

ANT2000-23Summer AW60

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ANT2000 General Anthropology Summer 2023

Course Information

Course name: General Anthropology

Course ID: ANT 2000 (AW60)

Credit hours: 3.0 hours

Semester/year: Summer A 2023

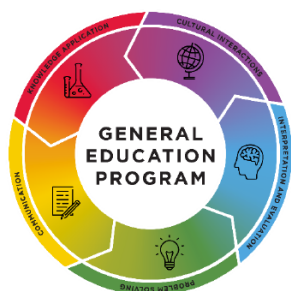
Location/time: W - World Wide Web

This syllabus is subject to change in response to unforeseen circumstances.

Professor Contact:

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Monday mornings 10-11:30, please email to Zoom. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>)
- **Course GTA:** Abigail Shepherd abigail.shepherd@ucf.edu (<mailto:aott@knights.ucf.edu>) and Webcourses mail client
GTA hours: Virtual Office hours - **Wednesday afternoons 1-2:30, please email to Zoom. Also feel free to email and schedule an appointment at another time if necessary.**
- Please only email from me or your GTA using your **UCF account** or from the Webcourses email client. (We cannot respond to any academic related inquiry via a non-UCF email account.)

Course Description



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

Catalog description: An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None

What is this course about?

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-but please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

You will learn anthropologists research and explain humanity in the past and the present. When you leave this course, you will have a greater understanding and appreciation of peoples and cultures around the globe, including your own. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

What Skills will I develop in this course?

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

- *Demonstrate core skills of inquiry, analysis, with critical and creative thinking.
- *Demonstrate skills in information literacy and critique.
- *Provide opinions and factual information through written and oral communication.
- *Apply intercultural knowledge in various contexts.
- *Participate in teamwork and problem solving activities in an effective manner.
- *Understand the importance of civic engagement on a local and global scale

Required Texts



Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbooks.

Your textbooks are **FREE** and OPEN SOURCE. You will not be required to purchase anything for this class. Readings are available here for download and links will be provided to the readings within the course modules.

[Perspectives: An Open Invitation to Cultural Anthropology](https://perspectives.americananthro.org/) , by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017

[Exploring our World: Biological and Archaeological Essentials for General Anthropology](https://stars.library.ucf.edu/oer/5/) [\(https://stars.library.ucf.edu/oer/5/\)](https://stars.library.ucf.edu/oer/5/), by Michael Callaghan and Lana Williams, 2020

Other tools/items needed: None

Course Requirements

There are 15 modules to be completed *in sequence*. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. Go ahead! **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed **on or before their due dates**.

Evaluation and Grading

Item	Total Points
Exams (3 @ 100 points each)	300
Essays/Response Papers (3 @ 25 points each)	75
Reading Quizzes (15 @ 10 points each)	150
Total Points	525

Exams (3 @ 100 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials.

Essays and Response Papers (4 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper should be around 500 words, but see each assignment's individual requirements, and be free of spelling or grammar errors. You must use an accepted method for citation of sources when needed, i.e., MLA, APA, Chicago, as long as you are consistent in each assignment. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

Quizzes (15 @ 10 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will *negatively* affect your final grade.

Grading Scale

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%

Name: **Range:**
F < 61.0 % to 0.0%

Attendance/Participation and Missed Assignments

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

- 1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> (< <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) >.
- 2) Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at < <https://policies.ucf.edu/documents/4-401.pdf> (< <https://policies.ucf.edu/documents/4-401.pdf>) >
- 3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.
- 4) Jury duty – copy of jury summons is required.
- 5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.**

Please note that late assignments will suffer a point reduction.

A Note on Grading

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

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

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

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

A Note on Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency. This is a full semester course, please do not fall behind.**

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep,

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

Unauthorized Use of Websites and Internet Resources

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

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

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


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

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

Unauthorized Distribution of Class Notes and Materials

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

Turnitin.com

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

Policy Statements

Statement Regarding COVID-19

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

Campus Safety Statement for Students in Online-Only Courses

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

Diversity and Inclusion

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

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


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

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

Research Opportunities for Underrepresented groups through NSF REU	https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054 ↗ (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)
SAA Travel Scholarship for Underrepresented Groups	https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships ↗ (https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships)
SAA Native American Scholarship	https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund ↗ (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)

Black Trowel Collective Microgrants	https://blacktrowelcollective.wordpress.com/ ↳ (https://blacktrowelcollective.wordpress.com/)
AIA Travel Grant	https://www.archaeological.org/grant/diversity-student-travel/ ↳ (https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/ ↳ (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships ↳ (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/ ↳ (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/ ↳ (https://www.smithsonianofi.com/minority-internship-program/)
SfAA Del Jones Memorial Travel Award	https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award ↳ (https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621 ↳ (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm ↳ (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)
Florida Education Fund McKnight Doctoral Fellowship	https://www.fefonline.org/mdf.html ↳ (https://www.fefonline.org/mdf.html)
Association of Black Anthropologists John Gwaltney Scholarship	http://aba.americananthro.org/the-gwaltney-scholarship-fund ↳ (http://aba.americananthro.org/the-gwaltney-scholarship-fund/)

Association of Black Anthropologists
Johnnetta B. Cole Student Travel Award

<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award> 
(<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/>)

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

Deployed Active Duty Military Students

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

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

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

Religious Observances

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


Copyright

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

Third-Party Software and FERPA

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

UCF Cares

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

University Writing Center

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










In-Class Recording Statement


















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

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

Syllabus Content Subject to Change

Course Summary:

Date	Details	Due
Fri May 19, 2023	 Quiz 1: Academic Engagement and Perspectives Chapter 1 https://webcourses.ucf.edu/courses/1429153/assignments/8002241	due by 11:59pm
Fri May 19, 2023	 Quiz 2 (https://webcourses.ucf.edu/courses/1429153/assignments/8002251)	due by 11:59pm
Fri May 19, 2023	 Quiz 3 (https://webcourses.ucf.edu/courses/1429153/assignments/8002239)	due by 11:59pm
Fri May 26, 2023	 Quiz 4 (https://webcourses.ucf.edu/courses/1429153/assignments/8002259)	due by 11:59pm
Fri May 26, 2023	 Quiz 5 (https://webcourses.ucf.edu/courses/1429153/assignments/8002227)	due by 11:59pm
Sun May 28, 2023	 Exam 1 (https://webcourses.ucf.edu/courses/1429153/assignments/8002245)	due by 11:59pm
Mon May 29, 2023	 Assignment 1 Apes https://webcourses.ucf.edu/courses/1429153/assignments/8002262	due by 11:59pm
Fri Jun 2, 2023	 Quiz 6 (https://webcourses.ucf.edu/courses/1429153/assignments/8002261)	due by 11:59pm
Fri Jun 2, 2023	 Quiz 7 (https://webcourses.ucf.edu/courses/1429153/assignments/8002240)	due by 11:59pm

