Materials

Book:

Culture Sketches 6th edition by Holly Peters-Golden

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

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

Grading System

The final grade will be weighted using the following calculation:

Students will be able to track their grades using Canvas. Final letter grades will be assigned

according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

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

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

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

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

Extra Credit

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

Course Assignments

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

Quizzes	30%
Exams	45%
Discussion	25%

Quizzes

There will be one quiz for each reading online that you can access via Canvas. Quizzes are due the day that the reading is due by 11:59pm. Late quizzes will not be accepted without prior arrangements with the instructor.

Exams

There will be three exams worth 15% each that you will complete online. These exams will be open book and open notebook. You may not work together. All exams will be completed on Canvas.

Discussion

In this class you will write short discussion posts about the subject material for the module and respond to at least one other classmate.

Course Policies:

Academic Integrity

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

<http://academicintegrity.org/>

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Late Assignment Policy

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

Steps for academic continuity in the event of campus closure:

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

Illness Polices

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

Course Schedule

Week	Date	Topic	Reading	Assignment
Week 1	1/10	Course Introduction	Syllabus	
Week 1	1/12	Introduction to Anthropology		Academic activity record Discussion Post
Week 2	1/17	The Azande	Ch 1	Quiz 1
Week 3	1/19	The Azande	Ch 1	Discussion Post
Week 4	1/24	The Aztecs	Ch 2	Quiz 2
Week 4	1/26	The Aztecs	Ch 2	Discussion Post
Week 5	1/31	The Basseri	Ch 3	Quiz 3
Week 5	2/2	The Basseri	Ch 3	Discussion Post
Week 6	2/7	Haiti	Ch 4	Quiz 4
Week 6	2/9	Haiti	Ch 4	Discussion Post
Week 7	2/14	The Hmong	Ch 5	Quiz 5
Week 8	2/16	The Hmong	Ch 5	Discussion Post
Week 9	2/21	Exam 1		Exam 1
Week 9	2/23	The Ju/'hoansi	Ch 6	Quiz 6
Week 10	2/28	The Kaluli	Ch 7	Quiz 7
Week 10	3/2	The Kaluli	Ch 7	Discussion
Week 11	3/7	The Minangkabau	Ch 8	Quiz 8
Week 11	3/9	The Minangkabau	Ch 8	Discussion Post
Week 12	3/14	SPRING BREAK		
Week 12	3/16	SPRING BREAK		
Week 13	3/21	The Nuer	Ch 9	Quiz 9
Week 13	3/23	The Nuer	Ch 9	Discussion Post
Week	3/28	The Ojibwa	Ch 10	Quiz 10

14				
Week 15	3/30	The Ojibwa	Ch 10	Discussion Post
Week 16	4/4	Exam 2		Exam 2
Week 16	4/6	The Roma	Ch 11	Quiz 11
Week 17	4/11	The Samoans	Ch 12	Quiz 12
Week 17	4/13	The Tiwi	Ch 13	Quiz 13
Week 18	4/18	The Trobriand Islanders	Ch 14	Quiz 14
Week 18	4/20	The Yanomamo	Ch 15	Quiz 15
Week 19	4/25	Study Day		
Week 20	4/27	Final Exam (Exam 3)		Exam 3

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

Syllabus

ANT3241-0W60 - Magic, Ritual, and Belief SPRING 2023

Ty Matejowsky

**(NO face-to-face class meetings; strictly
online)**

Course Syllabus

Contacting the Professor

Office Hours: 1:00PM-2:00PM Tuesdays, or by appointment

Zoom Office Hours: 1:00PM-2:00PM Tuesdays (**non-mandatory**)

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that

challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

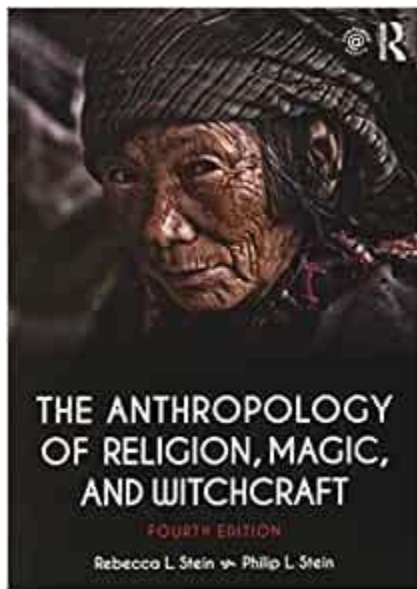
Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore or online)

Stein, Rebecca L. and Philip L. Stein 2017. *The Anthropology of Religion, Magic, and Witchcraft*. Fourth Edition. Routledge.



The Anthropology of Religion, Magic, and Witchcraft (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 7 *Ethnomedicine* and Module 9 *Revitalization Movements*.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 40-60 plus questions covering material

presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)	<p>Excellence in posting timely,</p> <ul style="list-style-type: none"> • Follows assignment • postings of at least • Does not repeat (i. • with classmates an • Applies course info • readings and week • Critical thinking (i.e. • not simply recite in
4 points (B)	Above Average in criteria listed consistent with, criteria for an
3.5 points (C)	Adequate in criteria listed for materials and analysis.
3 points (D)	Serious insufficiency in criteria of discussion topic. Also include classmates.
0 points (F)	Failing is earned when student

Course Assignments:

1. Completion of **nine** on-line discussion assignments (each discussion assignment counts for 5% of total grade)= **45%** total
2. **Three** non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = **55%** total

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).

3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
7. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
8. Students have one calendar week from each discussion posting deadline (see class schedule) to seek clarification about specific discussion assignment grades. Requests will not be granted after this time.
9. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

A	B	C	D	F
	B+ = 88-89	C+ = 78-79	D+ = 68-69	
A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information announced in this fashion. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241- OW60 Spring 2023
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/9/23	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday January 13 at 11:59pm Eastern Time.
1/16/23	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-31) Complete on-line assignment for Module 1.	On-line assignment for Module 1 due Friday January 20 at 11:59pm Eastern Time.
1/23/23	Module 2: Religious Specialists	Read <i>Religious Specialists</i> (pp.127-144) Complete on-line assignment for Module 2.	On-line assignment for Module 2 due Friday January 27 at 11:59pm Eastern Time.
1/30/23	Module 3: Rituals and Symbols	Read <i>Religious Symbols</i> (pp. 58-81); <i>Ritual</i> (pp. 82-109) Complete on-line assignment for Module 3.	On-line assignment for Module 3 due Friday February 3 at 11:59pm Eastern Time.
2/6/23	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday February 10 at 11:59pm Eastern Time

2/13/23	Module 4: Witchcraft & Sorcery	Read <i>Witchcraft</i> (pp. 233-250) Complete on-line assignment for Module 4.	On-line assignment for Module 4 is due Friday February 17 at 11:59pm Eastern Time.
2/20/23	Module 5: Magic & Divination	Read <i>Magic and Divination</i> (pp. 145-170) Complete on-line assignment for Module 5.	On-line assignment for Module 5 is due Friday February 24 at 11:59pm Eastern Time.
2/27/23	Module 6: Religious Use of Drugs	Read <i>Altered States of Consciousness</i> (pp. 110-126) Complete on-line assignment for Module 6.	On-line assignment for Module 6 is due Friday March 3 at 11:59pm Eastern Time.
3/6/23 & 3/13/23	Exam Two	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday March 17 at 11:59pm Eastern Time
3/20/23	Module 7: Ethnomedicine	Read <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (downloaded document) Complete on-line assignment for Module 7	On-line assignment for Module 7 is due Friday March 24 at 11:59pm Eastern Time.
3/27/23	Module 8: Death: Ghosts, Souls & Ancestors	Read <i>Souls, Ghosts, and Death</i> (pp. 172-204) Complete on-line assignment for Module 8	On-line assignment for Module 8 is due Friday March 31 at 11:59pm Eastern Time.
4/3/23	Module 9: Revitalization Movements	Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By Peter M. Worsley (downloaded document); Complete on-line assignment for Module 9	On-line assignment for Module 9 is due Friday April 7 at 11:59pm Eastern Time.

4/10/23
&
4/17/22

Exam Three

Take on-line exam 3 covering
Modules 7-9

Exam Three is due
Friday April 21 at
11:59pm Eastern
Time.

Protocols

Protocols and Policies

ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is **NOT** considered a valid reason for a reset request.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This will only be done at the professor's discretion for what is determined as compelling reasons.
5. Exams will only be reset **ONCE** for technical issues.
6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and may result in a failing grade.
7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will **NOT** be entertained.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely 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 the following in every e-mail message you send during this course:
 1. Sign your e-mail messages
 2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
 3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
 4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
 1. IMHO = in my humble/honest opinion
 2. FYI = for your information
 3. BTW = by the way
 4. Flame = antagonistic criticism
 5. :-) = happy face for humor
8. Never assume that your e-mail 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.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.

7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.
10. Students will have one week from the end of each discussion assignment deadline to contest or request clarification about grades. After this time, such requests will **NOT** be entertained.

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity 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 Links to an external site.](#)"

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](#). 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, click [here](#).

Course Accessibility

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

Campus Safety

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 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.

Makeup Assignments for Authorized University Events and 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](#)

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.

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

Syllabus Spring 2023

Anthropological Perspectives on Refugees Ant 3275 0w60

Vance Geiger, PhD

E mail: vance.geiger@ucf.edu

Office Howard Philipps Hall 3rd floor 311K

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

Phone: 407-823-3779

Online office in class chat: Tuesdays 7 pm - 9 pm

GTA: None

email:

Mode: Online

Class Description

Refugees are a global phenomena. Since the United Nations Convention on Refugees to respond to post World War II refugees, people have continued to flee and claim refugee status. There have been a wide range of responses to these refugee flows. This course will explore the causes and responses of refugee flows globally. Topics will include the international definition of a refugee, refugee law, causes of refugee flows, the variety of responses to refugees, refugee asylum, repatriation and resettlement. In addition the course will explore the anthropological cross cultural issues refugees experience when they seek asylum and the experiences of resettlement in third countries.

Texts

Refugees in a Global Era

Philip Marfleet

Palgrave Mcmillan

0-333-77784-0

The Big Gamble by Belloni - available as pdf in texts in modules

Making Refugee by Besterman - available as pdf in texts in modules

Requirements

Three 100 point exams = 300 points

Ten Online 10 pt. Assignments = 100 points

Online Presentation = 100 points

Total = 500 points

Grading: A = 90 – 100%; B = 80 – 89%; C = 70 – 79%

Important Information

There is a syllabus quiz that you need to take before Friday at 11:55 pm.

The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

Weekly Modules

The class is organized by weeks. Within each week there are modules. The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in

lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

On-Line Exams

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

On-Line assignments

Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week.

For example, in the Week 1 there is a requirement to post to some specific assignments. It is

recommended that you write your posting in word, then go on-line and open that assignment and

copy and paste your response. If you write first and save and then use copy and paste you will

have your responses saved to your computer incase something happens. If you write the

response on-line and something happens during your composition and you are not finished you will

lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to

answer you will not receive credit.

Another important note: unless you are asked for a specific list or definition, assignment questions require 100 – 200 words per question (some assignments have multiple questions).

Important Note: Do not use attachments to post your assignment answers. Also – do not copy and paste online material directly into your assignments, type it in yourself and you must reference ALL sources of information (you can use whatever citation method you choose).

Also Important: all assignment on time or late are due at 11 55 pm the last day of class.

There is also a presentation and five page paper. The presentation will be an update on a refugee situation. You will use power point or something comparable that can be uploaded to the class and other students can view.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site

and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help

desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency.

The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is :
vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)(Links to an



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

Deployed Active Duty Military Students

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

Schedule

Week 1: 1/9 Introduction to Anthropology

Reading: Online material

Week 1 assignment due 1/16 11 55 pm

Week 2: 1/16: Introduction to Refugees, Internally Displaced, People in Refugee-like Situations, The Stateless

Reading: Online material

Week 2 assignment due 1/23 11 55 pm

Week 3: 1/23 A Different Take on Refugees

Reading Malikki, Bauman, Algier, Patricia Owens

Week 4: 1/30: Causes of Refugee Flows, Refugee Issues and Globalization

Reading: Marfleet Introduction, Chapter 1 and 2

Week 4 assignment due 2/6

Week 5: 2/6 Refugee Issues and Globalization

Reading Marfleet Chapters 3 and 4

Week 5 assignment due 2/13 11 55 pm

Week 6 2/13 Refugee Rights

Reading: Marfleet Chapters 5 and 6

Week 6 assignment due 2/20 11 55 pm

Exam 1 2/18 8 am to 2/20 11:55 pm

Week 7: 2/20 Refugee Rights

Reading Marfleet chapter 7 and 8

Week 7 assignment due 2/27 11 55 pm

Week 8: 2/27 Refugee Rights

Reading: Marfleet Chapters 9. 10. 11, 12

Week 8 assignment due 3/6 11 55 pm

Week 9: 3/6 The Big Gamble

Reading: The Big Gamble

Spring Break 3/13 - 3/19

Week 10: 3/20 The Big Gamble

Reading: The Big Gamble

Week 11 3/27 Making Refuge

Reading:

Week 12: 4/3 Making Refuge

Reading

Exam 2 3/27 8 am - 3/29 11:55 pm

Week 13 4/10 In Depth Case Study: Cambodia

Reading: Online material

Assignment 9 due 4/17 11 55 pm

Week 14 4/17

Reading: Online material

Assignment 10 due 4/24 11 55 pm

Week 15 4/24 Last Day of class

Reading: Online material

Class paper/presentation due 4/22 11 55 pm

Exam 3 4/24 8 am - 4/26 11:55 pm

Last Day of Class 4/26

Make up Exam 4/28 8 am - 4/29 11:55 pm

ANT3290-23Spring 0001

[Jump to Today](#)

 [Edit](#)

ANT3290-22Spring 0001

ANT3290 Anthropology of Plants and People

Spring 2022, University of Central Florida

Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Thursdays 9am-Noon (Subject to change. Please email to schedule a time to text, zoom, or talk during virtual office hours. You also may schedule a virtual appointment outside of those hours.)**
- Phone: 407-823-4961 (email is best way to reach me)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Anthropology of Plants and Peoples
- Course ID & Section: ANT3290
- Credit Hours: 3
- Semester/Year: Spring 2021
- Location: BA1 O122
- Prerequisite(s): ANT2140 or Sophomore Standing
- Meeting time: Tuesdays AND Thursdays 1:30-2:45pm

Course Description:

From the catalog: Anthropological perspectives involving the interactions between peoples and plants.

