Course Syllabus

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Course Information

Course name: Digging Up Disney: An Archaeology of WDW, FL

Course ID: ANT 3010 (BW60)

Credit hours: 3.0 hours

Semester/year: Summer Session B 2023

Location/time: Online (ASC "Asynchronous")

Professor Contact

Instructor: Dr. Michael Callaghan

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Graduate Teaching Assistants (GTA's)

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University Catalog Description

This course critically examines the culture of Walt Disney World, FL utilizing methods and theory from the four sub-disciplines of anthropology: biological anthropology, archaeology, linguistics, and cultural anthropology.

What is this course about?

Disney's "Walt Disney World", FL with its four major theme parks, two water parks, and 26 branded hotels is more than a popular travel destination – it's a place of pilgrimage with its own unique culture. For its 58 million annual visitors, the journey from their front door to the resort is just the beginning of a protracted ritual experience into a world of bodily discipline, strict social proscriptions, discrete linguistic scripts, and perpetual ceremony mediated by material symbols. During the course of a single day's visit, guests will experience a range of emotions - ecstasy, anger, despair, and enlightenment – as they walk for miles, wait for hours, fill their bellies with festival fare, and subject themselves to the thrills and chills of Disney's carefully curated worlds. When guests return home, the difficult memories give way to the good, and these pilgrims are left with a feeling of enduring nostalgia that activates whenever they encounter Disney culture in their everyday lives. I should know. I'm an annual Passholder who visits the parks almost every weekend since 2016!

This course is a product of my own experience, fascination, and affection for Walt Disney World over the past 7-8 years. As an anthropological archaeologist, my trips to the parks each weekend are less recreational excursions than they are archaeological investigations of the meanings and messages promoted by Walt Disney World culture, my participation in that culture, and my changing memories of park experiences.

In this course we'll excavate the culture of Walt Disney World using method and theory from all four sub-disciplines of anthropology. Using the lens of biological anthropology we'll examine how the terrain of the parks, ride-restraints, and restrictions physically discipline and shape perceptions of our bodies. Through the eyes of an archaeologist we'll map the landscape of the parks (above and below ground), investigate their monumentality, and examine the materiality of merchandise and park objects. Using linguistic discourse analysis we'll excavate the scripts of Cast Members, signage, and guests to reveal how values related to gender, class, and power are embedded in language throughout the parks. And finally, using method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast members in relation to a host of topics including childhood socialization; rites of passage; the intersection of race, class, and gender; diet and nutrition; ideology; nationalism; pilgrimage; and power

of race, class, and gender, diet and nutrition, ideology, nationalism, pilgrimage, and power.

SPOILER ALERT! You will be learning about many aspects of WDW that you've never experienced before. If there were some rides you've yet to experience or urban legends about the parks you enjoy leaving unquestioned/unsolved, there's always the possibility we'll cover something and ruin the mystique. So, consider yourselves warned!

What will I take away from this course?

This class will teach you to:

- Identify the core elements of Walt Disney World culture (i.e., norms, values, cultural constructions, and worldview) and how they are materialized through bodies, objects, language, and behavior
- Apply anthropological method and theory to examine specific aspects of WDW culture
- Evaluate the implications of exporting and perpetuating WDW culture outside the parks

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.

How should I plan my time for this course?

In this course I'll ask you to learn about and apply concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology to the study of Walt Disney World, Florida. This is only the third time I'm teaching this course (let alone with so many students!) so while I can provide general guidelines, 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 of the Summer B 2023 term, you'll be expected to read the introductory page for each module, read between 3 and 5 scholarly articles, engage in a class discussion, and write 3 out of 5, 150-250 word assignments. In Weeks 3-6, you'll also engage in creating a very short research paper (500-750 words, about 2-3 pages) and begin submitting scaffolded assignments including a prospectus (topic), bibliography, outline, and final paper. All told I would plan on spending **5-6 hours per week** on

(topic), bibliography, outline, and final paper. All told I would plan on spending **5-8 hours per week** on this class. But please keep in mind, this is just an estimate, as everyone reads and writes at their own pace.