Date	Details	Due
	 Quiz 8 (https://webcourses.ucf.edu/courses/1429153/assignments/8002228)	due by 11:59pm
Mon Jun 5, 2023	 Assignment 2 Self Ethnography (https://webcourses.ucf.edu/courses/1429153/assignments/8002263)	due by 11:59pm
	 Quiz 10 (https://webcourses.ucf.edu/courses/1429153/assignments/8002250)	due by 11:59pm
Fri Jun 9, 2023	 Quiz 9 (https://webcourses.ucf.edu/courses/1429153/assignments/8002236)	due by 11:59pm
	 Exam 2 (https://webcourses.ucf.edu/courses/1429153/assignments/8002254)	due by 11:59pm
	 Quiz 11 (https://webcourses.ucf.edu/courses/1429153/assignments/8002229)	due by 11:59pm
	 Quiz 12 (https://webcourses.ucf.edu/courses/1429153/assignments/8002242)	due by 11:59pm
Fri Jun 16, 2023	 Quiz 13 (https://webcourses.ucf.edu/courses/1429153/assignments/8002244)	due by 11:59pm
	 Assignment 3 Heteronormativity (https://webcourses.ucf.edu/courses/1429153/assignments/8002264)	due by 11:59pm
Mon Jun 19, 2023	 Quiz 14 (https://webcourses.ucf.edu/courses/1429153/assignments/8002249)	due by 11:59pm
	 Quiz 15 (https://webcourses.ucf.edu/courses/1429153/assignments/8002232)	due by 11:59pm
Fri Jun 23, 2023	 Assignment 3 - Global Shopper (https://webcourses.ucf.edu/courses/1429153/assignments/8002265)	due by 11:59pm
Sat Jun 24, 2023	 Exam 3 (https://webcourses.ucf.edu/courses/1429153/assignments/8002257)	due by 11:59pm
	 Culture and Sustainability (https://webcourses.ucf.edu/courses/1429153/assignments/8002256)	
	 Doing Fieldwork (https://webcourses.ucf.edu/courses/1429153/assignments/8002253)	
	 Economics (https://webcourses.ucf.edu/courses/1429153/assignments/8002235)	
	 Family and Marriage (https://webcourses.ucf.edu/courses/1429153/assignments/8002225)	

Date	Details	Due
	🔗 Gender and Sexuality (https://webcourses.ucf.edu/courses/1429153/assignments/8002231)	
	🔗 Globalization (https://webcourses.ucf.edu/courses/1429153/assignments/8002238)	
	🔗 Health and Medicine (https://webcourses.ucf.edu/courses/1429153/assignments/8002248)	
	🔗 Introduction to Anthropology (https://webcourses.ucf.edu/courses/1429153/assignments/8002233)	
	🔗 Language (https://webcourses.ucf.edu/courses/1429153/assignments/8002226)	
	🔗 Media Anthropology (https://webcourses.ucf.edu/courses/1429153/assignments/8002258)	
	🔗 Performance (https://webcourses.ucf.edu/courses/1429153/assignments/8002234)	
	🔗 Political Anthropology (https://webcourses.ucf.edu/courses/1429153/assignments/8002260)	
	🔗 Public Anthropology (https://webcourses.ucf.edu/courses/1429153/assignments/8002246)	
	🔗 Race and Ethnicity (https://webcourses.ucf.edu/courses/1429153/assignments/8002252)	
	🔗 Religion (https://webcourses.ucf.edu/courses/1429153/assignments/8002247)	
	🔗 Seeing Like an Anthropologist (https://webcourses.ucf.edu/courses/1429153/assignments/8002230)	
	🔗 Subsistence (https://webcourses.ucf.edu/courses/1429153/assignments/8002255)	
	🔗 The Culture Concept (https://webcourses.ucf.edu/courses/1429153/assignments/8002237)	
	🔗 The Development of Anthropological Ideas (https://webcourses.ucf.edu/courses/1429153/assignments/8002243)	

Syllabus Summer 2023

Welcome to Ant 2000 Summer 2023

To access the class you can use either MyUcf or webcourses@ucf.edu

Within the weeks you will see what kind of assignments you must do.

To do an assignment go to the assignments button on the class home page and pick from the list of assignments which one you are supposed to do and click it.

Syllabus

Instructor: Vance Geiger, PhD

Office Hours: Tuesday, Thursday - 11:30 – 1:30 pm

Office: Howard Philipps Hall 311C

Office Phone: 407-823-3779

E Mail: vance.geiger@ucf.edu

Class – face to face BA1 0119

Class TA: Karla Cardone

email: karla.cardona@ucf.edu

Texts

The Pithouses of Keatley Creek by Hayden –
available as a pdf in the class website

Callaghan and Williams – available as a pdf in the
class website

Perspectives: An Introduction to Cultural
Anthropology – available in the class website

To Be Clear – All required texts are available as pdf's in the class website.

Explanations for Texts:

Keatley Creek is an archaeology case study that provides a good example of how archaeology is done and how archaeologists reach their conclusions

Callaghan and Williams is an introduction to physical anthropology and archaeology.

Perspectives is an introduction to cultural anthropology

Grading: Two 100 point exams = 200 points
15 On-line Assignments. = 150 points

Total Possible: 350 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. . Further, in some cases you will not be able to do the assignments unless you have gone through the modules.

There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

Grading

Two exams. Each exam will be worth 100 points.

15 Assignments 10 points each.

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 three 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.

There are two regular exams in the course. There is also a Make Up Exam that will open on the Saturday after the last day of class – The Make Up Exam is to make up a missed exam (Exam 1 or Exam 2) and to provide students an opportunity, if they choose to improve their exam score (if they have taken Exam 1 and Exam 2).

On-Line Assignments: the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and 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 in case 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 assignment.

There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them. **Late assignments will receive 1/2 credit.**

Warning: Do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

Important note: Do not use attachments to do the assignments and do not use pages (canvas cannot translate it).

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.](#))> 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.](#)

[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: 6/26:

Section 1: Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, Callaghan and Williams chapter 1

Section 2: Development of Evolutionary Theory, Inheritance and Microevolution, Primate Evolution and Fossil Primates .

Reading: Section 2 online material, Callaghan and Williams chapter 2

Section 3: Hominid Evolution.

Reading: Section 3 online material, Callaghan and Williams chapter 4

Week 1 and Sections 2 and 3 assignments Due 7/3 11 55 pm

Week 2: 7/3:

Section 4: Homo Habilis and Homo Erectus.

Reading: Section 4 online material, Callaghan and Williams chapter 4

Section 5: Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Section 6: Modern Human Diversity and the Issue of Race.

Reading: Section 6 online material, Callaghan and Williams chapter 3

Section 4,5 and 6 assignments due 7/10 11 55 pm

Week 3: 7/10

Section 7: Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

Reading: Section 7 online material, Callaghan and Williams chapter 5

Section 8: Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Sections 7 and 8 assignments due 7/17 11 55 pm

Exam 1 7/16 8 am - 7/17 11 55 pm

Week 4 7/17

Section 9: Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Section 10: Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Sections 9 and 10 assignments due 7/24 11 55 pm

Week 5: 7/24

Section 11: Economics

Reading: online material, Perspectives chapter 6

Section 12 Religion and (online material)

Reading: **Section 12 online material, Perspectives chapter 11**

Section 13: Cultural change

Reading: section 13 online material

Sections 11,12 and 13 assignments due 7/31 11 55 pm

Week 6 7/31

Section 14: Applied Anthropology – Refugees

Reading: Online material, chapter 18 in Perspectives

Section 14 and 15 assignment due 8/4 11 55 pm

Exam 2 8/3 8 am – 8/4 11 55 pm

8/4 Last day of class - and last day to turn in assignments by 11 55 pm

Make Up Exam 8/5 8 am – 8/6 11 55 pm

Course Syllabus

[Jump to Today](#)

 Edit



General Anthropology

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



Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (AW60)
Credit hours:	3.0 hours
Semester/year:	Summer B 2023
Location/time:	Online (not synchronous)

Professor Contact

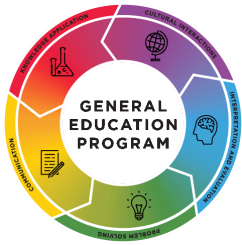
Instructor:	Dr. Brigitte Kovacevich
Main office:	Howard Phillips Hall 409P
Phone:	407-823-6554
Office Hours	Tuesdays and Thursdays 10-11AM -office hours are online, please email to chat or for zoom link, I can meet on zoom or in person outside of those hours with advanced notice
E-mail:	brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) or WebCourses Inbox

Course GTA

Course GTA:	Stephanie Fuehr
GTA hours:	please contact for zoom appointment
GTA e-mail:	stephanie.fuehr@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.