In this course, we will utilize an anthropological perspective to explore the interactions between people and plants. People impact plants and landscapes they use, and the plants and resources they utilize in turn influence people. To examine the myriad human-plant relationships that have profoundly

shaped, transformed, and influenced human culture and society and the landscapes in which plants and humans interact, we will explore anthropological approaches toward diverse human-plant topics including diet and cuisine, medicine, ritual and religion, subsistence, the origins of agriculture, plants in archaeology, resource management, and intellectual property rights. The geographic focus of the course will be the Americas.

Student Learning Outcomes:

- To understand that human cultures and societies are fundamentally dependent on plants
- To gain an anthropological insight on traditional life-ways surrounding the uses of plants
- To understand the role of plants in the development of societies and transformations of social and ecological landscapes

Course Requirements

You will have a manageable amount of reading in this course, however it is essential that readings be done prior to class meetings. This is for your benefit, of course, but also for the benefit of the class as active in-class discussions are expected.

Examinations:

There will be two exams, a mid-term and a final exam. 100 points each

Term Project:

Each student will choose a term project from the options below. More detail and guidance will be presented in class. 100 points total.

- 1) Build-your-own. You may re-create an object, plant product, or activity involving plants from a culture in the Americas (or elsewhere) using similar materials. Up to two people may work together on a single project. Each project member will document the activity in a journal or other media and write a short description of the cultural context of the object – 2 pages – and give a short (5 minute) presentation about the object, product or activity during the last week of classes.
- 2) Research paper on the history or prehistory of some aspect of plant use in the New World using archaeological, historical or ethnographic data (8 pages).
- or 3) Research paper on the history or prehistory of a New World crop or utilized wild plant using archaeological, historical or ethnographic data (8 pages).

Project proposals will be due after the mid-term. 20 points

Readings' Study Questions: Short answer questions about each day's readings submitted in webcourses. 2 point each; 50 points.

Online Discussion Participation based on *Botany of Desire*: 40

Grading Summary

Academic Activity (Syllabus) Quiz: 5

Exam 1: 100

Exam 2: 100

Project Proposal: 20

Project: 100

Study Questions: 50

Discussion group: 40

Class Participation: 70

Total points: 480

Final grade will be calculated as percentage of total points.

Grading Scheme

Name:Range

A 100 % to 94.0%

A- < 94.0 %to 90.0%

B+ < 90.0 %to 87.0%

B < 87.0 %to 84.0%

B- < 84.0 %to 80.0%

C+ < 80.0 %to 77.0%

C < 77.0 %to 74.0%

C- < 74.0 %to 70.0%

D+ < 70.0 %to 67.0%

D < 67.0 %to 64.0%

D- < 64.0 %to 60.0%

F < 60.0 %to 0.0%

A Note on Grading

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

Readings, Study Questions, Participation, and Attendance

To help make this course more interesting and active, I strongly encourage in-class discussion of the topics. Of course, if only one or two of people have read the assigned material before class, these discussions would not be very enjoyable for anyone. So, to help you get the most out of the reading, you need to answer the study questions for each reading assignment posted in the class's Webcourses (Canvas) page **by then end of each class day** (1-2 points per question). No credit for late submissions – missing one or two won't hurt your grade, but missing a lot will. So, even if you must miss class, you may still answer the questions.

Readings other than your textbook will be posted as PDF documents in Webcourses or as links through the library (you may need to be on campus or use a UCF VPN to access some material through the library).

Participation in class discussions and attendance make up the participation portion of your grade (70 points). Any student falling below 70% attendance will receive no participation points or may be dropped from the class.

Make-up Policy

This is an in-person class, it is not synched online, nor is it asynchronous online. I expect you to come to class and participate (see above). It is strongly advised that you **not miss a scheduled exam or assignment**. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

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

2) Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide

the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf> (<https://policies.ucf.edu/documents/4-401.pdf>) >

3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.

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

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

Required Text:

Anderson, E. N., Deborah M. Pearsall, Eugene S. Hunn, and Nancy J. Turner (editors). 2011. *Ethnobiology*. Wiley-Blackwell

(This text is the most up-to-date collection of essays by anthropologists and archaeologists leading the field of ethnobotanical and ethnozoological studies.)

Pollan, M. 2001. *The Botany of Desire: A Plant's-Eye View of the World*. Random House.

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Websites and Internet Resources

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

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange

course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

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

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

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

Unauthorized Distribution of Class Notes and Materials

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

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

Turnitin.com

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

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

Policy Statements

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

abroad, internships, etc.

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

Statement Regarding COVID-19

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

Campus Safety Statement for Students in Online-Only Courses

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

Diversity and Inclusion






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

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

navigating them feel free to contact your professor:

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

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

- | | |
|--|--|
| Research Opportunities for Underrepresented groups through NSF REU | https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054 Links to an external site.  (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054) |
| SAA Travel Scholarship for Underrepresented Groups | https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships Links to an external site.  (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships) |
| SAA Native American Scholarship | https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund Links to an external site.  (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund) |
| Black Trowel Collective Microgrants | https://blacktrowelcollective.wordpress.com/ Links to an external site.  (https://blacktrowelcollective.wordpress.com/) |
| AIA Travel Grant | https://www.archaeological.org/grant/diversity-student-travel/ Links to an external site.  (https://www.archaeological.org/grant/diversity-student-travel/) |
| Field School Scholarships | https://www.archaeological.org/grant/waldbaum-scholarship/ Links to |

	an external site. ↗ (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	Links to an external site. ↗ (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	Links to an external site. ↗ (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	Links to an external site. ↗ (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	Links to an external site. ↗ (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	Links to an external site. ↗ (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	Links to an external site. ↗ (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)
Florida Education Fund McKnight Doctoral Fellowship	Links to an external site. ↗ (https://www.fefonline.org/mdf.html)
Association of Black Anthropologists John Gwaltney Scholarship	Links to an external site. ↗ (http://aba.americananthro.org/the-gwaltney-scholarship-fund/)
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	Links to an external site. ↗ (http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

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.

Unexpected Course Changes

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

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

Emergencies may occur that could affect this course's schedule.

Deployed Active Duty Military Students

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

Copyright


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

Third-Party Software and FERPA

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

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

UCF Cares

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

In-Class Recording Statement

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

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

University Writing Center

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

Additional Readings:

Benfer, Robert A. 2008. Early Villages. Pp. 368-380 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Balée, William 2002. Chapter 1, Historical Ecology: Premises and Postulates, in *Advances in Historical Ecology*. Columbia University Press, New York.

Clement, C. R., et al. (2010) Origin and Domestication of Native Amazonian Crops. *Diversity* 2(72-106).

Bussman, R. (2002) Ethnobotany and Biodiversity Conservation. Pp343-360. In *Modern Trends in Applied Terrestrial Ecology*. Springer.

Harlan, Jack. 1992. Views on agricultural origins. Pp. 31-60 in *Crops and Man*, Second Edition. American Soc of Agronomy, Crop Science Society of America, Madison, WS.

Hildebrandt, William R. and Kelly R. McGuire. 2008. Great Basin. Pp. 290-300 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Levis, C. et al. Persistent effects of pre-Columbian plant domestication on Amazonian forest

composition. *Science*355(6328):925-931.

Mann, C. 2011. 1493: Uncovering the New World Columbus Created. Vintage, New York.

McNeill, William H. 1991. American Food Crops in the Old World, Pp. 42-59 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Mintz, Sidney W. 1991. Pleasure, Profit, and Satiation. Pp. 112-129 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Moran, Emilio F. 2006. Chapter 4, The Web of Life: Are We in it? Pp. 74-92 in *People and Nature: An Introduction to Human Ecological Relations*. Blackwell, Malden, MA

Pearsall (2004) Chapter 1 Ethnobotany: The Study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA, USA.

Pearsall, Deborah M. 2008. Chapter 1 Ethnobotany: The study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA.

Pearsall, Deborah M. 2008. Chapter 7, Plant Domestication and the Shift to Agriculture in the Andes. Pp. 105-120 in *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell. Springer, New York.

Pearsall, Deborah M. 2012. Chapter 7, People, Plants, and Culinary Traditions. Pp. xx-xx in *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat. Oxford University Press, Oxford.





Pohl, Mary DeLand and Christopher von Nagy. 2008. The Olmec and Their Contemporaries. Pp. 217-230 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Posey, Darrell. 1990. Intellectual property rights: And just compensation for indigenous knowledge. *Anthropology Today*6(4): 13-16.










Schultes, Richard Evans and Albert Hofmann. 1992. Pp. 120-127, 132-143 in *Plants of the Gods: Their Sacred, Healing, and Hallucinogenic Powers*. Healing Arts Press, Rochester, VT.





Schultes, Richard Evans and Robert F. Raffauf. 2004. Pp. 64-85 in *Vine of the Soul: Medicine Men, Their Plants and Rituals in the Colombian Amazonia*. Synergetic Press, Sante Fe, NM.


Course Summary:

Date	Details	Due
Thu Jan 12, 2023	 Study Questions 1 Anderson, Pearsall (https://webcourses.ucf.edu/courses/1420938/assignments/7854266)	due by 1:30pm
Fri Jan 13, 2023	 Syllabus Quiz (https://webcourses.ucf.edu/courses/1420938/assignments/7854250)	due by 11:59pm
Tue Jan 17, 2023	 Study Questions 2: Chp 6,9 (https://webcourses.ucf.edu/courses/1420938/assignments/7854273)	due by 11:59pm
Thu Jan 19, 2023	 Study Questions 3: Chp 3,4 (https://webcourses.ucf.edu/courses/1420938/assignments/7854274)	due by 11:59pm

Date	Details	Due
Tue Jan 24, 2023	 Study Questions 4: Moran (https://webcourses.ucf.edu/courses/1420938/assignments/7854275)	due by 11:59pm
Wed Jan 25, 2023	 Chapter 1 Botany of Desire, Desire: Sweetness / Plant: The Apple (https://webcourses.ucf.edu/courses/1420938/assignments/7854254)	due by 11:59pm
Thu Jan 26, 2023	 Study questions 5 Balee and Levis (https://webcourses.ucf.edu/courses/1420938/assignments/7854276)	due by 11:59pm
Tue Jan 31, 2023	 Study Questions 6 Benfer, Pohl (https://webcourses.ucf.edu/courses/1420938/assignments/7854277)	due by 11:59pm
Thu Feb 2, 2023	 Study Questions 7: Chp 10,11 (https://webcourses.ucf.edu/courses/1420938/assignments/7854278)	due by 11:59pm
Tue Feb 7, 2023	 Study Questions 8: Harlan, Bar-Yosef (https://webcourses.ucf.edu/courses/1420938/assignments/7854279)	due by 11:59pm
Thu Feb 9, 2023	 Study Questions 9: Pearsall 2008 (https://webcourses.ucf.edu/courses/1420938/assignments/7854280)	due by 11:59pm
Tue Feb 14, 2023	 Chapter 2 Desire: Beauty/ Plant: Tulip (https://webcourses.ucf.edu/courses/1420938/assignments/7854253)	due by 11:59pm
	 Study Questions 10: Pearsall 2012 (https://webcourses.ucf.edu/courses/1420938/assignments/7854258)	due by 11:59pm

Date	Details	Due
Thu Feb 16, 2023	 Study Questions 11: Mintz and McNeill (https://webcourses.ucf.edu/courses/1420938/assignments/7854259)	due by 11:59pm
Tue Feb 21, 2023	 Study Questions 12: Mann Chp 6 (https://webcourses.ucf.edu/courses/1420938/assignments/7854260)	due by 11:59pm
Thu Feb 23, 2023	 Study Questions 13: Mann Chp 7 (https://webcourses.ucf.edu/courses/1420938/assignments/7854261)	due by 11:59pm
Tue Feb 28, 2023	 Study Questions 14 Chapter 18 - Anderson (https://webcourses.ucf.edu/courses/1420938/assignments/7854262)	due by 11:59pm
Thu Mar 2, 2023	 Study Questions 15: Chp 19: Linguistic Ethnobiology (https://webcourses.ucf.edu/courses/1420938/assignments/7854263)	due by 11:59pm
	 Study questions 16: Ch 16 (https://webcourses.ucf.edu/courses/1420938/assignments/7854264)	due by 11:59pm
Tue Mar 7, 2023	 Study Questions 17: Chap 17 (https://webcourses.ucf.edu/courses/1420938/assignments/7854265)	due by 11:59pm
Thu Mar 9, 2023	 Project Proposal Due Thursday! (https://webcourses.ucf.edu/courses/1420938/assignments/7854256)	due by 11:59pm
Wed Mar 15, 2023	 Chapter 3 Desire: Intoxication / Plant: Marijuana (https://webcourses.ucf.edu/courses/1420938/assignments/7854252)	due by 11:59pm

Date	Details	Due
Tue Mar 21, 2023	 Study Questions 18: Chap 15 https://webcourses.ucf.edu/courses/1420938/assignments/7854267	due by 11:59pm
Thu Mar 23, 2023	 Study Questions 19: Chp 14 Ethnomedical Research https://webcourses.ucf.edu/courses/1420938/assignments/7854268	due by 11:59pm
Tue Mar 28, 2023	 Study Questions 20: Schultes & Hoffmann - Plants of the Gods https://webcourses.ucf.edu/courses/1420938/assignments/7854269	due by 11:59pm
Tue Apr 4, 2023	 Study Questions 21: Schultes and Raffauf https://webcourses.ucf.edu/courses/1420938/assignments/7854270	due by 11:59pm
Thu Apr 6, 2023	 Study questions 22 : Chp 21 Mendoca de Carvalho https://webcourses.ucf.edu/courses/1420938/assignments/7854271	due by 11:59pm
Tue Apr 11, 2023	 Study Questions 23: Chapter 22, Learning Ethnobiology https://webcourses.ucf.edu/courses/1420938/assignments/7854272	due by 11:59pm
Fri Apr 14, 2023	 Chapter 4 Desire: Control / Plant: The Potato https://webcourses.ucf.edu/courses/1420938/assignments/7854251	due by 11:59pm
Tue Apr 25, 2023	 Project Submissions Due https://webcourses.ucf.edu/courses/1420938/assignments/7854257	due by 11:59pm
Tue May 2, 2023	 Exam 2 https://webcourses.ucf.edu/courses/1420938/assignments/7854249	due by 3:50pm
	 Exam 1 https://webcourses.ucf.edu/courses/1420938/assignments/7854249	

Date	Details	Due
	/1420938/assignments/7854248)	
	 Participation (https://webcourses.ucf.edu/courses/1420938/assignments/7854255)	

Syllabus



ANT3302 - Sex, Gender and Culture

Dr. [Amanda Groff \(mailto:agroff@mail.ucf.edu?subject=ANT3302\)](mailto:agroff@mail.ucf.edu?subject=ANT3302)






Syllabus

*****This course covers adult themes including: human anatomy, sex, and sexual relationships.**

If you are not comfortable with these subject areas, I urge you to drop the class***

Instructor Contact

<p>Instructor</p>	  <p>Dr. Amanda Groff</p>
<p>Office</p>	<p>HPH 309</p>

<p>Office Hours (Virtual and Phone)</p>	<p>Various methods for contacting me during office hours:</p> <ol style="list-style-type: none"> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <p>Office hours: Tuesdays and Wednesdays 10am-12pm; 1-2pm</p> <p>For phone or virtual calls, please make an appointment first!!</p>
<p>Phone</p>	<p>407 823 3757</p>
<p>Email/Response Time</p>	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have a family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
<p>GTA Info</p> <p>GTA Office Hours</p>	<p>TBA</p> <p>*Please contact the TA to arrange a "meeting" place: via email, zoom, etc.</p>

Course Information

Course Name	ANT 3302- Sex, Gender, and Culture
Credit Hours	3 Credit Hours
Prerequisites	Sophomore standing
Corequisites	None
Semester/Year	Spring 2023
Location	Fully 100% Online

Course Description and Scope

Have you ever wondered what role culture, tradition, mythology, fairytales, and the media have had in developing our sexual and gender ideals? This class is designed to familiarize students with concepts and information in the areas of sex and gender roles, gender identity, and sexual stratification in human societies throughout time. The following subjects are explored: sexuality, gender, and the cultural construct of masculinity and femininity from a cross-cultural perspective. We will dive into concepts like beauty ideals, marriage practices, and fairytale construction from around the world to discuss these subjects.

Course Catalog Description: Exploration of discussions, theories, and information in the areas of sex and gender roles, gender identity, and sexual stratification from a cross-cultural perspective.

Course Protocols: [Course Protocols \(https://webcourses.ucf.edu/courses/1419343/pages/course-protocols\)](https://webcourses.ucf.edu/courses/1419343/pages/course-protocols)

Course Topics and Lectures

Topics We Will Explore!

Module 1:
Intro to Anthropology and Culture

Module 2:
What is Gender?
Sex and Biology
Sex and Desire

Module 3:
Marriage, Sex, and Family
The Effects of Sex
Love Spells and Erotic Foods

Module 4:
Gender in the Media
Cybersex

Module 5:
Arts, Fairytales, Mythology, and Gender

Module 6:
Sex and Gender in Ancient Cultures
Prostitution

Module 7:
Sex and Gender from 1800-1940
Sin, Shame, and Perversions

Module 8
Sex and Gender from the 1950's-Present

Modules 9-11
Sex and Gender Around the World:
Africa, Middle East, SE Asia, South
America, Papua New Guinea

Module 12
Defining Beauty: its History and Modern
Interpretations

Module 13:
LGBTQ+: A World View

Lectures are presented in a video format for notetaking! These lectures **WILL CLOSE with deadlines. So hold on to those notes!

Course Goals/Objectives

The specific objectives for this course are to:

- To understand the historical development of gender and sexuality perspectives through the present
- To understand and be able to analyze the concepts of gender, beauty, and sexuality in the context of case studies from the United States, Africa, and Brazil, among others.
- To destabilize the dominant assumptions about gender and sexuality by broadening students' understandings of the diversity of genders and sexualities

Required Readings



No purchase necessary!! You will be reading articles from the text book: *Constructing Sexualities: Readings in Sexuality and Gender* by Suzanne LaFont and *Gender Diversity: Cross-cultural Variations* by Serena Nanda. The assigned readings are provided for you in their respective modules.

Required Tools

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

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

Course Requirements

This course begins on January 9th, 2023 and ends on April 30th, 2023. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at

the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 13
1	5	10	January 27
2	5	10	January 27
3	5	10	February 10
4	5	10	February 10
Exam 1	100		February 12
5	5	15	February 24

6	5	10	February 24
7	5	10	March 10
8	5	0	March 10
9	5	10	March 24
Exam 2	100		March 26
10	5	10	April 7
11	5	10	April 7
12	5	10	April 21
13	5	0	April 21
Exam 3 (Final)	100		April 30
TOTAL	375	115	

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

Module Progression

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

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

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the

work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

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

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

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

Written Assignments

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

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
2. Your work will pass through Turnitin
3. You must submit written work by the deadline assigned to it.
4. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
5. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.
6. **Quotations:** A quote should SUPPORT your argument, not be the entire argument. If you quote heavily in your submissions, we will ignore the quoted material and only grade based on your own words; if none of the words are your own, then a 0 will be awarded.

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide 80% of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture while it is open, if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing.

DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!! If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I will not reopen module lectures or send copies of notes that have been misplaced. Why do they close? To ensure student accountability for learning the materials in a scaffolded and timely manner. Essentially, students need to be responsible for watching the lectures in the time they are available and to take notes, like they would in any other class. Additionally, students in this class are not prevented from using their notes on an Exam, but the actual content (aka videos) are closed to ensure integrity during examination.

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%

D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

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

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

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

Important Dates and Information

Add class deadline Friday, January 13 ; Drop class deadline: Friday, January 13

Withdrawal deadline for this course: Friday, March 24

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

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 13th**. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hours for 20% Exam Grace Period

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

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

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

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

Make-ups/Excuses

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

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

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

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

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

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

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

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

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

Online Technology

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

Academic Integrity

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

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

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

WARNING: Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and

are therefore, also reported. With so many students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate INSTEAD of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes and Video Notes

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

Quiz Audit Log

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

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

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

Third-Party Software and FERPA

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

Course Expectations

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

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

My expectations of you for taking Sex, Gender, and Culture

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

What You Can Expect From Me

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

Final Comments

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

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

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Biobehavioral Anthropology

“**Biology** gives you a brain, **life** turns it into a mind.”

ANT 3541 (0W60) ▪ Spring 2023

Department of Anthropology ▪ College of Sciences
University of Central Florida

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](#)
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 - [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:

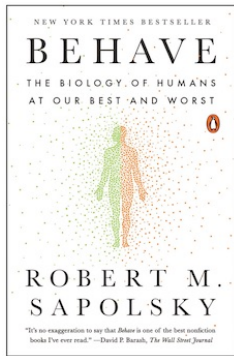
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion 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 \(http://my.ucf.edu\)](http://my.ucf.edu) and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your instructor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online \(https://cdl.ucf.edu/support/student/knights-online/\)](https://cdl.ucf.edu/support/student/knights-online/) has excellent resources to assist you in being successful when working in a fully online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know \(https://webcourses.ucf.edu/courses/1404165/modules/2446135\)](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, you should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 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 \(http://sas.sdes.ucf.edu\)](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 \(https://webcourses.ucf.edu/courses/1404165/modules/2446135\)](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 \(https://webcourses.ucf.edu/courses/1404165/quizzes/2354708\)](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%
<i>Total Possible</i>	<i>505 points</i>	<i>100%</i>

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:


The screenshot shows a question titled "Question 5" with a score of "1 / 1 pts" in the top right corner, indicated by a red arrow. The question text is: "This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:". Below the question, there is a text input field containing "G-Factor" with a red border and a red arrow pointing to it from the label "You Answered". Below the input field, there is a "Correct Answers" section showing "g factor".

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) (<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/) (<https://caps.sdes.ucf.edu/therapy-assisted-online-tao-self-help/>), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

be conducted in a way that respects **all aspects of diversity** (<http://www.diversity.ucf.edu>). UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact **Student Accessibility Services** (<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 \(https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/\)](https://proctorhub.cdl.ucf.edu/proctorhub/test_webcam/) before to your exam. For assistance with setup, contact [WebCourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/) at 407-823-0407.

- There is also a [ProctorHub practice quiz \(https://webcourses.ucf.edu/courses/1404165/quizzes/2354707\)](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:

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

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

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three-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/c.php?g=78577&p=517810) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers
- **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 \(https://extranet.cst.ucf.edu/office365selfsvc\)](https://extranet.cst.ucf.edu/office365selfsvc).) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/) for technical support assistance with the most current versions of these products.

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your 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 \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements** (<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
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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
Sun Apr 2, 2023	 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](#)



Primateology

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

ANT3550C (0M01) Primateology

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 \(https://sciences.ucf.edu/anthropology/people/wheeler-sandra/\)](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 \(mailto:Sandra.Wheeler@ucf.edu\)](mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA's: 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?wrap=1) ↓

[\(https://webcourses.ucf.edu/courses/1405043/files/96983944/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1405043/files/96983944/download?download_frd=1) OR click here for a [Course Snapshot \(https://webcourses.ucf.edu/courses/1405043/pages/course-snapshot-spring-2023\)](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 \(https://webcourses.ucf.edu/courses/1405043/pages/lab-schedule-spring-2023\)](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 \(https://my.ucf.edu/index.html\)](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.
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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)** (<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/) (<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) (<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
<ul style="list-style-type: none"> • Quizzes due by 11:59pm • Exams close by 11:59pm • Finish module readings 	<ul style="list-style-type: none"> • Start new module and readings • Finish up lab assignment from previous week 	<ul style="list-style-type: none"> • Attend class for lecture • Read module materials 	<ul style="list-style-type: none"> • Watch any video or media in your modules • Water your plants 	<ul style="list-style-type: none"> • Attend labs in MSB 149 when scheduled • Labs due by 11:59pm • Exams open at 8am 	<ul style="list-style-type: none"> • Work on lab assignments • Review lecture notes • Hug a friend! 	<ul style="list-style-type: none"> • 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 \(https://www.ucf.edu/services/\)](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) (<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 \(https://www.ucf.edu/services/\)](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 \(https://letsbeclear.ucf.edu/\)](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 \(mailto:sas@ucf.edu\)](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](mailto:Webcourses@UCF) 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 \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](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/) [\(https://academicintegrity.org/\)](https://academicintegrity.org/).

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

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct and Academic Integrity \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/) for further action. See [UCF Golden Rule \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) and the [UCF Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](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

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< <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 \(https://webcourses.ucf.edu/courses/1257735/modules\)](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	due by 11:59pm
Sun Jan 22, 2023	 Quiz 1 Primate	due by 11:59pm
	 Quiz 2 Taxonomy	due by 11:59pm
Thu Jan 26, 2023	 LAB 2: Classification and Taxonomy	due by 11:59pm
Sun Jan 29, 2023	 Quiz 3 Parts	due by 11:59pm
Thu Feb 2, 2023	 LAB 3: Comparative Osteology	due by 11:59pm
Sun Feb 12, 2023	 Exam 1	due by 11:59pm
	 Quiz 4 Evolution	due by 11:59pm
	 Quiz 5 Apes	due by 11:59pm
Mon Feb 13, 2023	 LAB 4: Primate Evolution	due by 11:59pm
Sun Feb 26, 2023	 Primate Infographic Topic Approval	due by 11:59pm
Thu Mar 2, 2023	 LAB 5: Comparative Dentition	due by 11:59pm
Sun Mar 5, 2023	 Quiz 6 Sociality & Ecology	due by 11:59pm
	 Quiz 7 Evolution & Sex	due by 11:59pm
Thu Mar 9, 2023	 LAB 6: Primate Diet and Dentition	due by 11:59pm
Sun Mar 12, 2023	 Quiz 8 OW Monkeys & Tarsiers	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

6d You are currently logged into Student View

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



Course Snapshot: Spring 2023

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: <ul style="list-style-type: none">Lecture 1-What is a Primate? Required Readings: <ul style="list-style-type: none">Strier KB. 2017. Introduction to Primate Studies (pages 1-35). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective, 2nd ed.</i> Oxford University Press. Assignments: <ul style="list-style-type: none">Quiz 1Lab 1
Module 2	Primate Taxonomy Lecture: <ul style="list-style-type: none">Lecture 2-Primate Taxonomy Required Reading: <ul style="list-style-type: none">Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. Assignments: <ul style="list-style-type: none">Quiz 2Lab 2
Module 3	Primate Parts Lecture: <ul style="list-style-type: none">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

4

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

5

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

EXAM 1 ONLINE!

Module 6 Primate Sociality and Community Ecology

6

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

7

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

8

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 Struqi F. 1990. 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

9

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

10

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
- Final Primate Infographic

Module Strepsirhines

11

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 Primate Conservation

12

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!

Course Syllabus
ANT 3610: Language and Culture
Spring 2023

Jan 9, 2023 - May 2, 2023

Course Information

Instructor	Whitney D. Margaritis	Course Name	Language and Culture
Office	HPH 116F	Course ID	ANT 3610
Office Hours	Thursday 10am-11:30am	Section	0M01
Phone	407-823-2227	Credit Hours	3
E-mail	Whitney.Margaritis@ucf.edu	Semester/Year	Spring 2023
GTA	Abigail Shepherd	Location	BA1 O122
E-mail	Abigail.Shepherd@ucf.edu	Time	Thursdays 12pm-1:15pm

Course Description

The study of language in a non-western setting; language and behavior; language and perception. Prerequisites: Sophomore Standing.

Course Objectives

This course provides a study of language through various anthropological approaches focusing on language, behavior, and perception. You will learn how language both reflects and shapes thought, culture, and power. You will be able to:

- Recall and explain key concepts used in anthropological linguistics.
- Identify and critically think about key information from reading materials.
- Assess how these concepts can be used to understand everyday speech interactions.

Required Texts

- Ahearn, Laura. 2021. *Living Language*. Wiley-Blackwell. ISBN 978-1-1196-0814-1.
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. Tucson: University of Arizona Press. ISBN 978-0-8165-3768-6. (The digital version of this textbook is available for free through the UCF Library. You may view it on the Web or download a PDF version to read offline.)

Course Activities

- Read the assigned materials each week before class on Thursday.
- Attend and participate in in-class lectures and discussions.
- Complete all required assignments on Webcourses@UCF.
- Follow all class and assignment protocols.

Final Exam

According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. In this class, our final examination period will be used to discuss the required ethnographic text. Your final assignment will be a discussion post which will be due by 11:59PM on Thursday, April 27, 2023.

Evaluation and Grades

Your grade will be based on the Following scale:

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

Grades will be calculated using the following scheme:

Syllabus Quiz (5%) Discussions (55%) Papers (40%)

Late Work Policy / Make-up Assignments

All assignments within Webcourses will be open for two days after the due date. Late work may be turned in during this time but will be deducted 10% each day. Any work completed after two days past the due date will not be accepted without prior approval.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). ALL scheduled conflicts should be addressed within the FIRST WEEK of class. If this participation conflicts with your course assignments, the professor will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact the professor AHEAD OF TIME to notify of upcoming needs and to provide DOCUMENTATION!!

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>>

Final Grades

DO NOT ask the professor to make special allowances for your grade. If you are doing poorly in the class, you need to meet with the professor early in the semester so you can discuss ways to improve your writing, time management, and habits. DO NOT contact the professor in the last week of class to discuss improving your grade. Once final grades are posted, no changes will be made without extenuating circumstances.