INTERPRETATION & EVALUATION

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

This is a [UCF General Education Program \(GEP\)](https://undergrad.ucf.edu/gep/req/gepreq/) course, and it satisfies the Interpretation and Evaluation (GEP 9) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs. Please **consult your academic advisor** to determine how this course applies to your degree requirements.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

After successfully completing this course, you should be able to:

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

After successfully completing this course, you should be able to:

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and/or oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

[Exploring our World: Biological and Archaeological Principles of General Anthropology](https://webcourses.ucf.edu/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null)

([https://webcourses.ucf.edu/api/v1/canvadoc_session?](https://webcourses.ucf.edu/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null)

[blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null](https://webcourses.ucf.edu/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null)

(Michael Callaghan and Lana Williams, 2019) also available [online in html version](#)

(<https://florida.theorange grove.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/>)

[Perspectives: An Open Invitation to Cultural Anthropology](http://perspectives.americananthro.org/)

(Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic 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. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 6 weeks, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films**. You should also plan on setting aside at least **one to two hours each week for completing assignments** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

How do I get started in the course?

Navigate to the **"WEEK 0: GETTING STARTED"**

(<https://webcourses.ucf.edu/courses/1354726/modules/2017048>) module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the [DISCUSSION: Welcome Discussion](#)

(https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732) so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?

Summary

Over the period of this course for approximately 6 weeks, you will be expected to:

- complete the [DISCUSSION: Welcome Discussion](https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732) (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 10 out of 11 online reading quizzes
- complete 2 online exams
- complete 5 assignments (discussions or brief assignments)

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **11 reading quizzes** of which **10 will count for your final grade** (lowest score dropped). Questions for quizzes assess your knowledge of the readings for that portion of the module. The timing and content of quizzes are designed to help you keep up with course content and prepare you for exams. There will generally be two quizzes per week, one due on Tuesday at 11:59 PM and one due on Friday at 11:59 PM (unless there is a holiday then it will be due the next day) to make sure that you keep up with the readings. Each quiz will have 5 questions worth 2 points each.

Short Assignments (30% of final grade)

You will be assigned 4 **online assignments (5 including the welcome discussion below)**. The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the content pages, videos, and readings. These assignments will generally be due on Fridays at 11:59PM, it is recommended that you not wait until the last minute to begin as they may require you to read articles and structure your responses. All components of discussions must be posted before 11:59 PM on the due date, including comments on others' posts, so be sure to complete all components before midnight.

Academic Activity Assessment: "Welcome Discussion"

This is a **group discussion** (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732), available through the webcourse page and considered part of your "assignments" grade. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Online Exams (50% of final grade)

Two exams will be administered during the semester, one midterm and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online on Fridays. Exam 1 will be due half way through the course. **Technically here is no "final exam" as the second exam is not cumulative Exam 2 will assess your knowledge from the second half of the course and will be due online due by Friday August 4th at 11:59pm.** Exams are composed of multiple choice and matching questions.

How will I be evaluated and graded?

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

Course Requirements

Assessment:	Points Possible	% Final Grade
Reading Quizzes (10 out of 11)	100	20%
Assignments (5)	50	30%
Exams (2)	200	50%
Total	350	100%

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. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant

(GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

Grading scale

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

Final grades are final. I do round up above a 0.5% point but I do not offer extra credit for final grades beyond what I have already given in class.

What if I miss an assignment, quiz, 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 quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the Department of Anthropology (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).

Is the course accessible for students with disabilities?

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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)), phone (407) 823-2371). 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.

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

How is respect for diversity and inclusion maintained?

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

DEI Resources


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/)

How is academic integrity maintained?

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>  [.\(http://academicintegrity.org\)](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>  [.\(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9).

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.

****Use of Artificial Intelligence (AI) on course assignments such as ChapGPT or other chat bots is considered cheating. If you are caught you could receive a 0 grade for the assignment, a 0 for the course, or be reported depending on the severity of the offense.**

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure 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 the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours for weekdays and 48 hours on weekends**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

Example of inappropriate student message

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified**.

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

You are responsible for making sure your submissions are readable and submitted well before the deadline. The 11:59PM deadline will close access to any work in progress at that time. You must be finished with all quizzes, tests, submissions, and comments by that time or you will be locked out. If your submission is not readable you will not be given a second chance to submit, so give yourself enough time to allow for problems and fixes!

What should I know about copyright and third-party software?

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.

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates**. If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- 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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)  (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)



(<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)



What is the course lecture and assignment schedule?

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

Your 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 can be seen in the "to do" section of webcourses when you are in the dashboard. Because this is a condensed class, there are two days during the week when things are due to make sure you keep up with the course. **All assessments are usually due at 11:59pm, The first quiz of the week is due on Tuesdays, while the quiz over the second portion and the assignment or exam are due on Fridays.**
- **Assigned readings** are listed in the INTRODUCTION page of each learning module and can be found within the module itself as well as through links on this page.

Course Schedule











Module	Topic	Content Page	Readings
0	Getting Started	Introduction to the Course	
1	Anthropology and Culture	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8) (https://webcourses.ucf.edu/courses/1354726/files/80042895/download?wrap=1)  (https://webcourses.ucf.edu/courses/1354726/files/80042895/download?download_frd=1)
		What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20) (https://webcourses.ucf.edu/courses/1354726/files/80042895/download?wrap=1) 














			https://webcourses.ucf.edu/courses/1354726/files/80042895/download?download_frd=1
		Is Cultural Relativity Possible?	Miner, 1956.pdf https://webcourses.ucf.edu/courses/1354726/files/80042897/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042897/download?download_frd=1 ; Kratz, 2002.pdf https://webcourses.ucf.edu/courses/1354726/files/80042908/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042908/download?download_frd=1
2	Biological Anthropology	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52) https://webcourses.ucf.edu/courses/1354726/files/80042894/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042894/download?download_frd=1
		Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58) https://webcourses.ucf.edu/courses/1354726/files/80042894/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042894/download?download_frd=1
		Who are our Hominid Ancestors?	Callaghan and Williams (chapter 4, pp. 100-142) https://webcourses.ucf.edu/courses/1354726/files/80042893/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042893/download?download_frd=1
		Evolution, Biology, and Race	Gravlee 2009_ajpa.20983.pdf https://webcourses.ucf.edu/courses/1428924/files/98583543?wrap=1 ↓ https://webcourses.ucf.edu/courses/1428924/files/98583543/download?download_frd=1 https://www.sapiens.org/biology/covid-race-genetics/ ↗ https://www.sapiens.org/biology/covid-race-genetics/
3	Archaeology	How do we do Archaeology?	Callaghan and Williams (chapter 5) https://webcourses.ucf.edu/courses/1354726/files/80042891/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042891/download?download_frd=1
		Where did Ancient States Come from and	Callaghan and Williams (chapter 6, pp. 165-181) https://webcourses.ucf.edu/courses/1354726/files/80042889/download?wrap=1 ↓

		were they Inevitable?	https://webcourses.ucf.edu/courses/1354726/files/80042889/download?download_frd=1
		What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 182-204) https://webcourses.ucf.edu/courses/1354726/files/80042889/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042889/download?download_frd=1
		How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992 https://webcourses.ucf.edu/courses/1354726/files/80042901/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042901/download?download_frd=1
	EXAM 1	EXAM 1	Exam 1 Study Guide https://webcourses.ucf.edu/courses/1354726/files/80042502/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042502/download?download_frd=1 Exam 1 Review Discussion https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951735
4	Linguistics	The Sapir-Whorf Hypothesis	Thomson (1975) https://webcourses.ucf.edu/courses/1354726/files/80042896/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042896/download?download_frd=1
		What is Language?	Perspectives (chapter 4) https://webcourses.ucf.edu/courses/1354726/files/80042887/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042887/download?download_frd=1
		Why do we Miscommunicate if we speak the same Language?	Tannen (1990) https://webcourses.ucf.edu/courses/1354726/files/80042888/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042888/download?download_frd=1 , 1994 https://webcourses.ucf.edu/courses/1354726/files/80042904/download?wrap=1 ↓ https://webcourses.ucf.edu/courses/1354726/files/80042904/download?download_frd=1)
5	Cultural Anthropology	How do Cultural Anthropologists	Perspectives (chapters 3) https://webcourses.ucf.edu/courses/1354726/files/80042910/download?