Library Skills

Since this course requires writing several research papers, you are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<http://library.ucf.edu/>). You may also request assistance from the subject librarian.

University Writing Center

Trevor Colbourn Hall 109

Satellite Locations: Main Library, Rosen Library, Online

407-823-2197

<http://uwc.cah.ucf.edu/>

Utilizing this resource is highly recommended for this course! 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.

Turnitin.com

In this course we will utilize [turnitin.com](http://www.turnitin.com), an automated system which instructors can use to compare each student's assignment quickly and easily with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, the instructor and student can view a report from [turnitin.com](http://www.turnitin.com) that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>. If a report identifies problem areas, the student may resubmit any time before the deadline for that assignment to correct problems. If the report identifies a significant level of problems, the instructor will review these in detail and this report may be utilized for reports of academic dishonesty.

Time Commitment

For most students striving for B grades or higher, I recommend that you schedule about 6-9 hours per week for engaging with this course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. According to research, a metacognitive learning approach combined with practice testing and distribution of practice over time is most effective. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, the Math Success Center, the Chemistry Tutoring Center, and VARC (Veterans Academic Resource Center). The professor is available by appointment if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to

this class be viewed as a resource, strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

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

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

Religious Observances

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

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.

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 loss of housing, hunger, problematic substance use, bias incidents, mental health concerns, and financial challenges. You can 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.

The Student of Concern Process allows students, staff, faculty, and UCF community members to report concerning behavior exhibited by a student. If you are aware that a student is experiencing challenges or difficulties that concern you, please report the concern using the Student of Concern Form. The entire UCF community will benefit. It is our goal to intervene before the student reaches a crisis level. This process offers support and guidance to any UCF student who is in distress or struggling. For more information, please refer to Student Care Services at <https://scs.sdes.ucf.edu/concern/>

Course Schedule

The schedule is subject to change at any time. All assignments are due by Thursday at 11:59pm.

Week/Dates	Topic	Assignments	Due
Week 1 Jan 9-Jan 13	What is linguistic anthropology?	Welcome Module 1 <ul style="list-style-type: none"> • Ahearn Ch. 1 	Syllabus Quiz
Week 2 Jan 16-Jan 20 MLK Day	Non-verbal communication: Gestures and Sign Languages	Module 2 <ul style="list-style-type: none"> • Ahearn Ch. 2 • Kusters 2009 	Photovoice Discussion
Week 3 Jan 23-Jan 27	The Research Process in Linguistic Anthropology	Module 3 <ul style="list-style-type: none"> • Ahearn Ch. 3 • FILM: The Linguists 	Project Design Discussion
Week 4 Jan 30-Feb 3	Language Acquisition and Socialization	Module 4 <ul style="list-style-type: none"> • Ahearn Ch. 4 • Work on Language Autobiography 	
Week 5 Feb 6-Feb 10	Language, Thought, and Culture	Module 5 <ul style="list-style-type: none"> • Ahearn Ch. 5 • Cohn 1987 	Language Autobiography Paper
Week 6 Feb 13-Feb 17	Global Communities of Multilingual Language Users	Module 6 <ul style="list-style-type: none"> • Ahearn Ch. 6 • Meyerhoff 1999 • Dreifus 2011 	Endangered Language Selection
Week 7 Feb 20-Feb 24	Literacy Practices	Module 7 <ul style="list-style-type: none"> • Ahearn Ch. 7 • Baquedano-Lopez 2004 	Fieldnotes Discussion
Week 8 Feb 27-Mar 3	Online Communities	Module 8 <ul style="list-style-type: none"> • Ahearn Ch.8 • Spears-Rico 2019 • Backe 2020 	Endangered Language Outline
Week 9 Mar 6-Mar 10	Language Endangerment and Revitalization	Module 9 <ul style="list-style-type: none"> • Ahearn Ch. 12 • Lillehaugen 2019 	Personal Networking Map Discussion
Week 10 Mar 13-Mar 17	Spring Break		

Week 11 Mar 20-Mar 24 Withdrawal Deadline	Performance, Performativity, and the Constitution of Communities	Module 10 <ul style="list-style-type: none"> • Ahearn Ch. 9 • Farnell 2002 • Work on Endangered Language Profile 	
Week 12 Mar 27-Mar 31	Language and Gender	Module 11 <ul style="list-style-type: none"> • Ahearn Ch. 10 • Cameron 2007 • Kulick 1998 	Endangered Language Profile Paper
Week 13 Apr 3-Apr 7	Language, Race and Ethnicity	Module 12 <ul style="list-style-type: none"> • Ahearn Ch. 11 • Urcioli 1991 • Basso 1979 	
Week 14 Apr 10-Apr 14	Language, Power, and Agency	Module 13 <ul style="list-style-type: none"> • Ahearn Ch. 13 	Video Discussion
Week 15 Apr 17-Apr 21	Ethnography	Module 14 <ul style="list-style-type: none"> • Davis Intro & Ch. 1-2 (Pgs. 1-75) • Begin ethnography discussion in class 	
Week 16 Apr 24-Apr 28	Finals Week	Module 15 <ul style="list-style-type: none"> • Davis Ch. 3-5 (Pgs. 76-150) • Finish ethnography discussion in class 	Ethnography Discussion

University Policies

Academic Integrity

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting the student's own academic work*.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate academic behavior standards*.
- *Soliciting assistance with academic coursework and/or degree requirements*.

For more information about Academic Integrity, students may consult Student Conduct and Academic Integrity. <<https://scai.sdes.ucf.edu/>>

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".
<https://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false>

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, 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>>.
- 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>>).

Diversity and Inclusion

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

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

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

Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu

Ombuds Office – <http://www.ombuds.ucf.edu>

Copyright

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

Third-Party Software and FERPA

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



Welcome to:

History of Anthropological Thought (through film & text)

ANT 4034M - Spring 2023
Mon & Wed: 2:30 pm - 3:20 pm,
& Online Component: to be completed between Thur. and Sun. (unless stated
otherwise)
Location: BA-1, Room 122

Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology
Faculty Adviser for:

- [Medical Anthropology Minor](#)
- [Anthropology of Global Health Certificate](#)

Office Hrs: Mon. 4:45-6 pm walk-ins, and Wed. 4:45-6 pm by appointment, in Howard Phillips Hall, room 309 – please check-in at front desk

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

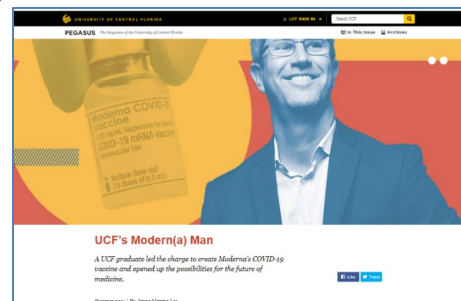
COVID-19 Information:

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

If you think you're infected with COVID-19: get tested immediately and don't come to class.

Did you know that our own UCF graduate, Dr. Darin Edwards, helped develop the Moderna COVID-19 vaccine?

Check out the interview with Dr. Edwards [here](#).



The latest CDC recommendations are same as in Aug 2022:

- “Regardless of vaccination status, *you should isolate from others when you have COVID-19.*”

- “If you test positive for COVID-19, **stay home for at least 5 days and isolate from others** in your home. You are likely most infectious during these first 5 days.”

Source: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html> and <https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.html>)

Calculator to figure out what to do if you’re exposed:

- <https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html>

The World Health Organization “MythBusters” about COVID:

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

July 2022 Update: The “Long COVID” – what is it?

- <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

In sum, it’s true that the combination of vaccination and effective treatments have made the virus more manageable. Teaching in a mask is difficult, but I might continue to wear a mask whenever I feel I should.

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**Course Description and Objectives:**

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

**Class Objectives:**

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

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Course Materials:

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

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

2. Required Articles:

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

3. Required Films:

Students are required to see all films and videos shown in class and stay alert for the duration of the showing; these

will be on exams. During films, students cannot use computers because of the glare.

Expectations:

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

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

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

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

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

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

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

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

Examinations and Grading Policy:

Descriptions of Exams and Online Work:

1. Exam I: 30 points

The exam will consist of up to 30 questions (multiple choice, true/false). The exam will cover concepts from all texts, videos, lectures that were covered. Please bring a brown scantron and #2 pencils to the exam.

2. Exam II: 30 points

The second exam (on the last day of classes) will consist of up to 30 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3. In-Class 6 of 11 Quizzes (5 points each): 30 points

We'll have 11 in-class quizzes, and 5 lowest scores will be dropped. The remaining 6 quizzes will be worth 5 points each for a total of 30 points. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 10 minutes or less at the start of the class. There will be no make-ups for the quizzes because 5 scores are dropped. The dropping of 5 lowest scores

is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. Also, some of these quizzes may be “attendance only” which means you’ll get the full points just for attending the class.

4. Online Work: 10 points

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

There will be 1 written Response Paper to be submitted for grading at the end of the semester. The paper will consist of a written response to a film: you might be asked to answer a specific question or two, or you might have to identify the theoretical approach/es evident in the particular film, and then compose a written response.

Instructions for each week are located on Canvas.

Response Paper: based on the film “City of God.” Due during the final exam period by midnight Apr. 27 (Thur.), 2023. Length: 500-600 words. Instructions and rubric will be provided.

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

Grading scale:

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

Summary of points:

1. Exam I: 30 points
2. Exam II: 30 points
3. In-Class Quizzes (6 of 11): 30 points
4. Response Paper: 10 points

Attendance, class participation, and computer/phone use will be used in borderline cases.

Total: 100 points (100%)

Weekly Schedule

WEEK 1:

1/9 - **Mon: Introduction of the course and overview of the syllabus.**

1/11 - **Wed: Anthropological fieldwork and ethnography.**

Read for Wed:

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

Online Component:

Instructions on Canvas

(Become familiar with our Canvas site.)

WEEK 2: Early “Armchair” Anthropology

1/16 - **Mon: NO CLASS** (Martin Luther King Jr. Holiday)

1/18 - **Wed: Cultures Understood in Evolutionary Terms – Critique of “Armchair” Anthropology.**

Read for Wed:

“Ethnical periods.” By Morgan, L.H. 1877.

In: *Ancient Society*. Pp. 3-10.

→ Quiz 1

Online Component:

Instructions on Canvas (film “First Contact”)

WEEK 3: Cultures Understood as Structure and Function

1/23 - **Mon:** E.E. Evans Pritchard – The Nuer of Africa - a case study

Read for Mon:

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

→ Quiz 2



1/25 – **Wed:** Pritchard, cont.

Read for Wed: none

Online Component:

Instructions on Canvas (film “The Nuer”)

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

1/30 - **Mon:** B. Malinowski – The Trobriand Islands and Ethnographic Fieldwork

Read for Mon:

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

→ Quiz 3

2/1 - **Wed:** The Kura Ring – a case study, cont.
Read for Wed: none.

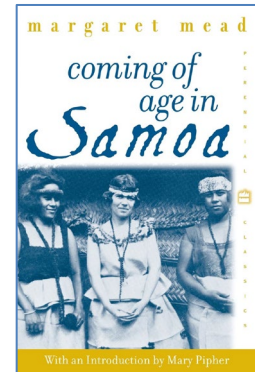
Online Component:
Instructions on Canvas
(Film: “Off the Veranda”)

WEEK 5: Psychological Anthropology

2/6 - **Mon:** Franz Boas & Margaret Mead; Mead’s Research in Samoa

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

→ Quiz 4



2/8 - **Wed:** Boas and Mead, cont.
Read for Wed: none

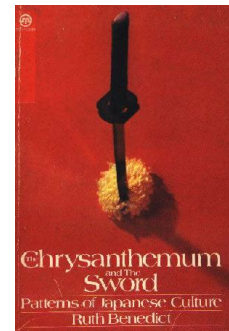
Online Component:
Instructions on Canvas.

WEEK 6: Anthropology during War

2/13 - **Mon:** Culture and Personality School

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

2/15 - **Wed:** Ruth Benedict, cont.
Read for Wed: none



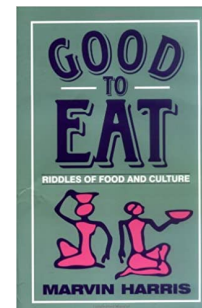
Online Component:
Instructions on Canvas

WEEK 7: Environment and Material Needs

2/20 - **Mon:** Marvin Harris – Cultural Materialism

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

2/22 - **Wed:** The Kawelka: Ongka's Big Moka
Read for Wed: none



Online Component:
Instructions on Canvas

WEEK 8: Exam week

2/27 - Mon: Exam I Review

3/1 - Wed: Exam I

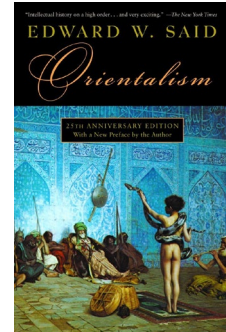
**WEEK 9: The “Crisis of Representation” – a reflective and transformative period (Mon).
Feminist and Gender Anthropology (Wed).**

3/6 - Mon: Poststructural and Postcolonial Critiques

Read for Mon:

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

→ Quiz 5



**3/8 - Wed: Feminist and Gender Anthropology - Intersectionality,
Race, Class, Gender, Identities**

Read for Wed:

--- TBA

Optional, recommended:

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

Online Component:

Instructions on Canvas (preparation on Bangladesh ahead of guest speaker)

WEEK 10:

3/13 – 3/17 – SPRING BREAK

WEEK 11: Bangladesh Case Study about Rohingya Women (Mon).

“Power Turn” in research (Wed).

3/20 - Mon: GUEST PRESENTATION:

Konok Chapa Das, PhD Student

Department of Anthropology

→ Quiz 6 (attend & participate)

“Resilience of Rohingya pregnant, lactating mothers
and adolescents living in the Rohingya refugee
camps in Cox’s Bazar, Bangladesh.”

Read for Wed:

none



3/22 - Wed: Socioeconomic hierarchies; Conflict as productive; Resistance (Marx, Engels, Gramsci as foundations of thought)

Read for Wed:

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

Online Component:
Instructions on Canvas

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

3/27 - Mon: Introducing Brazil and D. Goldstein

Read for Mon:

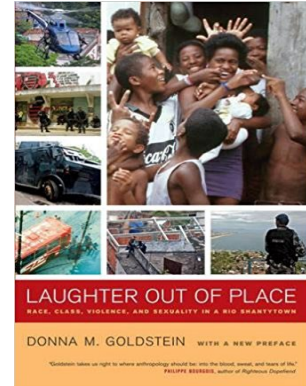
Laughter out of Place – Preface (pp. xix-xxxvii) and Introduction pp. 1-17)

3/29 - Wed: Brazil ethnography, cont.

Read for Wed:

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

→ Quiz 7



Online Component:
Instructions on Canvas

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

4/3 - Mon: Brazil ethnography, cont.

Read for Mon:

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

→ Quiz 8

4/5 - Wed: Brazil ethnography, cont.

Read for Wed:

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

→ Quiz 9

Online Component:
Instructions on Canvas

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

4/10 - Mon: Brazil ethnography, cont.

Read for Mon:

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

→ Quiz 10

4/12 - Wed: Brazil ethnography, cont.

Read for Wed:

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

→ Quiz 11

Online Component:

Instructions on Canvas

(Read: *Laughter out of Place* – Ch. 6, pp. 226-258 – use guiding questions on Canvas.)

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

4/17 - Mon: Brazil ethnography, cont.

Read for Mon:

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

4/19 - Wed: Review for Exam II

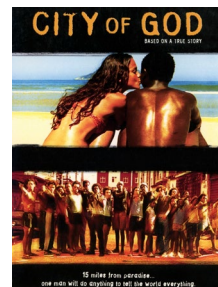
Online Component:

Instructions on Canvas

WEEK 16: EXAM II & FINAL ONLINE ASSIGNMENT

Mon, 4/24: Exam II (in last class), in BA-1, room 122

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



UCF Core Syllabus Statements:

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

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

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience. If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

In Case of Faculty Illness:

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

In-Class Recording

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

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

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

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

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

to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, please view this video <https://youtu.be/NIKYajEx4pk>

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

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

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

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



Course Syllabus

[Jump to Today](#)

 [Edit](#)

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 \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](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. \(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](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

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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>) >).

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





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) | |

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". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

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

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

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

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

7. Course Materials:

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

preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

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

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

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

receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

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

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

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservanceFINALJan19.pdf>.

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

p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

8i. Recording policy

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

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).

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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.

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

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

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

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

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

10. Policy on Constructive Dialogue.

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

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 Thursday 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


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Archaeology of South America

Dr. John H. Walker, PhD

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

Business Administration, Room 122

This is a FACE TO FACE class



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

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

Prerequisite: ANT 2140 or Consent of Instructor

[Modules](#)

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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 from that 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 students and the professor.

UCF Core Syllabus Statements

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

[Course Accessibility Statement](#)[Links to an external site.](#)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/Links to an external site.>> (Ferrell Commons 185, sas@ucf.edu, 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](#)[Links 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 \(Links to an external site.\)](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.edu>Links to an external site.> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

[Deployed Active Duty Military Students](#)Links 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 Activities](#)Links to an external site.

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

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

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

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

Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Fri Jan 13, 2023 | Assignment 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

[Unpublish](#) [Published](#)

[Import Existing Content](#)

[Import from Commons](#)

[Choose Home Page](#)

[View Course Stream](#) [Course Setup Checklist](#) [New Announcement](#) [New Analytics](#)

[View Course Notifications](#)

[Prev month](#) [Next month](#) [January 2023](#)

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4 February 2023 |

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% |

Course Syllabus

[Jump to Today](#)

 [Edit](#)

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 \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](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. \(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](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

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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 |
| Fri Feb 3, 2023 |  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 |
| Fri Feb 24, 2023 |  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 |  Quiz 8
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 |
| Fri Mar 31, 2023 |  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) | |





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](mailto:knight@knights.ucf.edu) 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

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|-------------------------------|-----|
| 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 |
|--|---|
| <p>Contacting the professor</p> | <p>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.</p> <p><u>Please REMEMBER:</u> 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.</p> <p>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.</p> |
| <p>Webcourses@UCF</p> | <p>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.</p> |
| <p>Accessing On-line Course Content</p> | <p>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.</p> |
| <p>Grading and evaluation</p> | <p>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.</p> |
| <p>Attendance and Participation</p> | <p>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.</p> <p>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.</p> |
| <p>Course Etiquette</p> | <ul style="list-style-type: none"> • 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. |

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| | <p>Students who disrupt class and have been warned may suffer a 5% reduction in their final class grade.</p> <ul style="list-style-type: none"> • 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. |
| <p>Deadlines and Make-ups</p> | <p>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 <u>prior</u> 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.</p> |
| <p>Late Work Policy and Grades of ‘Incomplete’</p> | <p>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.</p> <p>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</p> |

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| | <p>course deadline due to a conflict with that event must provide the instructor with documentation <u>in advance</u> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p>ACCESSIBILITY STATEMENT</p> | <p>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.</p> <p>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.</p> |
| <p>Academic integrity</p> | <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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. |

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| | <ol style="list-style-type: none"> 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 <i>only</i> 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 <i>anyone</i> without the separate written approval of the instructor. <p>For more information about Academic Integrity, consult the International Center for Academic Integrity
<http://academicintegrity.org>.</p> <p>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>.</p> |
| Academic Conduct | <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> <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>.</p> |

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| <p>Campus Safety Statement</p> | <p>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.</p> <ul style="list-style-type: none"> • 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). |
| <p>Deployed Active-Duty Military Students Statement</p> | <p>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.</p> |
| <p>University Writing Center</p> | <p>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.</p> |
| <p>Discrimination</p> | <p>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.</p> |
| <p>Copyright</p> | <p>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</p> |

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| | 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 | |

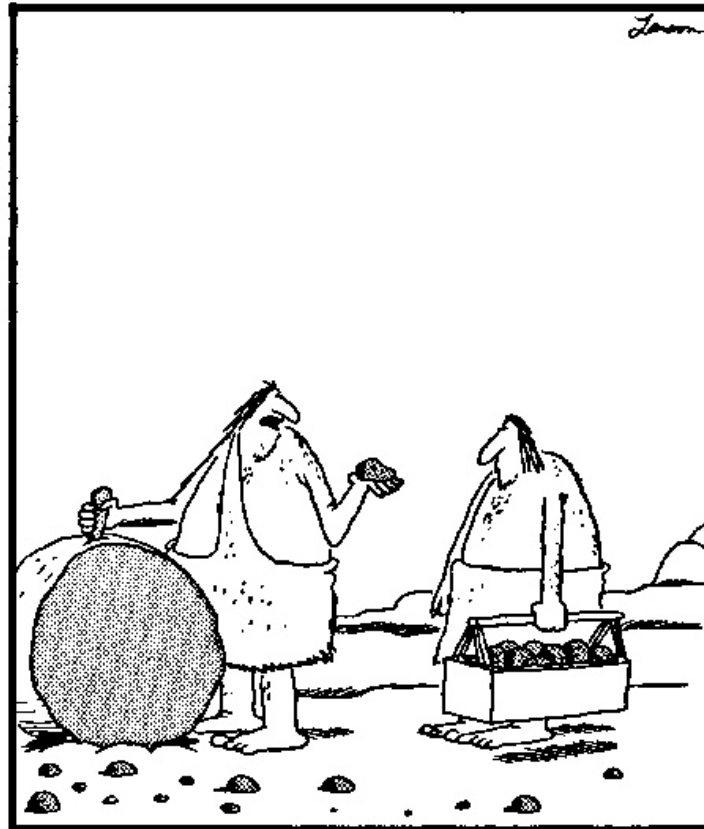
Course Syllabus

[Jump to Today](#) Edit

ANT 4189: Lithic Analysis: The Archaeology of Stone Tools

University of Central Florida

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



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

Course Instructor:

Dr. Brigitte Kovacevich

Office: Howard Phillips Hall Room 309P

Phone: 407-823-6554

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

outside of these times.

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

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

Learning outcomes:

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

Required Textbooks:

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

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

Available online via the library:

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

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

Course requirements (undergraduates):

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

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

Course requirements (graduates):

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

Class attendance and participation (graduates and undergraduates)

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

Article Summary (undergraduates)

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

Article Presentation (graduate students)

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

Midterm and Final Exam (graduates and undergraduates)

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

Final project/paper (graduates and undergraduates)

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

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

Poster Presentation (graduates)

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

SAFETY:

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

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

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

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

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

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

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

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

Lab Equipment:

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

ETHICAL ISSUES

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

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

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

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

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

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

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

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

Academic Integrity

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

<<http://osc.sdes.ucf.edu/process/roc> (<http://osc.sdes.ucf.edu/process/roc>)>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

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

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

GRADES:

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

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

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

Grading scale

Grading Scale
(%)

94-
100 A

90-93 A-

Grading Scale (%)

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0 - 59 F

COURSE SCHEDULE

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

WEEK 1

WEEK 1

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

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

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

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

WEEK 2

Monday, January 16: NO CLASSES-MLK DAY

Wednesday, January 18: Early Stone Tool Industries

Readings

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

Additional Graduate Student Readings (optional for undergraduates):

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

Lab-at least partial Flintknapping Day: Hard Hammer Percussion

WEEK 3

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

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

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

WEEK 4

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

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

of Human Evolution 55(6): 952-961.

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

WEEK 5

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

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

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

WEEK 6

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

Readings:

1. **Whittaker** 1994: 177-217 and 219-242

2. **Bradley, Bradley, Michael Collins, and Andrew Hemmings.** 2010. "Chapter 2: Clovis Blade Making Technology," in *Clovis Technology*. International Monographs in Prehistory.
3. **Aubry, Thierry, Bruce Bradley, and 6 other authors.** 2008. Solutrean Laurel Leaf Production at Maitreaux: an Experimental Approach Guided by Techno-Economic Analysis. *World Archaeology* 40: 48-66.

Additional Graduate Student Readings (optional for undergraduates):

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

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

WEEK 7

Monday, February 20: Bipolar Technology

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

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

Readings:

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

WEEK 8Monday, February 27: Gender, Agency, and Style in Stone Tool Production

Whittaker pp. 289-298

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

Film: *Woman the Toolmaker*

Wednesday, March 1: MIDTERM EXAM (in class)**WEEK 9**Monday, March 6: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4
3. **Adams, W. Y. and E. W. Adams.** 1991. *Archaeological Typology and Practical Reality: A Dialectical Approach to Artifact Classification and Sorting*. Cambridge: Cambridge University Press. Pp. 155-243 (excerpts).

Additional Graduate Student Readings (optional for undergraduates):

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

Wednesday, March 8: Lab-Typology Experiment

WEEK 10

NO CLASSES-SPRING BREAK

WEEK 11

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

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

Readings: TBA

WEEK 12

Monday, March 27: Refitting

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

Additional Graduate Student Readings (optional for undergraduates):

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

Wednesday March 29: Lab-Refitting Experiments

WEEK 13

Monday, April 3: Toolstone Sourcing

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

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

WEEK 14

Monday, April 10: Measuring and Analyzing Stone Tools

Readings:

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

Additional Graduate Student Readings (optional for undergraduates):

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

Wednesday, April 13: Lab-Measuring Flaked Stone

Readings:

1. Andrefsky Chapter 5

WEEK 15Monday April 17: Lab-Artifact Illustration

Readings:

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

Assignment: Complete an illustration of a stone tool













Wednesday April 19: Presentation of Posters**WEEK 16**Monday, April 24: Presentation of Posters

FINAL EXAM: Wednesday April ??th @ 1PM-3:50 PM

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

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Tue Jan 17, 2023 |  Article Summary Assignment
Week 2
https://webcourses.ucf.edu/courses/1421312/assignments/7839006 | due by 11:59pm |
| Sun Jan 22, 2023 |  Article Summary Assignment
Week 3
https://webcourses.ucf.edu/courses/1421312/assignments/7843735 | due by 11:59pm |
| Sun Jan 29, 2023 |  Article Summary Assignment
Week 4
https://webcourses.ucf.edu/courses/1421312/assignments/7843736 | due by 11:59pm |
| Sun Feb 5, 2023 |  Article Summary Assignment
Week 5
https://webcourses.ucf.edu/courses/1421312/assignments/7843737 | due by 11:59pm |
| Sun Feb 12, 2023 |  Article Summary Assignment
Week 6
https://webcourses.ucf.edu/courses/1421312/assignments/7843738 | due by 11:59pm |
| Sun Feb 19, 2023 |  Article Summary Assignment
Week 7
https://webcourses.ucf.edu/courses/1421312/assignments/7843739 | due by 11:59pm |
| Wed Feb 22, 2023 |  Final Project Topic
https://webcourses.ucf.edu/courses/1421312/assignments/7839011 | due by 11:59pm |
| Sun Feb 26, 2023 |  Article Summary Assignment
Week 8 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://webcourses.ucf.edu/courses/1421312/assignments/7843740) | |
| Wed Mar 1, 2023 |  Midterm Exam
(https://webcourses.ucf.edu/courses/1421312/assignments/7839012) | due by 3:30pm |
| Sun Mar 5, 2023 |  Article Summary Assignment
Week 9
(https://webcourses.ucf.edu/courses/1421312/assignments/7843741) | due by 11:59pm |
| Wed Mar 8, 2023 |  Take-Home Portion-Midterm Exam
(https://webcourses.ucf.edu/courses/1421312/assignments/7839016) | due by 11:59pm |
| Wed Mar 22, 2023 |  References for Final Project
(https://webcourses.ucf.edu/courses/1421312/assignments/7839014) | due by 11:59pm |
| Sun Mar 26, 2023 |  Article Summary Assignment
Week 12
(https://webcourses.ucf.edu/courses/1421312/assignments/7843742) | due by 11:59pm |
| Sun Apr 2, 2023 |  Article Summary Assignment
Week 13
(https://webcourses.ucf.edu/courses/1421312/assignments/7843743) | due by 11:59pm |
| Wed Apr 19, 2023 |  Outline for Final Project
(https://webcourses.ucf.edu/courses/1421312/assignments/7839013) | due by 11:59pm |
| Mon May 1, 2023 |  Final Project/Paper
(https://webcourses.ucf.edu/courses/1421312/assignments/7839010) | due by 11:59pm |
| |  Extra Credit
(https://webcourses.ucf.edu/courses/1421312/assignments/7839007) | |
| |  Extra Credit AIA Lecture April 19th
(https://webcourses.ucf.edu/courses/1421312/assignments/7839008) | |
| |  Final Exam
(https://webcourses.ucf.edu/courses/1421312/assignments/7839009) | |
| |  Roll Call Attendance
(https://webcourses.ucf.edu/courses/1421312/assignments/7839015) | |

CULTURE, DISEASE, AND HEALING



ANT 4408
Section 0M01

Spring 2023

Monday & Wednesday: 1:30pm – 2:20pm & Online

BA1 122

3 Credit Hours

Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

shana.harris@ucf.edu

407-823-4963

Office Hours (Zoom): Thursday, 3:00pm – 4:30pm

Course Description

This course explores the role of culture in shaping the experiences and perceptions of health, illness, and well-being in multiple contexts. Drawing on work from cultural and medical anthropology, we will examine how culture intersects with social, political, economic, and institutional forces to influence these experiences and perceptions. We will also look at different healing practices to understand the delivery of care in various forms. Course material will cover an array of health-related topics, including biomedicine, ethnomedicine, health policy and social suffering, in diverse settings such as Guatemala, South Africa, and the United States. Ultimately, this course will highlight ways in which anthropologists research and think critically about health, illness, disease, and healing.