		Study Living Groups?	wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042910/download?download_frd=1 ; Sterk (2000) https://webcourses.ucf.edu/courses/1354726/files/80042906/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042906/download?download_frd=1)
		How and When do we Learn our Culture?	Henry (1963) https://webcourses.ucf.edu/courses/1354726/files/80042900/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042900/download?download_frd=1)
		How do Boys become Men and Girls become Women?	Perspectives (chapter 10) https://webcourses.ucf.edu/courses/1354726/files/80042885/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042885/download?download_frd=1)
		The Sambia of Papua New Guinea	Herdt (1983) https://webcourses.ucf.edu/courses/1354726/files/80042905/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042905/download?download_frd=1)
		Sambia Rites of Passage	Film: Guardians of the Flutes  https://video.alexanderstreet.com/watch/guardians-of-the-flutes)
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	Perspectives (chapter 8) https://webcourses.ucf.edu/courses/1354726/files/80042899/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042899/download?download_frd=1)
		How do we Create Meaning through Religion?	Perspectives (chapter 11) https://webcourses.ucf.edu/courses/1354726/files/80042909/download?wrap=1) ↓ https://webcourses.ucf.edu/courses/1354726/files/80042909/download?download_frd=1)
	EXAM 2	EXAM 2	Exam 2 Study Guide Exam 2 Review Discussion

Course Summary:

Date	Details	Due
Tue Jun 27, 2023	 QUIZ 1 https://webcourses.ucf.edu/courses/1428924/assignments/7955547	due by 11:59pm
	 ASSIGNMENT 1: Cultural Relativity https://webcourses.ucf.edu/courses/1428924/assignments/7955549	due by 11:59pm
Fri Jun 30, 2023	 DISCUSSION: Welcome Discussion https://webcourses.ucf.edu/courses/1428924/assignments/7955547	due by 11:59pm
	 Week 1 Extra Credit: Social Norms https://webcourses.ucf.edu/courses/1428924/assignments/7955550	due by 11:59pm
Wed Jul 5, 2023	 QUIZ 2 https://webcourses.ucf.edu/courses/1428924/assignments/7955539	due by 11:59pm
	 ASSIGNMENT 2: Evolution, Human Biology, and Race https://webcourses.ucf.edu/courses/1428924/assignments/7955555	due by 11:59pm
Fri Jul 7, 2023	 QUIZ 3A (Hominin Matching Timeline) https://webcourses.ucf.edu/courses/1428924/assignments/7955557	due by 11:59pm
	 QUIZ 3B (Early Hominin Location Labeling.) https://webcourses.ucf.edu/courses/1428924/assignments/7955558	due by 11:59pm
	 Week 2 Extra Credit: Hominin https://webcourses.ucf.edu/courses/1428924/assignments/7955551	due by 11:59pm
Tue Jul 11, 2023	 QUIZ 4 https://webcourses.ucf.edu/courses/1428924/assignments/7955540	due by 11:59pm
Fri Jul 14, 2023	 EXAM 1 https://webcourses.ucf.edu/courses/1428924/assignments/7955541	due by 11:59pm
	 QUIZ 5	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1428924/assignments/7955534)	
	 Week 3 Extra Credit: Archaeology (https://webcourses.ucf.edu/courses/1428924/assignments/7955552)	due by 11:59pm
Tue Jul 18, 2023	 QUIZ 6 (https://webcourses.ucf.edu/courses/1428924/assignments/7955537)	due by 11:59pm
	 ASSIGNMENT 3: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1428924/assignments/7955546)	due by 11:59pm
Fri Jul 21, 2023	 QUIZ 7 (https://webcourses.ucf.edu/courses/1428924/assignments/7955536)	due by 11:59pm
	 Week 4 Extra Credit: Linguistics (https://webcourses.ucf.edu/courses/1428924/assignments/7955553)	due by 11:59pm
Tue Jul 25, 2023	 QUIZ 8 (https://webcourses.ucf.edu/courses/1428924/assignments/7955538)	due by 11:59pm
	 ASSIGNMENT 4: "Playing" with Gender (https://webcourses.ucf.edu/courses/1428924/assignments/7955548)	due by 11:59pm
Fri Jul 28, 2023	 QUIZ 9 (https://webcourses.ucf.edu/courses/1428924/assignments/7955533)	due by 11:59pm
	 Week 5- Extra Credit-Cultural Anthropology (https://webcourses.ucf.edu/courses/1428924/assignments/7955545)	due by 11:59pm
Tue Aug 1, 2023	 Quiz 10 (https://webcourses.ucf.edu/courses/1428924/assignments/7955535)	due by 11:59pm
	 EXAM 2 (https://webcourses.ucf.edu/courses/1428924/assignments/7955543)	due by 11:59pm
Fri Aug 4, 2023	 QUIZ 11 (https://webcourses.ucf.edu/courses/1428924/assignments/7955544)	due by 11:59pm
	 Week 6 Extra Credit: Cultural Anthropology (https://webcourses.ucf.edu/courses/1428924/assignments/7955554)	due by 11:59pm

ANT 2410-A W60: Introduction to Cultural Anthropology

Class Mode: Fully Online

Instructor: Dr. Russell Manzano

Email: Russell.manzano@ucf.edu

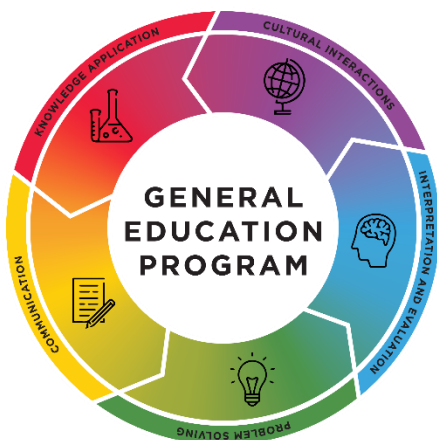
Office Location: HPH 309E

Office Hours: Tuesdays 9am-10am and Thursdays 9 am-10 am, and by appointment. All office hours appointments will be online. Please email me if you plan to attend office hours.

Course Description:

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

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



CULTURAL INTERACTIONS

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

Learning Outcomes:

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

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

Prerequisites

None

Required Course Materials

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Books:

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The final grade will be weighted using the following calculation:

Quizzes	30%
Discussion	25%
Exams	45% (3 exams—15 % each)

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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

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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 appropri-ately.

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.

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- If you have a special need related to emergency situations, please speak with me during office hours.
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Week 1	5/16	Introduction to Anthropology	Ch 1	Quiz 1 Academic Activity Record
Week 1	5/18	Culture and Fieldwork	Ch 2, Ch 3	Quiz 2, Quiz 3 Discussion
Week 2	5/23	Language	Ch 4	Quiz 4 Discussion
Week 3	5/25	Exam 1		
Week 4	5/30	Subsistence, Political Anthropology	Ch 5, Ch 7	Quiz 5, Quiz 6 Discussion
Week 4	6/1	Family and Marriage	Ch 8	Quiz 7 Discussion
Week 5	6/6	Race and Ethnicity	Ch 9	Quiz 8 Discussion
Week 5	6/8	Gender and Sexuality	Ch 10	Quiz 9 Discussion

Week 6	6/13	Exam 2		
Week 6	6/15	Globalization, Culture and Sustainability	Ch 12, Ch 14	Quiz 10, 11 Discussion
Week 7	6/20	Health and Medicine	Ch 17	Quiz 12 Discussion
Week 8	6/22	Final Exam		Final Exam

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

ANT 2410-BW60: Introduction to Cultural Anthropology

Class Mode: Fully Online

Instructor: Dr. Russell Manzano

Email: Russell.manzano@ucf.edu

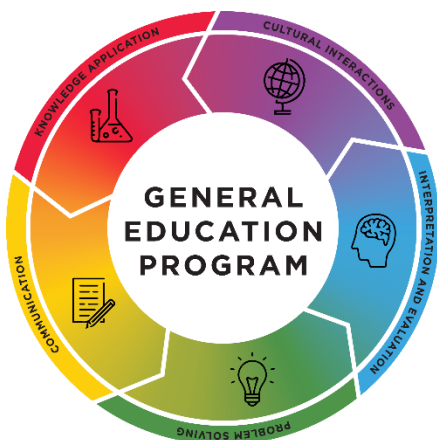
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Week 2	7/5	Language	Ch 4	Quiz 4 Discussion
Week 3	7/7	Exam 1		
Week 4	7/12	Subsistence, Political Anthropology	Ch 5, Ch 7	Quiz 5,6 Discussion
Week 4	7/14	Family and Marriage	Ch 8	Quiz 7 Discussion

Week 5	7/18	Race and Ethnicity	Ch 9	Quiz 8 Discussion
Week 5	7/20	Gender and Sexuality	Ch 10	Quiz 9 Discussion
Week 6	7/25	Exam 2		
Week 6	7/27	Globalization, Culture and Sustainability	Ch 12, Ch 14	Quiz 10, 11 Discussion
Week 7	8/1	Health and Medicine	Ch 17	Quiz 12 Discussion
Week 8	8/3	Final Exam		Final Exam

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

Cultural Anthropology: Global Perspectives, Local Contexts

ANT 2410M – Sum. B

June 26 – Aug 4, 2023

Mon & Wed: 12-1:50 pm and Online Component: to be completed between Thur. and Sun.

Location: NSC 110

Professor: Joanna Mishtal, PhD

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

[Medical Anthropology Minor](#)

[Anthropology of Global Health Certificate](#)

Office Hours: Mon & Wed, 2:30 – 3:30 pm & by appointment in Howard Phillips Hall 309 (Anthro Dept)

E-mail: jmishtal@mail.ucf.edu (preferred contact method)

Phone: (407) 823-2777

Websites: <https://joannamishtal.com/> and <https://sciences.ucf.edu/anthropology/person/joanna-mishtal/>

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

Scope and purpose:

This course explores the diversity of cultures in a variety of non-Western and Western contexts. We will examine the ways in which ideas and theoretical approaches about cultures have evolved over time and how anthropology has researched, analyzed, and understood cultural diversity and change. Using several case studies, we will investigate a variety of topics, including colonialism, Westernization and culture change, globalization, kinship, poverty, violence, race, gender and sexuality. Students will also be introduced to anthropological fieldwork methods. We will explore these topics through ethnographic articles, book chapters, and films.

Prerequisites: none

Modality: mixed – in person class on Mondays and Wednesdays, and an online component

Class Objectives:

1. To gain an understanding of different manifestations of cultural diversity
2. To become familiar with key concepts, theoretical approaches, and research methods
3. To develop an appreciation of forces which have globalizing effects on cultures, while focusing on specific local contexts
4. To gain introductory experience in anthropological data collection in the context of fieldwork

GEP Credit: Cultural Interactions Foundation Learning Outcomes

Students who complete requirements for the Cultural Interactions foundation will be able to:

1. Identify and discuss themes that are both common and distinct among diverse cultures.
2. Analyze and discuss the cultural significance of pieces of art, performances, or texts from diverse aesthetic, historical, and social contexts.
3. Compare and interrogate sources of meaning and/or value related to the process of cultural production across social and historical contexts.
4. Employ principles, techniques, or concepts associated with the study of cultural interactions to identify, explain, or address challenges facing society.

Course Materials and Resources - Required Texts, Films and Websites:

Books: *Perspectives: An Open Invitation to Cultural Anthropology* by Nina Brown, Thomas McIlwraith, Laura Tubelle de González, 2020 – this is an open access book

Access: <https://perspectives.americananthro.org/>

Articles: Several articles are required and are available to students electronically on our Canvas website.

Canvas - course website: to get support go to <https://www.ucf.edu/services/s/webcourses-ucf-support/>

Films: Students are required to see all films/video used in class (these will be on exams) and stay alert for the duration of the showing. During films students can't use computers because of the glare.

Expectations of Students:

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.

Typical class structure: quiz (if scheduled) → lecture → 10 min break → film/video (if planned) → discussion

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students and professor. 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, 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.

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 refrain from coming to class.

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

The CDC recommends that:

- "if you test positive for COVID-19, you stay home for at least 5 days and isolate from others in your home"
- "if you were exposed to COVID-19, you wear a high-quality mask for 10 days and get tested on day 5"

(See: <https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.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.

Assessments and Grading Procedures:

This class counts towards the fulfillment of the GEP credit. You need a C grade or higher to receive GEP credit. My approach is to give you smaller and more frequent assignments to make it easier for students to improve their grades over time more by giving them more chances at being evaluated. Here are the exams and assignments:

1. Quizzes: 4 out of 5 in-class Quizzes (28 points; 7 points each)

Five quizzes will be given for 7 points each; the lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of a few questions (either narrative, multiple choice or fill-in-the-blank) meant to assess whether or not the student read the assigned material and understood the content. They will take approximately 10 minutes at the start of the class. There will be no make-ups for the quizzes because one score will be dropped. This is designed to help students in situations 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.

2. Online Component:

The online work will consist of weekly work (may be reading and/or viewing a film) relevant to the class, which will either expand on or add to the material covered in class, or alternatively illustrate some of the concepts presented in class and readings. Questions from these assignments will be on the exams.

4. Exams: Midterm (32 points) and Final Examination (40 points)

The midterm exam will cover material up to that point. The final exam will be cumulative. Questions may be multiple choice, true/false, or fill-in-the-blank. Please bring a brown scantron and #2 pencils to the exam.

5. Attendance & Participation

Used in all borderline cases to pull students up to the higher grade.

Assessments:

4 of 5 quizzes at 7 points each: 28 points

Midterm: 32 points

Final Exam: 40 points

(Attendance record and class participation will be used in borderline cases)

TOTAL: 100 points (100%)

Grading scale:

93% and above = A
 90% - 92% = A-
 87% - 89% = B+
 83% - 86% = B
 80% - 82% = B-
 77% - 79% = C+

73% - 76% = C
 70% - 72% = C-
 67% - 69% = D+
 63% - 66% = D
 60% - 62% = D-
 59% and below = F

Course Schedule

WEEK 1: June 26 and 28

Introduction to the class. Anthropology as a discipline & fieldwork.

Monday: First class – introduction of the course and overview of the syllabus.

Wednesday: Ethnography, past and present. Anthropological fieldwork. Bronislaw Malinowski & Franz Boas

Read for Wed:

Perspectives: pages 5 - 17 and 45 - 53

Online Component:

Become familiar with Canvas and complete the Academic Activity requirement.
Instructions on Canvas.

WEEK 2: July 3 and 5

Early anthropologists. Kinship studies. Culture & Personality Theory.

Monday: Early anthropologists: Margaret Mead and research in Samoa

QUIZ 1 (on M. Mead only)

Read for Mon:

1) *Perspectives*: pages 36 – 38

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

Film: “Margaret Mead Taking Note”

Wednesday: Early anthropologists: Ruth Benedict and Japan

Read for Wed:

“Assignment: Japan.” By Ruth Benedict. In: *Chrysanthemum and the sword*. Pp. 1-18. (PDF on canvas)

Online Component:

Read: *Perspectives*: pages 204 – 230 (on race and ethnicity).

Watch film: “A Darker Side of Fair.”

Instructions with guiding questions on Canvas.

WEEK 3: July 10 and 12

Case Study: The Nuer of Sudan, Africa Subsistence, social organization, ritual.

Monday: The Nuer of Africa, part 1

QUIZ 2

Read for Mon:

“Interest in Cattle.” By E.E. Evans Pritchard, in *The Nuer*. (PDF on canvas)

Film: “The Nuer” by Robert Gardner

Wednesday: The Nuer of Africa, part 2

Read for Wed: none

Film: “The Nuer” part 2

Midterm Exam: in 2nd half of the class

Online Component:

Read: *Perspective*: pages 96 - 118 (on Subsistence).