Public Course Description

The role of culture in shaping the experience and perceptions of health, sickness, and well-being in a variety of contexts.

Prerequisites

Sophomore standing *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways in which health, illness, disease, and healing are understood and experienced in various cultural contexts; 2) to expose you to key concepts and theoretical paradigms in medical anthropology; and 3) to instigate critical thinking about health-related issues in both the classroom and your everyday lives.

Class Structure

This mixed mode course will be both face-to-face and online. Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries. The online component of the course will be via Webcourses (see below for details).

Office Hours

Office hours will be held via Zoom (link available on Webcourses). An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support).

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

Midterm Exam (40 points)

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be no make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions, and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. Quizzes are based on assigned readings for that day and will consist of 3 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. There will be **no make-up** for missed quizzes because your two lowest quiz scores will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three medical anthropology articles, one medical anthropology book, or three chapters from an edited medical anthropology edited book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to health and culture. Dr. Harris will provide a list of topic ideas to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and information available.

Grading Structure

| | |
|------------------------|-----------|
| Midterm Exam | 40 points |
| Final Exam | 40 points |
| Quizzes (10 out of 12) | 60 points |
| Research Paper | 60 points |

Total: 200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Total Points | 200-187 | 186-179 | 178-173 | 172-167 | 166-159 | 158-153 | 152-147 | 146-139 | 138-133 | 132-127 | 126-119 | 118-0 |

Course Policies

Computer Policy

Research shows that typing notes on a computer is less effective than taking notes with pen and paper for retaining information. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand.

Because you will not have access to electronic versions of the readings during class, you should bring hard copies for use during class discussion. You can print for **free** at [different locations](#) on campus. If you are an Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

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

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

Open Exchange

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

Knights Email and Webcourses Communication

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

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three

points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

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

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

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

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, [The Golden Rule](#).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an exam or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. Click [here](#) for more information about the Z Designation.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. Make a note of the guide's physical location by clicking [here](#).
- Know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into my.ucf.edu. Click on "Student Self Service" on the left side of the screen in the tool bar, scroll down to "Personal Information" on the Student Center Screen, click on "UCF Alert," fill out the information, click "Apply" to save the changes, and click "OK."
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. Click [here](#) to learn where those are located.
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this [video](#).

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Religious Observance

You must notify Dr. Harris in advance if you will miss class for a religious observance. Click [here](#) for more information.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up; no penalty will be applied. Click [here](#) for the form.

Obtaining Notes for Missed Lectures

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is **your responsibility** to obtain notes from a classmate for that lecture.

In-Class Recording

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

not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in *The Golden Rule*.

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students who need access to course content due to course design limitations should contact Dr. Harris and Student Accessibility Services (SAS) as soon as possible at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. A SAS Course Accessibility Letter should be sent to Dr. Harris to inform her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, learning objectives, and the individual student's academic and course barriers. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Writing Center Services

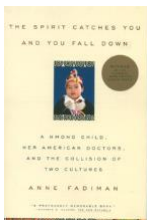
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops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

Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity Quiz on Webcourses by **Friday, January 13**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Not completing the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The required books for this course are:



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



- Kline, Nolan. 2019. *Pathogenic Policing: Immigration Enforcement and Health in the U.S. South*. New Brunswick: Rutgers University Press.

The required books are available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: go to webcourses.ucf.edu, click Courses, and select ANT4481-23Spring 0M01. If you have any technical issues, please contact Webcourses@UCF Support.

Course Schedule

Week 1

Monday, January 9

- TOPIC: Syllabus and course overview

Wednesday, January 11

- TOPIC: Disease, Illness, and Narrative – Part 1
- READING: Kleinman, Arthur, and Don Seeman. 2000. "Personal Experience of Illness." In *Handbook of Social Studies in Health and Medicine*, edited by Gary L. Albrecht, Ray Fitzpatrick, and Susan C. Scrimshaw, 230-242. London: Sage.

Online

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

Week 2

Monday, January 16

- NO CLASS – MLK DAY

Wednesday, January 18

- TOPIC: Disease, Illness, and Narrative – Part 2e
- READING: Lang, Gretchen Chesley. 1989. "'Making Sense' About Diabetes: Dakota Narratives of Illness." *Medical Anthropology* 11: 305-327.

| |
|---------|
| QUIZ #1 |
|---------|

Online

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

Week 3

Monday, January 23

QUIZ #2

- TOPIC: Disease, Illness, and Narrative – Part 3
- READING: Kilshaw, Susie M. 2004. “Friendly Fire: The Construction of Gulf War Syndrome Narratives.” *Anthropology & Medicine* 11(2): 149-160.

Wednesday, January 25

- TOPIC: Biomedicine as a Cultural System – Part 1
- READING: Rhodes, Lorna. 1996. “Studying Biomedicine as a Cultural System.” In *Medical Anthropology: Contemporary Theory and Method*, edited by Carolyn Sargent and Thomas M. Johnson, 19-56. Westport: Praeger.

Online

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

Week 4

Monday, January 30

QUIZ #3

- TOPIC: Biomedicine as a Cultural System – Part 2
- READING: Good, Byron, and Mary Jo DelVecchio Good. 1993. “Learning Medicine’: The Constructing of Medical Knowledge at Harvard Medical School.” In *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, edited by Shirley Lindenbaum and Margaret Lock, 81-107. Berkeley: University of California Press.

Wednesday, February 1

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 1
- READING: Finkler, Kaja. 1994. “Sacred Healing and Biomedicine Compared.” *Medical Anthropology Quarterly* 8: 178-197.

Online

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

Week 5

Monday, February 6

QUIZ #4

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 2
- READING: Hinojosa, Servando Z. 2002. “‘The Hands Know’: Bodily Engagement and Medical Impasse in Highland Maya Bonesetting.” *Medical Anthropology Quarterly* 16(1): 22-40.

Wednesday, February 8

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 3
- NO READING
- IN-CLASS FILM: *The Last Bonesetter: An Encounter with Don Felipe*

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
-

Week 6

Monday, February 13

QUIZ #5

- TOPIC: Biomedicine and Ethnomedicine Compared – Part 4
- READING: Baer, Roberta D., and Marta Bustillo. 1993. “*Susto* and *Mal de Ojo* among Florida Farmworkers: Emic and Etic Perspectives.” *Medical Anthropology Quarterly* 7: 90-100.

Wednesday, February 15

- TOPIC: Cultural Collisions in Healthcare – Part 1
- READING: Fadiman, pg. 3-37

Online

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

Week 7

Monday, February 20

- TOPIC: Cultural Collisions in Healthcare – Part 2
- READING: Fadiman, pg. 38-77

Wednesday, February 22

- TOPIC: Cultural Collisions in Healthcare – Part 3
- READING: Fadiman, pg. 225-288

QUIZ #6

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
 - FILM: *Between Two Worlds: The Hmong Shaman in America*
-

Week 8

Monday, February 27

MIDTERM EXAM

Wednesday, March 1

- TOPIC: Health, Inequality, and Social Suffering – Part 1
- READING: Farmer, Paul. 1996. "On Social Suffering and Structural Violence: A View From Below." *Daedalus* 125: 261-283.

QUIZ #7

Online

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

Week 9

Monday, March 6

- TOPIC: Health, Inequality, and Social Suffering – Part 2

QUIZ #8

- READING: Duke, Michael. 2017. "Neocolonialism and Health Care Among Marshall Islanders in the United States." *Medical Anthropology Quarterly* 31(3): 422-439.

Wednesday, March 8

- TOPIC: Health, Inequality, and Social Suffering – Part 3
- NO READING
- IN-CLASS FILM: *Collateral Damage*

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).
-

Week 10

Monday, March 13

- NO CLASS – SPRING BREAK

Wednesday, March 15

- NO CLASS – SPRING BREAK

Online

- NO ASSIGNMENT #10
-

Week 11

Monday, March 20

- TOPIC: Immigration, Policy, and Healthcare – Part 1
- READING: Kline, pg. 14-36, 62-85

QUIZ #9

Wednesday, March 22

- TOPIC: Immigration, Policy, and Healthcare – Part 2
- READING: Kline, pg. 86-114

Online

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

Week 12

Monday, March 27

QUIZ #10

- TOPIC: Immigration, Policy, and Healthcare – Part 3
- READING: Kline, pg. 115-158

Wednesday, March 29

- TOPIC: Immigration, Policy, and Healthcare – Part 4
- GUEST SPEAKER: Dr. Nolan Kline
- NO READING

Online

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

Week 13

Monday, April 3

- TOPIC: Race, Ethnicity, and Health – Part 1
- READING: Lee, Catherine. 2009. “‘Race’ and ‘Ethnicity’ in Biomedical Research: How Do Scientists Construct and Explain Differences in Health?” *Social Science & Medicine* 68: 1183-1190.

Wednesday, April 5

QUIZ #11

- TOPIC: Race, Ethnicity, and Health – Part 2
- READING: Hunt, Linda, Nicole D. Truesdell, and Meta J. Kreiner. 2013. “Genes, Race, and Culture in Clinical Care: Racial Profiling in the Management of Chronic Illness.” *Medical Anthropology Quarterly* 27(2): 253-271.

Online

- [Assignment #13](#): Proceed with writing research paper (instructions on Webcourses).
-

Week 14

Monday, April 10

QUIZ #12

- TOPIC: Race and Risk
- READING: Sangaramoorthy, Thurka. 2012. "Treating the Numbers: HIV/AIDS, Surveillance, Subjectivity, and Risk." *Medical Anthropology* 31(4): 292-309.

Wednesday, April 12

- TOPIC: Syndemics – Part 1
- READING: Mendenhall, Emily. 2015. "Syndemic Suffering in Soweto: Violence and Inequality at the Nexus of Health Transition in South Africa." *Annals of Anthropological Practice* 38(2): 300-316.

Online

- [Assignment #14](#): Proceed with writing research paper (instructions on Webcourses).
-

Week 15

Monday, April 17

QUIZ #13

- TOPIC: Syndemics – Part 2
- READING: Ginzburg, Shir Lerman. 2022. "Sweetened Syndemics: Diabetes, Obesity, and Politics in Puerto Rico." *Journal of Public Health* 30: 701-709.

Wednesday, April 19

- NO CLASS – RESEARCH TRIP
- AT-HOME FILM: *The Weight of the Nation: Poverty and Obesity*

Online

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

Week 16

Monday, April 24

QUIZ #14

- TOPIC: Syndemics – Part 3
 - READINGS: Singer, Merrill, and Barbara Rylko-Bauer. 2021. “The Syndemics and Structural Violence of the COVID Pandemic: Anthropological Insights on a Crisis.” *Open Anthropological Research* 1: 7-32.
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Finals Week

Friday, April 28

Research Paper due by
11:59pm

Monday, May 1 – 1:00pm - 2:00pm

FINAL EXAM

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](mailto: 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](#)
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 - [Course requirements](#)
- [Course Schedule](#)
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- [COVID Statement](#)
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 - [Planning your time](#)
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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://cdi.ucf.edu/support/student/knights-online/) (<https://cdi.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, you should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**. **Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 11:00am-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 \(http://sas.sdes.ucf.edu/\)](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 \(https://webcourses.ucf.edu/courses/1404162/modules/2444370\)](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% |
| <i>Total Possible</i> | <i>660</i> | <i>100%</i> |

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

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

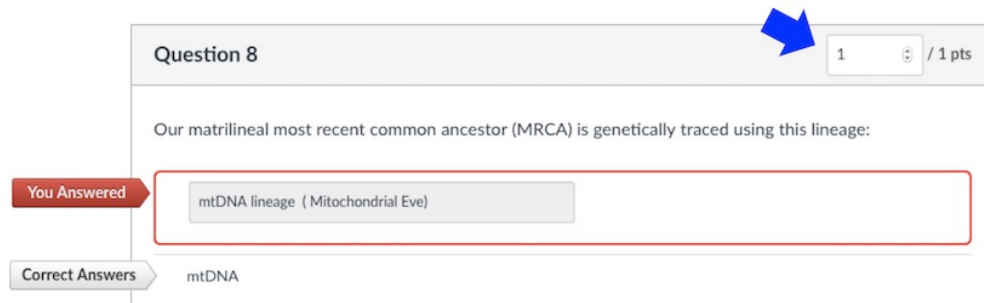
How do I view my grades?

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) (https://webcourses.ucf.edu/courses/1404156/external_tools/49810) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

How is respect for diversity and inclusion maintained?

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

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

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

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

How is academic integrity maintained?

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

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

- There is also a [ProctorHub practice quiz \(https://webcourses.ucf.edu/courses/1404162/quizzes/2352957\)](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:

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

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

All communication between student and instructor, between student and any graduate teaching assistant, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your instructor will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application \(https://webcourses.ucf.edu/courses/1404162/pages/mobile-devices-accessing-webcourses-at-ucf?module_item_id=16494794\)](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/c.php?g=78577&p=517810) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser \(https://cdl.ucf.edu/support/webcourses/browser/\)](https://cdl.ucf.edu/support/webcourses/browser/)
- Audio input, built-in, or external computer speakers
- **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 \(https://extranet.cst.ucf.edu/office365selfsvc\)](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 \(https://cdl.ucf.edu/support/webcourses/\)](https://cdl.ucf.edu/support/webcourses/)
- A built-in 'Help' button for WebCourses@UCF Support and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

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










What is my course lecture and assignment schedule?














Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements** (<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 |
| Tue Feb 21, 2023 |  QUIZ 6: Traits and Behavior
https://webcourses.ucf.edu/courses/1404162/assignments/7839033 | due by 11:59pm |
| |  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 |

ANT4535: Scientific Prejudice and Anthropology
Spring 2023 (3 credits)
Tuesdays, 3:00-4:15pm
Location: CB1 O307
Mode: M

Instructor Information:

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

Office: HPH409

Office Phone Number: 407-823-0951

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

E-mail: donovan.adams@ucf.edu

Prerequisites:

2000-level undergraduate course

Required Text:

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

Required Technology:

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

Course Requirements:

- Discussion posts
- Public engagement project
- Research project and presentation

Course Description:

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

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

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

Course Objectives:

By the end of the course, students will:

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

Course Assignments:

- *Discussion Posts:* Students will provide reactions and critiques regarding the ethics, methodology, terminology, and interpretations of non-italicized weekly readings and/or videos posted in discussion boards. These may consist of flaws in the research, but also how these studies may or may not also resemble typical anthropological research. These will be done online through Webcourses and must be turned in *before* class the following week.
- *Research Project:* In assigned groups, students will select a specific topic covered in this course, come up with a particular research question, and provide a presentation of their findings. Questions may relate to a specific field of study or data set (e.g., intelligence, craniometrics, etc.), a specific aspect of research presentation (e.g., terminology, figures and tables, abstracts, etc.), historical (e.g., development of biological anthropology, etc.), or broad ethical question (e.g., sample construction, interpretations, ethical practice, etc.). Your project topic is due by January 26th *before* class (you may submit it earlier). You must first run it by me to ensure that it is feasible. Your group must come to a required check-in during Week 9. You must provide an Outline of the literature review for your research question, the question, initial findings, and at least the section headings for the remaining portion of the paper.
 - *Written Paper:* A 4000-5000 word (double-spaced, Times New Roman, size 12 font) on the topic of choice must be turned in. This will follow the style of *American Anthropologist*, with an Introduction, Materials and Methods (if appropriate), Results (if appropriate), and Discussion and Conclusions. Appropriate citations and bibliography must be provided. It is expected that all members of the group participate in writing the paper. These must be written in the Word document provided in your Research group. In addition, these must be

exported and submitted as a Word document to Webcourses. Rubrics will be provided for self and peer assessment.

- *Presentation*: A 13-15-minute research presentation will be given at the end of the semester summarizing the research paper for the class. It is expected that all members of the group participate in the presentation. Rubrics will be provided for self and peer assessment.
- *Public Engagement Activity*: Students will have two options:
 - 1) Students will design an activity appropriate for an elementary age audience (~6-10 years). These may be themes directly relevant to what you have learned in class or be broadly based on methods conducted by anthropologists to get kids interested in science/anthropology.
 - 2) Students will participate in a public engagement activity arranged at the beginning of the semester where science is communicated to the public. Students will take the information and skills learned from the class and apply it in a practical context within the Orlando community.

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

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

Points:

| | | |
|-------------------------------|--|---------|
| Discussion Posts | 820 (50 points per post - last is 150) | 38.68% |
| Public engagement project | 400 | 18.87% |
| Research Project Topic | 10 | 0.47% |
| Research Project Check-in | 90 | 4.25% |
| Research Project Paper | 400 | 18.87% |
| Research Project Presentation | 400 | 18.87% |
| TOTAL | 2120 | 100.00% |

Classroom Policies:

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

Financial Aid Requirement:

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

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

Academic Integrity:

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained

through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility:

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

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

Course Accessibility and Disability COVID-19 Supplemental Statement:

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

Campus Safety:

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

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

Deployed Active Duty Military Students:

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

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

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

Religious Observances:

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

Diversity and Inclusion:

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

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

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

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

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



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

| | Week | Day | Topic | Reading | Assignment |
|--------------------|---------------|---|--------------------------------------|----------------------------|------------|
| Foundations | 1 | Jan 10 | What is scientific prejudice? | Belkhir (1994) | |
| | | Jan 12 | | Blakey (1999) | |
| | | | | Schaffer (2007) | |
| | | | | Saini (2017): Chapter 1 | |
| | | | | Fuentes (2021) - Chapter 1 | |
| | 2 | Jan 17 | Origins of anthropology | Weston (1993) | |
| | | Jan 19 | | Blakey (2021) | |
| | | | | Fuentes (2021) - Chapter 2 | |
| | 3 | Jan 24 | Extremism | Red-pills (2003-2005) | |
| | | | | De Benoist (2009) | |
| | | | | Hartzell (2018) | |
| | | | Bjork-James (2020) | | |
| | Jan 26 | Worldviews and metapolitics | | Research Topic | |
| 4 | Jan 31 | What is race, gender, and sexuality? | DuBois and Shattuck-Heidorn (2021) | | |
| | | | Fuentes (2021): 84-112, 119-129 | | |

| | | | | | |
|----------------------------|--------|--------------------------------------|---|-----------------------------------|--|
| | | Feb 2 | | | |
| Topical Discussions | 5 | Feb 7 | Human evolution | Whitney (1999) | |
| | | | | Rushton and Rushton (2003) | |
| | | | | Fuentes (2021) - Chapters 3 and 4 | |
| | | Feb 9 | | | |
| | 6 | Feb 14 | Ethnic and Cultural Origins | Day (2002) | |
| | | | | McNaughton (2012) | |
| | | Feb 16 | | Arvin (2019) - Chapter 1 | |
| | 7 | Feb 21 | Intelligence, Criminality, and Personality | Lynn (2006) | |
| | | | | Templer and Rushton (2011) | |
| | | Feb 23 | | Wright and Morgan (2015) | |
| | | | <i>Bird (2021)</i> | | |
| | | | <i>Kramer (2022)</i> | | |
| 8 | Feb 28 | Multiculturalism and Religion | Hama (2011) | | |
| | | | Vanhanen (2012) | | |
| | Mar 2 | | | | |

| | | | | | | |
|--|------------------------|--------|------------------------------------|--|--|--|
| | 9 | Mar 7 | Gender and Sexuality | Jamieson (1999)
Saini (2017) - Chapter 5
Dutton (2018)
Fuentes (2021): 184-216 | | |
| | | Mar 9 | | | Research Project Check-in | |
| | 10 | Mar 14 | Spring break | | | |
| | | Mar 16 | | | | |
| | 11 | Mar 21 | Ancestry and Sex Estimation | Sesardic (2010)
DiGangi and Bethard (2021)
Adams and Pilloud (2022)
YouTube Video | | |
| | | Mar 23 | | | | |
| | Where do we go? | 12 | Mar 28 | Public Engagement and Science Communication | AA (2010)
Fuentes (2021) - Chapter 9
Wade (2021) | |
| | | | Mar 30 | | | |
| | | 13 | Apr 4 | Figures, Tables, and Abstracts | Jedidiah Carlson blog
Alexandrov and Hennerici (2007) | |

| | | | | |
|--|-----------|---------------|---|---------------------------|
| | | | Passalacqua et al. (2014)
Carlson et al. (2022) | |
| | | Apr 6 | | |
| | 14 | Apr 11 | Plaven-Sigray et al. (2017)
Pilloud et al. (2021)
HRC Glossary of Terms | |
| | | Apr 13 | | Public Engagement Project |
| | | Apr 18 | | |
| | 15 | Apr 20 | Research Design
Duke (2020)
Lasisi (2021)
Leonard (2021) | Complete Saslow (2018) |
| | | Apr 25 | | |
| | 16 | Apr 27 | Final Exam – Write-up and Presentations Due
1:00-3:50 pm | |



Welcome to:

Ethnographic Research & Field Methods

ANT 4802M – Spring 2023

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

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

Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology
Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Mon. 4:45-6 pm walk-ins, and Wed. 4:45-6 pm by appointment only

Office Hrs Location: Howard Phillips Hall, room 309 – please check-in at front desk

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

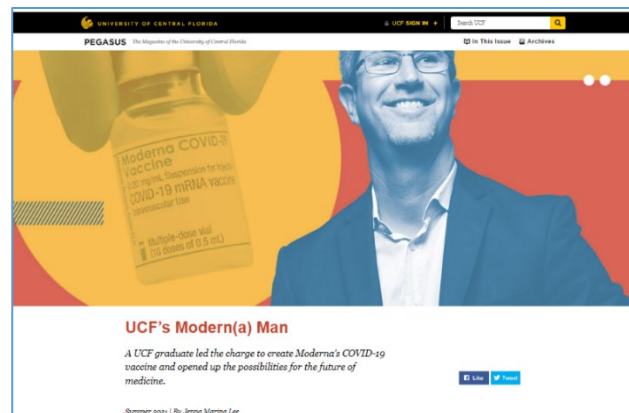
COVID-19 Information:

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

If you think you're infected with COVID-19: get tested immediately and don't come to class.

Did you know that our own UCF graduate, Dr. Darin Edwards, helped develop the Moderna COVID-19 vaccine?

Check out the interview with Dr. Edwards [here](#).



The latest CDC recommendations are the same as in Aug. 2022:

- “Regardless of vaccination status, *you should isolate from others when you have COVID-19.*”
- “If you test positive for COVID-19, **stay home for at least 5 days and isolate from others** in your home. You are likely most infectious during these first 5 days.”

Source: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html> and <https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.html>)

Calculator to figure out what to do if you’re exposed:

- <https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html>

The World Health Organization “MythBusters” about COVID:

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

July 2022 Update: The “Long COVID” – what is it?

- <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

In sum, it’s true that the combination of vaccination and effective treatments have made the virus more manageable. Teaching in a mask is difficult, but I might continue to wear a mask whenever I feel I should.

Course Description

Research is a craft, and like any craft, it takes practice to become good at it. This class explores the procedures and principles of ethnographic and qualitative research methods and writing. The course will engage students with the practice of primary methods in anthropology, including participant observation and in-depth interviews, to understand how anthropologists and other social scientists conduct research. Course material includes a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

Learning Outcomes:

1. Students will learn how to design a research project.
2. Students will understand how to conduct research, including data collection and data analysis by engaging with course materials and completing research assignments.
3. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

Course Materials (required) – nothing to buy!

1. Articles or book chapters (provided):

Articles and book chapters are required reading in this course. All of the required texts will be available to students electronically via our Canvas (Webcourses) website.

2. Films/videos (provided):

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

Expectations:

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

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

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

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

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

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

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

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

Grading System

The final grade will be weighted using the following calculation:

Summary of points:

- In-Class Quizzes (6 of 10): 18 points
- Semester Research Project: 70 points
- Final Presentation: 12 points
- Attendance, class participation, computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

The Grade Scale:

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

Class participation – used in borderline cases:

I expect you to attend each meeting and to participate actively in class discussions. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. You might also be expected to provide constructive feedback on your peers' presentations of proposals. I will evaluate your participation on the quality, not just quantity, of your contributions.

In-Class 6 of 10 Quizzes (3 points each): 18 points

We'll have 10 in-class quizzes, and 4 lowest scores will be dropped. The remaining 6 quizzes will be worth 3 points each for a total of 18 points. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 10 minutes or less at the start of the class. There will be no make-ups for the quizzes because 4 scores are dropped. The dropping of 4 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. Also, some of these quizzes are "attendance only" which means you'll get the full points just for attending the class.

Semester Research Project: 70 points

Students will complete a semester research project that utilizes ethnographic and qualitative methods and analysis. This project will be divided into different required parts, or "scaffolds." These parts build on each other and must be done in a sequence. You will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

- Abstract: **5 points**
- CITI Training Certification: **5 points**
- Literature Review: **5 points**
- Interview Questions: **5 points**
- Participant-Observation Memo: **5 points**
- Interviews: **15 points**
- Analysis: **10 points**
- Final Research Paper: **20 points**

Final Presentation: 12 points

Students will give a short final presentation of their topic at the end of the semester using PowerPoint slides. Further instructions will be provided.

A WRITING TIP: In this class you'll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

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

Lateness with Online Assignments: assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

COURSE SCHEDULE

| Date | Topic | Readings – please complete for class (all texts are provided on Canvas) | Online Work & Assignments (complete between Thur. and Sun.). |
|--------|---|--|---|
| Jan 9 | Syllabus | Syllabus review in class together | Start thinking about the project topic (consider potential interviewees). “Mapping your research ideas” exercise. |
| Jan 11 | Key Concepts in Research.

Selecting project topic. | Fetterman, David. 1998. “Walking in Rhythm: Anthropological Concepts” Pages 16-29. <i>Ethnography: Step-by-Step</i> | |
| Jan 16 | ML King Jr Day | None | Conduct preliminary literature search & create research question(s) (RQ). |
| Jan 18 | Research Design: research questions | Crang and Cook. In <i>Doing Ethnographies</i> . Pages 1-15 | |
| Jan 23 | Research Design: “studying up” | Nader, Laura. “Up the Anthropologist: Perspectives Gained from Studying Up.” In: <i>Reinventing Anthropology</i> , 284-311. QUIZ #1 | DUE: Submit Abstract (5 points) |
| Jan 25 | Ethics & CITI Training | Fluehr-Lobban, C. 2015. “Ethics” In <i>Handbook of Methods in Cultural Anthropology</i> | |
| Jan 30 | Insider/Outsider | Sherif, Bahira. 2001. “The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status.” <i>Qualitative Inquiry</i> QUIZ #2 | DUE: Complete & Submit receipt for CITI Training Certification (5 points) |
| Feb 1 | Literature review: “bread and butter” strategies, plus tricks | Nothing to read, but make certain to come to class. QUIZ (attendance) #3 | |

| | | | |
|---------|--|--|---|
| Feb 6 | Preparing for Fieldwork: sampling and gaining access | Crang and Cook 17-32. In: <i>Doing Ethnographies</i> . | |
| Feb 8 | Visual and Filmic Approaches | Dennis, S. F., et al (2009). Participatory photo mapping (PPM): exploring an integrated method for health and place research with young people. <i>Health & Place</i> , 15(2), 466–473 QUIZ #4 | DUE: Submit Literature Review (5 points) |
| Feb 13 | Participant Observation | Musante (DeWalt), K. “Participant Observation” 2015.
and
Johnson, J. C. (2006). The active participant-observer: Applying social role analysis to participant observation. <i>Field Methods</i> , 18(2), 111–134. | Conduct participant observation and DUE: Submit Interview Questions (5 points) |
| Feb 15 | Interviewing: What to ask in your interview? | Firebaugh, G. (2008). Ch 1: “The first rule: There should be the possibility of surprise in social research.” In: <i>Seven Rules for Social Research</i> . QUIZ #5 | |
| Feb 20 | Interviewing: the science and art of interviewing. | Kvale, Steinar (1996) “Interviews: An Introduction to Qualitative Research Interviewing” | |
| Feb 22 | Interviewing: the science and art of interviewing. (continued) | Same as above:
Kvale, Steinar (1996) “Interviews: An Introduction to Qualitative Research Interviewing” QUIZ #6 | DUE: Submit Participant Observation Memo (5 points) |
| Feb 27 | GUEST PRESENTATION | Jacqueline Devaney, MA Candidate: "Conducting Fieldwork in a Safety-Net Clinic in Orlando." QUIZ (attendance) #7 | |
| March 1 | Collaborative & participatory fieldwork | Schensul, S. L., Schensul, J. J., Singer, M., Weeks, M., & Brault, M. “Participatory methods and community-based collaborations.” 2015 | Conduct interviews |

| | | | |
|----------|--------------------------------------|--|---|
| March 6 | Saturation: stopping data collection | Saunders et al. "Saturation in qualitative research: exploring its conceptualization and operationalization" 2018. <i>Quality & Quantity</i>
and
Guest, G., Bunce, A., & Johnson, L. (2006). "How many interviews are enough? An experiment with data saturation and variability." <i>Field Methods</i> , 18(1), 59–82. | |
| March 8 | Project Review & Assistance | Please come prepared to discuss what's going well, and any challenges in your projects.
QUIZ (attendance & participation) # 8 | DUE: Submit Interviews (10 points) |
| March 13 | Spring Break | None | |
| March 15 | Spring Break | None | |
| March 20 | Analysis of data: general | [TBA] | |
| March 22 | Analysis of data: Coding | Wutich, A. & Gravlee, C. C. (2010). "Water Decision-Makers in a Desert City: Text Analysis and Environmental Social Science." In: <i>Environmental Social Sciences: Methods and Research Design</i> 188-211. QUIZ #9 | Conduct coding and analysis |
| March 27 | Manuscript Writing | Crang and Cook. In <i>Doing Ethnographies</i> . Pages 150-202 | |
| March 29 | Manuscript Writing | None | DUE: Submit Analysis (10 points) |
| April 3 | Preparation of Presentations | None
NOTE: If a student misses this class, they'll have to meet with me asap to discuss their presentation. | |
| April 5 | Reflexivity | England, K. (1994) Getting Personal: Reflexivity, Positionality, & Feminist Research. <i>Professional Geographer</i> 46(1):80-89.
QUIZ #10 | |

| | | | |
|--------------------------|--------------------------|--|--|
| April 10 | Research Dissemination | No readings.
Project presentations in class & discussion. | |
| April 12 | Research Dissemination | No readings
Project presentations in class & discussion. | |
| April 17 | Research Dissemination | No readings
Project presentations in class & discussion. | |
| April 19 | Research Dissemination | No readings
Project presentations in class & discussion. | |
| April 24
(last class) | Research Dissemination | No readings
Project presentations in class & discussion. | |
| April 28
(Friday) | Final Research Paper Due | (during final exams) | DUE: Submit Final Paper (20 points) |