Instructions with guiding questions on Canvas.

WEEK 4: July 17 and 19

Case Study: China – rural life. Kinship, power, gender.

Monday: China – kinship and power

QUIZ 3

Read for Mon:

“China’s One-Child Policy and the Empowerment of Urban Daughters.” By Vanessa L. Fong. 2002. *American Anthropologist*, p. 1098-1109. (PDF on canvas)

Film: “Small Happiness” by Karma Hinton

Wednesday: China – kinship and power

Read for Wed:

“China’s Skewed Sex Ratio and the One-Child Policy” by Charis Loh and Elizabeth J. Remick. In *The China Quarterly* 222, pp. 295–319. (PDF on canvas)

Film: as above

Online Component:

Read: *Perspectives*: pages 231 - 244 (on Gender).

Instructions with guiding questions on Canvas.

WEEK 5: July 24 and 26

Health & Medical anthropology

Monday: water insecurity & mental health in Bolivia

Read for Mon:

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71. (PDF on canvas)

Wednesday: Africa HIV and Ebola – infectious diseases

QUIZ 5

Read for Wed:

“Diary – Ebola” by Paul Farmer. London Review of Books. Oct. 23, 2014. Pp. 1-9. (PDF on canvas)

Film: “Partners in Health - Helping Social Entrepreneurs”

Online Component:

Read: “Marriage as a risk factor for HIV: Learning from the experiences of HIV-infected women in Malawi,” L Mkandawire-Valhmu, C Wendland, P Stevens, PM. Kako, A Dressel & J Kibicho. 2013. *Global Public Health* 8:2, 187-201. (PDF on canvas)

Instructions with guiding questions on Canvas.

WEEK 6: July 31 and August 2

Monday: NO CLASS MEETING - Online/Independent Work - Review for the Cumulative Final Exam

Wednesday: Final Exam in class. Please bring brown scantrons.

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>

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/>.

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>

Syllabus Summer 2023 ant 2511

ANTHROPOLOGY 2511 Summer 2023

HUMAN SPECIES AND EVOLUTION

INSTRUCTOR: Vance Geiger, PhD

Office: 311C Howard Phillips Hall

Office hours in person Monday, Tuesday 12 - 3

Office Hours: Online in class chat -Monday evening 7 - 9 pm

Phone: 407-823-3779

E mail: vance.geiger@ucf.edu

Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

ANT2511 AW61 SUMMER 2023

[Links to an external site.](#)

Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

Grading: 2 Exams, 100 points each = 200

10 - 10 or 20 point quizzes = 100 quizzes total to 130 so 30 extra credit possible

Total = 300

A = 90-100

B = 80-89%

C = 70-79%

D = 60-69%

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The class is online.

We have 10 - 10 or 20 point quizzes. We also have two exams, one in week 3 and one at the end of week 6. Your instructor will set up the exams as they come due. There is a schedule below detailing what we will cover and the due dates for quizzes, labs and exams.

If you miss one of the two required exams then there is a make-up exam opening the day after class ends. The make-up exam is to make-up a missed exam or try to improve your exam score. If you take the Make Up Exam and score higher than on exam 1 or 2 I will use the higher score (if not I will not)

June 24 is the last day of class - all assignments, on time or late are due June 24 at 11 55 pm. No assignments will be accepted after that date.

Weekly Modules

The class is organized by weeks). Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. The quizzes are things you must do for credit.

There are scheduled exam dates and due dates for the quizzes. You need to read the syllabus below and take note of the due dates.

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 three hours to complete it. At the end of three 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 three hours.

On-Line Quizzes : the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections.

Important note - quizzes have due dates - BUT you can do them before that date - you do not have to wait until the last minute to do them - you can do them before that.

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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.](#))> 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 .

For more information about UCF's Rules of Conduct, see .

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 .
- 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 (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 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 ([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.

Week 1: 5/15

Introduction to the course

Introduction to Anthropology: Four Fields

Scientific Method, Evolution

READING: Online material; Explorations chapter 1 - 2

Syllabus Quiz due 5/19

.What is anthropology quiz and chapter 2 quiz due 5/22

.

Week 2: 5/22

Introduction to Evolutionary Genetics; Population Genetics

Online material

READING: Explorations chapter 3 and 4

Hardy Weinberg quiz due 5/30

.Week 3: 5/30

Primates

READING: Explorations chapter 5 and 6,

.chapter 5 and chapter 6 and week 3 quizzes Due 6/5

Exam 1 6/3 8 am - 6/5 11 55 pm

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Week 4: 6/5 Fossils Primate Evolution

Online material

Reading: Explorations chapter 7 and 8

chapter 7 and 8 quiz due 6/12

Week 5: 6/12 Hominids

Online material

READING: Explorations chapters 9 and 10

Hominin bipedalism quiz and chapter 10 quiz due 6/19

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Week 6: 6/19 Homo sapiens, Human variation, Issue of Race

Online material

READING: Explorations chapters 11 and 12

.Exam 2 6/22 8 am - 6/23 11 55 pm

.

.Make up exam 6/24 8 am - 6/25 11 55 pm

Syllabus Part 1: Course Objectives, Assessment, and Policies Summer 2023

ANT 2511 The Human Species

Section BW60

Summer 2023 (3 credits)

1. Course Information

Modality: W mode

Dates: June 26-Aug 4, 2023

Prerequisites: None

Final Exam Time: Due 8/4 at 11:59 pm

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting Prof. Pete:

- Online office hours: I will be at my computer logged into webcourses every Wednesday between 8:00-9:30 am. If you send me a message at this time I'll respond within 10 minutes. If need be, we can schedule a zoom or phone call for that time.
- Outside of online office hours, you can send me an email at peter.sinelli@ucf.edu or message me through Webcourses (either way, I will always respond within 24 hours).

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

GTAs: Natasha Ovies Uranga and Brenna Raisor

Office Hours: TBA

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

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

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

4. Learning Outcomes:

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

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

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

- *Related Assessments:*
 - Homework 1: The Nature of Science

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

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

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

- *Related Assessments:*
 - Homework 1: The Nature of Science

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

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

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

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

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

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

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

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

- *Related Assessments:*
 - Homework 1: The Nature of Science

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

- *Related Assessments:*

- Homework 2: Primate Behavior and Sociality

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

- *Related Assessments:*
 - Homework 1: The Nature of Science

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

- *Four Exams—400 points total (100 points each)*

There will be 4 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Two Homework Assignments—50 points total (25 each)*

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

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)
 - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5)

Any makeups for homework assignments require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

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

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

- *Extra Credit Assignment (25 points)*

There is an Extra Credit Assignment on the australopithecines in Module 5. This is purely voluntary, but it is worth 25 points of extra credit...that's 5% of your overall grade! Details and submission requirements will be published in Module 5, and you'll have that week to complete it.

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

Current grading scheme for this assignment

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

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

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via webcourses

message 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".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. It is your responsibility to ensure that you have the technology and tools you need, and that files upload properly, on time, and in the prescribed and readable file format.

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

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

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

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

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

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

7. Course Textbook

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

EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual

chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Summer B 2023 (3 credits)

8. University Core Policies

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of

material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course

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

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

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

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

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](http://www.cstore.ucf.edu/Hardware/Software%20Requirements)
- [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.

Syllabus Part 3: Course Schedule Summer 2023

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.
MODULE 1		
Week 1 June 26-July 2	<i>Introduction to Biological Anthropology</i> Lecture	Quiz 1: Online Course Activity Verification DUE FRIDAY 6/30 AT 11:59 PM to comply with UCF Financial Aid Requirements

	<i>The Nature of Science</i> Lecture	
	<i>Before Darwin: The Rise of Science</i> Lecture	Homework 1: The Nature of Science DUE SUNDAY JULY 2 AT 11:59 PM
MODULE 2		
Week 2 July 3-9	<i>Darwin and Natural Selection</i> Lecture	Quiz 2: Modules 1 and 2 Material DUE FRIDAY JUL 7 AT 11:59 PM
	<i>Population Genetics</i> Lecture	Exam 1: Modules 1 and 2 Material DUE SUNDAY JULY 9 AT 11:59 PM
MODULE 3		
Week 3 July 10-16	Movie: <i>The Living Primates</i>	Quiz 3: Module 3 Material DUE FRIDAY JULY 14 AT 11:59 PM

	<i>Primate Anatomy</i> Lecture	Homework 2: Primate Behavior and Sociality DUE SUNDAY JULY 16 AT 11:59 PM
	<i>Primate Evolution</i> Lecture	Exam 2: Module 3 Material DUE MONDAY JULY 17 AT 11:59 PM <u>YOU HAVE AN EXTRA DAY BECAUSE</u> <u>HOMEWORK 2 IS DUE SUNDAY 7/16!</u>
MODULE 4		
Week 4 July 17-23	<i>Understanding the Fossil Context</i> NO LECTURE--BOOK CHAPTER ONLY	Quiz 4: Module 4 Material DUE FRIDAY JUL7 21 AT 11:59 PM
	<i>Hominin Adaptations</i> Lecture	
	<i>Early Hominins and Australopithecines</i> Lecture	Exam 3: Module 4 Material DUE SUNDAY JULY 23 AT 11:59 PM

MODULE 5

Week 5 July 24-30	<i>Early Homo</i> Lecture	Extra Credit Assignment (worth 25 points) DUE SUNDAY JULY 30 AT 11:59 PM
	<i>Homo erectus</i> Lecture	
	<i>Homo heidelbergensis</i> Lecture	
<h2>MODULE 6</h2>		
Week 6 July 31 - Aug 6	<i>Neanderthals</i> Lecture	Quiz 5: Module 5-6 Material DUE FRIDAY AUGUST 4 AT 11:59 PM
	<i>Denisovans, Neanderthals, and you</i> Lecture	
	<i>Modern Homo sapiens</i> NO LECTURE--BOOK CHAPTER ONLY	Exam 4: Module 5-6 Material DUE SUNDAY AUGUST 6 AT 11:59 PM

Drop/Add Period: June 26-30

Withdrawal Deadline: July 21

Syllabus Part 4: Course Policy FAQs

Q: I know I'm going to have a conflict for a test or quiz. Can I take it early?

A: No. Assessments will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

Make-up Policy: if there is an unforeseen emergency and you will not be able to complete an exam or 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 or 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.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Will you give me an "extra" extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

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).

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

*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."

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already 10 points of extra credit available to boost your grade through the Course Activity Quiz, and no one will receive special consideration at the end of the term.

Course Syllabus



The Human Species ANT 2511 - BM01

Summer B 2023

ATTENTION Summer B term:

Please note that we are required to engage with all the material typically covered in a 16-week fall/spring semester class.

THIS MEANS you have 6 weeks to do 16 weeks' worth of work.

This is a lot and you should expect to spend between **25-30 hours per week** on this course.

If you are nervous about being able to complete everything, you may want to drop this class.

Course Information

Course Description

Course name:	The Human Species
Course ID:	ANT 2511 - BM01
Credit hours:	3.0 hours
Semester/Year:	Summer B / 2023
Start/End Date:	June 26 - August 4
Delivery:	Mixed-Mode: In-person and online

MSB Room 360

Location & time:	Tuesdays and Thursdays 10:00-11:50 am
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Attendance is expected

Professor Contact

Professor: Dr. Rachael Root

Office Location: Howard Phillips Hall 309

Office Hours:

- **In Person:** Thursdays 1-3 pm
- **Online:**
 - Thursdays 1-3 pm in Webcourses Chat
 - Other times in Zoom or Webcourses Conferences by appointment

Department phone: 407-823-2227

E-mail contact: rachael.root@ucf.edu

GTA: TBD

UCF Catalog Description

The Human Species; ANT 2511; Summer B 2023; Three credit hours.

Human biological variation in an evolutionary perspective.

This course is a restricted elective for undergraduate Anthropology majors and minors, and it satisfies the elective general education requirement in science for many UCF degree programs. Please consult your adviser to evaluate how this course applies to your degree requirements.

Course Overview

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section we will examine our living non-human primate relatives and a few of our

earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally in the last section we will look at the emergence and evolution of modern humans and the future of our species.

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

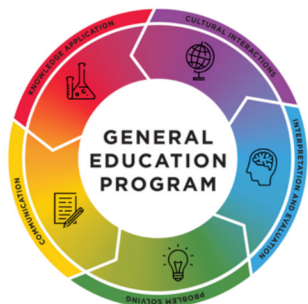
In cases of extreme circumstances where changes must be made to any part of this syllabus or schedule - such as in the event of a hurricane - students will immediately be notified in the Webcourses Announcement section. Adjustments will be as reasonable as possible under the circumstances and students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

Organization: Each week of this class has a corresponding [Module \(https://webcourses.ucf.edu/courses/1419526/modules\)](https://webcourses.ucf.edu/courses/1419526/modules). Each module contains an overview page that introduces the topic, learning objectives and outcomes, assignment and quiz due dates, and lists the required readings and/or viewings for the week. Additional module pages provide more detailed information and instructions for assignments. Please review the modules before class and before contacting your instructor with questions. Each assignment has a rubric, which is a detailed breakdown of the grading criteria and is used to input grades. Rubrics can be used to understand why the grade was assigned.

Course Objectives and Learning Outcomes

After successful completion of this course, you should be able to:

- Describe the basic concepts and methods in biological anthropology.
- Explain the history and modern synthesis of evolutionary thought.
- Identify structures and processes of modern genetics and evolutionary forces.
- Interpret the adaptations and variations among modern humans from an evolutionary perspective.
- Compare and contrast our place in nature through the biology, habitats and behavior of living primates.
- Evaluate fossil evidence used in understanding our evolutionary past.
- Formulate knowledgeable questions about our past and our future as we continue to adapt in our ever-changing environment.



GEP Foundation Learning Outcomes:



KNOWLEDGE APPLICATION

Primary Outcome:

Understand scientific methods and connect and apply them to challenges facing society.

Students who complete requirements for the **Knowledge Application** foundation will be able to:

1. Characterize a scientific theory as a product of objective evidence and scientific methods.
2. Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
3. Identify observational data as the foundation of a scientific argument.
4. Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.



INTERPRETATION & EVALUATION

Secondary Outcome:

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

Students who complete requirements for the **Interpretation and Evaluation** foundation will be able to:

1. Demonstrate mastery of discipline specific vocabulary and concepts.
2. Recognize social, political, or economic problems and evaluate solutions to those problems.
3. Understand how to collect, evaluate, or interpret data to draw conclusions.
4. Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.
5. Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

Required Textbook

You will be using Open Educational Resources (OER), which are eBooks made freely available to curtail student costs.

Additional materials for viewing, listening, and/or reading will be provided through Webcourses modules.

Explorations

By: Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff

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Print copies available for purchase at Amazon



Course Expectations and Requirements

Class is held in **MSB 360 on Tuesdays and Thursdays**. This is a mixed-mode class, which means you are expected to attend the in-person class meetings and participate in the online components through Webcourses. To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions. Most of the information you need to successfully write your exams will be covered in these class times.

This course begins on **June 26** and ends on **August 4, 2023**.

Over this period, you will be expected to:

- attend class and participate in class activities
- have stable internet access for online components
- review course materials, including assigned video or audio content and readings
- complete a required online discussion activity at the start of the course
- complete all assigned tasks and assessments (see below for details)

- stay up-to-date with class schedule
- contact the professor if you are struggling to understand the material or stay current with the class

Important Dates:

- Friday, June 30: Drop/Swap/Add Deadline; Last day for full refund
- Tuesday, July 4: Independence Day (No Class)
- Friday, July 21: Withdrawal Deadline
- August 4: Last Day of Class / Last Day to submit all class work

The **Introduction page** in each learning module outlines what we will be discussing, what you should expect to learn from the materials, and an overview of assignments and due dates.