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**UCF Core Syllabus Statements:**

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

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

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

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

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

**In Case of Faculty Illness:**

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

**In-Class Recording**

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

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

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

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

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

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

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

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

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





## ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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

#### University Course Catalog Description

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

#### Course Overview

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

#### Course Objectives

In this course, students will gain skills in:

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

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

### Course Prerequisites

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

### Required Text and Articles

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

### Basis for Final Grade

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

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

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

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

## Course Policies

### Academic Integrity and Student Conduct

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

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

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

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

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

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

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

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

### **Course Accessibility**

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

### **In-Class Recording**

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

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

### **University Writing Center:**

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

### **Electronic Device Policy**

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

### **Controversial Content**

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

### **Campus Safety**

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

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



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

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

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

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

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

### **Updates and Notifications**

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

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

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

### **Grades of “Incomplete”**

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

### Course Schedule

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

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

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

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

### Article Bibliography

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

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

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

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

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

Raanan, Malka Greenberg and Noam Shoval

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

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

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

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

Spielman, Seth

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

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

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

Sui, Daniel

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

# Course Syllabus

[Jump to Today](#)

## Beyond the Anthropology Major: Careers Applying Anthropology

The College of Sciences at the University of Central Florida



ANT 4861 (0W60) Beyond the Anthropology Major  
Spring 2023 • 3 Credit Hours • Online in Webcourses

### Professor Contact

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

### Graduate Teaching Assistant Contact

GTA's: 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?wrap=1) [↓](https://webcourses.ucf.edu/courses/1405042/files/96983961/download?download_frd=1) [OR click here for the Course Schedule snapshot \(https://webcourses.ucf.edu/courses/1405042/pages/course-schedule-snapshot-topics-and-readings\)](https://webcourses.ucf.edu/courses/1405042/files/96983961/download?download_frd=1). 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](mailto: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 LinkedIn 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/) (<https://www.ucf.edu/online/resources/guidelines/>) for more information about academic and non-academic services.

### Who Should Take This Online Course?

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

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

# What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. 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                                                |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Drink coffee!</li><li>• Submit any outstanding assignments</li></ul> | <ul style="list-style-type: none"><li>• Start review of module pages</li><li>• Make a plan to work through the Modules and mark due dates!</li></ul> | <ul style="list-style-type: none"><li>• Read posted chapters in module</li><li>• Enjoy more coffee!</li></ul> | <ul style="list-style-type: none"><li>• Watch any video or media in modules</li><li>• Hug your friends, water your plants!</li></ul> | <ul style="list-style-type: none"><li>• Keep reading and reviewing</li><li>• Do something nice for yourself</li></ul> | <ul style="list-style-type: none"><li>• Prepare to submit any assignments</li></ul> | <ul style="list-style-type: none"><li>• Dance</li></ul> |

## UCF Mobile App!!

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

## Course Requirements

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

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

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

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

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 \(https://www.ucf.edu/services/\)](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) (<http://ucfcares.com>) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu \(mailto:ucfcares@ucf.edu\)](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services (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 \(https://www.ucf.edu/services/\)](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 \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) website.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](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/) (<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/) (<https://academicintegrity.org/>).


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

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

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

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

## Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by [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>  [\\_ \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456\)](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) (<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.









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

<https://webcourses.ucf.edu/courses/1405042/assignments/7525366>

Sun Jan 29, 2023

 [Interview 2: Discuss and Reflect - Museum and Curation](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525321>

 [Reading 2: Discuss and Reflect-Professional Training](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525326>

 [LinkedIn STEP 2: Add Summary Section, Education, and Work History](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525342>

 [PDE 1: Feedback and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525347>

Sun Feb 5, 2023

 [PDE 2: What is Your Dream Job?](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525333>

 [Interview 2: Questions, Feedback, and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525361>

 [Reading 2: Feedback and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525367>

Sun Feb 12, 2023

 [Interview 3: Discuss and Reflect - Technologist and Futurist](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525322>

 [Reading 3: Discuss and Reflect-Transitioning to Practice](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525327>

 [PDE 2: Feedback and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525348>

 [Interview 3: Questions, Feedback, and Reflection Due](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525362>


 [LinkedIn STEP 3: Add Skills, Connections](#) due by 11:59pm  
<https://webcourses.ucf.edu/courses/1405042/assignments/7525343>

Sun Feb 19, 2023

 [PDE 3: What Do My Transcripts Mean? What Are My](#) due by 11:59pm


**Skills?** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525350>)

 **Reading 3: Feedback and Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525368>)

 **Interview 4: Discuss and Reflect - Forensic Anthropology (UCF alumna)** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525323>)

Sun Feb 26, 2023

 **Reading 4: Discuss and Reflect-Doing Anthropology** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525328>)

 **PDE 3: Skills and Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525349>)

 **CV Draft** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525338>)


Sun Mar 5, 2023

 **Interview 4: Questions, Feedback, and Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525363>)


 **Reading 4: Feedback and Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525369>)

Sun Mar 19, 2023

 **PDE 4: Job Titles Exercise** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525351>)

 **Interview 5: Discuss and Reflect - Embassy Work and Development (UCF alumna)** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525324>)

Sun Mar 26, 2023

 **Reading 5: Discuss and Reflect-Nongovernmental Organizations** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525329>)


 **PDE 4: Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525352>)

 **Resume Draft** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525373>)

 **Interview 5: Questions, Feedback, and Reflection Due** due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525364>)

Sun Apr 2, 2023

 [Reading 5: Feedback and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525370) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525370>)

 [LinkedIn STEP 4: Add Network Updates and Show Work Sample](https://webcourses.ucf.edu/courses/1405042/assignments/7525344) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525344>)


 [PDE 5: Do I Have a Code of Ethics?](https://webcourses.ucf.edu/courses/1405042/assignments/7525353) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525353>)

 [PDE 5: Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525354) due by 11pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525354>)

 [Interview 6: Discuss and Reflect - Florida Public Archaeology Coordinator \(UCF alumna\)](https://webcourses.ucf.edu/courses/1405042/assignments/7525325) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525325>)

Sun Apr 9, 2023

 [Reading 6: Discuss and Reflect-Ethics](https://webcourses.ucf.edu/courses/1405042/assignments/7525330) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525330>)

 [Graduate School Narrative or Statement of Intent](https://webcourses.ucf.edu/courses/1405042/assignments/7525346) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525346>)

 [Cover Letter](https://webcourses.ucf.edu/courses/1405042/assignments/7525337) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525337>)


 [Interview 6: Questions, Feedback, and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525365) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525365>)


 [Reading 6: Feedback and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525371) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525371>)

Sun Apr 16, 2023


 [Reading 7: Discuss and Reflect-Humanitarian work](https://webcourses.ucf.edu/courses/1405042/assignments/7525331) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525331>)

 [PDE 6: How Do I Find Anthropological Jobs?](https://webcourses.ucf.edu/courses/1405042/assignments/7525355) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525355>)


 [PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists?](https://webcourses.ucf.edu/courses/1405042/assignments/7525357) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525357>)


 [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  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525336>)

 [CV Final Version](https://webcourses.ucf.edu/courses/1405042/assignments/7525339) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525339>)

 [Final Practitioner Discussion and Reflection](https://webcourses.ucf.edu/courses/1405042/assignments/7525320) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525320>)

 [LinkedIn STEP 5: Submit Final Profile](https://webcourses.ucf.edu/courses/1405042/assignments/7525345) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525345>)

 [PDE 8: What is My Elevator Pitch?](https://webcourses.ucf.edu/courses/1405042/assignments/7525317) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525317>)

 [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  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525335>)

 [Resume Final Version](https://webcourses.ucf.edu/courses/1405042/assignments/7525374) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525374>)

 [PDE 6: Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525356) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525356>)

 [PDE 7: Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525358) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525358>)

 [Reading 7: Feedback and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525372) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525372>)

 [Final Practitioner Feedback and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525340) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525340>)


 [PDE 8: Feedback and Reflection Due](https://webcourses.ucf.edu/courses/1405042/assignments/7525359) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1405042/assignments/7525359>)

Sun Apr 23, 2023

Sun Apr 30, 2023

# 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 | <b>Course Introduction and What is Your Anthropology?</b><br>Read: <ul style="list-style-type: none"><li>• Briller and Goldmacher, Ch 1, Introduction</li><li>• Nolan, Ch 1, The discipline of anthropology</li><li>• Tso, Job hunting in the 21<sup>st</sup> century</li></ul>                                                                                                                                                                                                                                                                                                                                                  |
| Module 2 | <b>Anthropological Practice I</b><br>Read: <ul style="list-style-type: none"><li>• Briller and Goldmacher, Ch 2, Positioning yourself in the discipline</li><li>• Ginsberg, Anthropology Between Academia and Practice</li><li>• Redding, Professional training and preparation</li></ul>                                                                                                                                                                                                                                                                                                                                        |
| Module 3 | <b>Anthropological Practice II</b><br>Read: <ul style="list-style-type: none"><li>• Nolan, Ch 2, The world today and anthropology's place in it</li><li>• Odell Butler, Making the transition from academy to practice</li><li>• <a href="https://www.practicinganthropology.org/practice/about-practice/">https://www.practicinganthropology.org/practice/about-practice/</a> <br/>(<a href="https://www.practicinganthropology.org/practice/about-practice/">https://www.practicinganthropology.org/practice/about-practice/</a>)</li></ul> |
| Module 4 | <b>Anthropological Practice III</b><br>Read: <ul style="list-style-type: none"><li>• Nolan, Ch 3, What is anthropological practice?</li><li>• Nolan, Ch 5, Anthropological practice today</li><li>• Bronitsky, Doing anthropology-full tilt, full time</li></ul>                                                                                                                                                                                                                                                                                                                                                                 |
| Module 5 | <b>Getting Prepared I</b><br>Read:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |


|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• Basalla and Debelius, This might hurt a bit: Turning a CV into a résumé</li> <li>• Squires, Careers in practice</li> <li>• Koons, Nongovernmental organizations</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Module 6</b> | <b>Getting Prepared II</b><br>Read: <ul style="list-style-type: none"> <li>• Bohren, Whiteford, Ethics and practicing anthropology-pragmatic, practical, principled</li> <li>• Hoffman, Becoming a practicing disaster anthropologist</li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Module 7</b> | <b>Searching for Jobs</b><br>Read: <ul style="list-style-type: none"> <li>• Nolan, Ch 11, Career planning for practitioners</li> <li>• Nolan, Ch 12, Investigating employment opportunities</li> <li>• Koons, Practitioners in humanitarian assistance</li> <li>• Partridge, Multilateral governmental organizations</li> </ul>                                                                                                                                                                                                                                                  |
| <b>Module 8</b> | <b>Is Graduate School Right for Me?</b><br>Read: <ul style="list-style-type: none"> <li>• <a href="https://anthrodendum.org/2018/07/31/the-hidden-curriculum-of-applying-to-graduate-school-for-anthropology/">https://anthrodendum.org/2018/07/31/the-hidden-curriculum-of-applying-to-graduate-school-for-anthropology/</a> ↗ (<a href="https://anthrodendum.org/2018/07/31/the-hidden-curriculum-of-applying-to-graduate-school-for-anthropology/">https://anthrodendum.org/2018/07/31/the-hidden-curriculum-of-applying-to-graduate-school-for-anthropology/</a>)</li> </ul> |
| <b>Module 9</b> | <b>Final Things</b><br>Read <ul style="list-style-type: none"> <li>• Nolan, The future of practice</li> </ul> Optional <ul style="list-style-type: none"> <li>• De Waal Malefyt, Anthropologists at work in design and product development</li> <li>• Fiske, Working for the federal government</li> <li>• Heurtin-Roberts, Hare, Practitioners working in health</li> </ul>                                                                                                                                                                                                     |

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# ANT4933C-23Spring 0001

## ANT4933C-23Spring 0001


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# Landscape Archaeology

Copy of SFislafieldcows2.jpg



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](mailto:john.walker@ucf.edu)

409o Howard Phillips Hall

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

Course Readings are found [HERE](#)

Here's [How to Log in to ArcGIS ONLINE.pdf](#) Download [How to Log in to ArcGIS ONLINE.pdf](#)

Sign up for a free account to access training and other help: <https://www.esri.com/en-us/home> [Links to an external site.](#)

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

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

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

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

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

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

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

### *Course Description*

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

### *Attendance policy*

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

*Course Goals*

To read and analyze literature in landscape archaeology

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

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

*Required Software*

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

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

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

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

*Grading*

The requirements for this course are weighted as follows:

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

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

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

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

### Final Map Projects:

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

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

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

### *Course Websites*

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

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

Google Scholar ([scholar.google.com](http://scholar.google.com))

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

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

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

ESRI ([www.esri.com](http://www.esri.com) [Links to an external site.](#))

Strange Maps (<http://bigthink.com/blogs/strange-maps> [Links to an external site.](#))

### *Writing Center*

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

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

## Classroom decorum

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

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

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

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

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

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

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

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

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

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

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- Nothing for the next week