All written work submitted for grading will be evaluated for plagiarism and cheating during the grading process.

All graded work is due on an assigned schedule, and once a quiz, lab workbook assignment, or exam due date has passed, late work will **no longer be accepted** for grading unless approved by the professor based on an approved excused absence. Please note the due dates carefully. We will not accept a missed quiz, assignment or exam unless there is a valid, verifiable excuse (see section below on missed assignments and make-up exams). You are advised of this from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

If you need any assistance with course materials, assignments or study tips for exams, please visit your professor during **office hours**. If you are unable to meet during this time due to a scheduling conflicts, please contact me to set an appointment that will reasonably fit our schedules. I understand students have family, job, and other responsibilities and am willing to be flexible with evening/weekend meetings if no other times fit your schedule.

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the **COURSE INTRO: Things I Should Know** (<https://webcourses.ucf.edu/courses/1430123/modules/2518143>), which can be accessed using the provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system**. It is your responsibility to check your 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 the professors. 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 professors may only check their UCF email once, if at all, during the weekend hours 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 professor (or GAA 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 use the WebCourses Inbox or UCF Knight's Mail systems**. If sending an email, please put ANT 2511 in the subject line and please include your full name as it appears in Webcourses so we can correctly identify you.

How do I get started in the course?

After reading through the course syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **[COURSE INTRO: Things I Should Know](https://webcourses.ucf.edu/courses/1430123/modules/2518143)** (<https://webcourses.ucf.edu/courses/1430123/modules/2518143>), which includes an introduction to your professors, details about course communication and office hours, and a guide for studying biological anthropology. If you have not already done so, **please obtain the required textbooks as soon as possible**.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **[REQUIRED ACTIVITY: Getting Started](https://webcourses.ucf.edu/courses/1430123/assignments/8048176)** (<https://webcourses.ucf.edu/courses/1430123/assignments/8048176>) in the COURSE INTRO: Things I Should Know by the end of the first week of classes or as soon as possible after adding the course. **Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.**

Evaluation and Grading

You can access your grades for quizzes, assignments, and exams through the 'Grades' link in the main course menu on the left. It is your responsibility to check on your grades throughout the course. Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your quiz, assignment or exam scores after the grade column has been released, please notify your professor using 'WebCourses Inbox' link in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

WebCourses automatically grades all chapter quizzes, and, at times it may mark fill-in or written answer questions as incorrect if your answer does not exactly match the test bank answer. **Your answers will be reviewed during grading** to ensure that you receive points for answers that the automatic system does not recognize as being correct. **If there are corrections made during grading**, the answer will still show a 'red' flag (incorrect) in the system, but the **point value listed at the top** of each question will show the point(s) awarded for a correct answer, like the example shown below. Correct answers for each chapter quiz will be available once for students to view immediately after quiz submission.

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. All evaluations total 500 points.

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

Grading Scale

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

Incomplete grades are only given in situations where **unexpected and documented medical emergencies prevent a student enrolled in the course in good standing** from completing the remaining work. Your professor 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' grade will automatically be recorded as an 'F' on your transcript. See below for details on this option.

No late work will be accepted after Friday, August 4th, the last day of scheduled classes.

Activities and Required Assessments:

There will be in-class activities and discussions that students are expected to participate in. Some of these may be opportunities to earn extra credit.

Final grades will be determined out of a possible 500 points (see above tables). These assessments are:

Getting Started Discussion: 10 points

This assignment will help you become familiar with the textbook for this class and the concepts we will cover this semester. Detailed instructions can be found on the assignment page. **Due the first Friday of class at 11:59:00 pm.**

Class Activities: 70 points total (10 points per activity)

There is a small activity planned for each class meeting, but only the 7 highest scores will be kept (the rest will be dropped). These are assorted small activities that will take place during class time. In some cases, an attendance sheet may be passed around (such as for a discussion) so students can receive credit. Types of activities may include discussions, group work, responding to writing prompts, observations, or other similar types of activities. Students who chose not to participate for valid reasons (religious, health, etc.) have the option to complete an alternative activity. Students who miss class have the option to complete a similar activity online.

Chapter Quizzes: 140 points total (10 points each)

There are 14 chapter quizzes each worth 10 points. Quizzes are based on content in the assigned chapter and are open-book and open-notes but NOT open-friend or open-AI. All quizzes will be completed online in Webcourses.

Assigned Tasks: 180 points total (30 points each)

There are six assignments for students to complete as homework outside of class time. Details regarding each assignment will be provided in the assignment pages and modules.

Midterm and Final Exams: 100 points total (50 points each)

The exams will be given online through Webcourses, and students are welcome to take the exam during class time with the instructor. The midterm exam will cover information contained in chapters 1-7 of the *Explorations* textbook. The final exam will cover the remaining

chapters and is not cumulative.

Extra Credit and Rounding of Final Grades:

Extra credit may be randomly given during the semester, and quizzes and/or exams may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance. Rounding of any grade, especially final grades, is solely at the professor's discretion. Communication, consistent and/or improved attendance and participation*, and performance will be considered if making the decision whether to round final grades.

*For the online component of this class, attendance and participation is understood as frequency of student's views and interactions with Webcourses content, and timely completion of assignments (except for extenuating circumstances; these will not count against you for rounding purposes).

Attendance and Participation

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

Attendance is not taken every class and is not worth any points towards your final grade. However, rounding of grades is at the professor's discretion, and attendance and participation record may be one of the factors contributing to my decision.

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


Time management, problem solving, responsibility and personal accountability are among the most important things you can learn at university. Missed or late assignments are not accepted after their due date. To be fair to everyone in the course, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for chapter quiz, lab book assignment and exam due dates. You are responsible for contacting the professor in cases of illness, family emergency or other personal difficulties that constitute missing class for a week or more.

Authorized Absences:

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

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

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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](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 at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

Artificial Intelligence, Academic Dishonesty, Student Conduct and Accessibility

Your professor is committed to ensuring all students in this course have the tools, materials, and assistance you need to succeed and to ensure the class is fair for everyone. This section reviews expectations for student behavior when submitting assignments, participating, and interacting with classmates, the professor, and the graduate teaching assistant.

Artificial Intelligence:

While artificial intelligence (AI) programs and apps, such as ChatGPT-4, may be useful in formulating responses for your assignments, **your responses must be in your own words**. We utilize programs to check responses for AI-generated content and any submissions containing AI-generated content will be subject to the same actions as plagiarism. **If you need AI to assist you in completing assignments**, please contact your professor immediately so we can review guidelines for use. I also strongly suggest you contact Student Accessibility Services (see below) to initiate protocols that may enable you to use AI in future classes.

Academic Dishonesty:

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

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

Student Conduct:

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

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

Electronics:

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

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

Withdrawal Policy:

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

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

Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else**, and above all, **do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet sources.**

Your professors will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect me to change) your grade illegitimately**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Accessibility:



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

If you believe the design of this course poses barriers to effective participation or learning, please meet with me (with or without a Student Accessibility Accommodation letter) to discuss reasonable options or adjustments. I am willing to discuss your use of dictation software, AI, or submitting audio/video responses in lieu of written work as long as this does not give students an advantage over classmates and if this is a reasonable accommodation.

COVID Policy and Campus Safety

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>  (<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%7Cf0bfae08a377412f85b508dade0124a1>) > 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>)



<https://youtu.be/NIKYajEx4pk>

>).

Receiving an "Incomplete"

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

Deployed Active-Duty Military

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. For more information, please visit <<https://varc.sdes.ucf.edu/> (<https://varc.sdes.ucf.edu/>)>.

Course Schedule

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

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

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

Assigned readings are listed in each module INTRODUCTION page.