How do I get started in the course?

Read **Module 0 "Getting Started"** [(https://webcourses.ucf.edu/courses/1404149/modules/2324704)](https://webcourses.ucf.edu/courses/1404149/modules/2324704) - it will tell you a little more about me and the course. Then complete the **brief graded discussion post** [(https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353)](https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353) . This is a simple "all or nothing" assignment. You'll receive full points if you post. This discussion will give me (and all of you) a chance to get to know each other as the class begins.

What are the course requirements?

Summary

This course begins on **June 26, 2023** and ends on **August 4, 2023**. Over this period, you will be expected to:

- complete the introductory discussion
- read weekly modules and associated web-based context
- read 3-5 scholarly articles per week
- complete 5 weekly springboard discussions
- complete 3 out of 5 weekly 150-250 word assignments
- complete a brief (500-7500 word) scaffolded research paper

Modules

There are 7 modules in the course (numbered 0-6) . **Module 0: Getting Started** [(https://webcourses.ucf.edu/courses/1404149/modules/2324704)](https://webcourses.ucf.edu/courses/1404149/modules/2324704) is an introduction to the course and to me as your professor for the next 6 weeks. **The sixth module** [(https://webcourses.ucf.edu/courses/1404149/modules/2324710)](https://webcourses.ucf.edu/courses/1404149/modules/2324710) contains the short research assignment. Modules 1-5 focus on a defining anthropological theme for the week. These themes include: Pilgrimage,

Landscape, Discipline, Socialization, and Identity. In each learning module, you'll find an Introduction page outlining the expectations, readings, activities, and assignments for that module. The modules contain your readings, assessments, links to informational websites, and media content. All written work submitted online for grading will be evaluated for plagiarism and use of AI during the grading process.

Readings

Readings are a critical component of this course. The are the primary means through which you'll learn the anthropological theory and method that you will need to complete the weekly assignments, and ultimately the brief research assignment. I have carefully chosen the readings, and other associated content, for each module. I have done my best not to overwhelm you with readings, and to provide you with articles/materials that use accessible language for this level of instruction. It is imperative that you read and engage with the assigned readings for the class.

Introductory Discussion

This is a **brief discussion (https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353)** designed to acquaint us all with one another. It's available in **Module 0: Getting Started (https://webcourses.ucf.edu/courses/1404149/modules/2324704)** , as well as other areas of our canvas course.

Weekly Springboard Discussions

Each week I'll ask you to engage in a discussion with your classmates about an aspect of Disney culture. The discussion prompt will ask you to reflect on your own experiences at WDW, FL in an effort to get you thinking about the larger theme for the week, and hopefully act as a springboard of ideas for your weekly assignment. **Discussions will be due Wednesday nights.** I'll begin the discussion by posting the prompt, but also answering it. This gives me a chance to engage with you all in an informal way, and for you to see where I'm coming from as well. You're required to engage in **5 discussions** and I'm hoping they'll seem like more fun than work (they were the last two times that I taught the class!).

Weekly Assignments (3 out of 5)

Each week you'll have the opportunity to write a brief (150-250 word) reflection applying theory and method related to the week's defining theme to an aspect of WDW culture of your choosing. Part of your

grade will depend on your engaging with, and specifically referencing, the readings for the week. You're required to complete **3 out of 5 assignments** and **Assignments will be due Friday nights.**

Brief Research Assignment

Brief Research Assignment

The brief research assignment consists of 4 components: 1) a paper topic, 2) annotated bibliography, 3) outline, and 4) final paper.

Paper Topic

This brief research assignment is a chance for you to explore a topic of your choosing more in-depth than we've covered in the course. You're free to continue to explore one of the main themes in the class with different examples/variables, or to choose something entirely different (as long as the topic addresses some aspect of anthropology at WDW). For the prospectus, I'd like you to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis.

Annotated Bibliography

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 5 sources prior to submitting the draft. Instructions for creating a bibliography will be appear in the assignment on webcourses.

Paper Outline

The paper must be a minimum of 500 words with a maximum of 750 words. This equals about 2-3 pages in length, double-spaced, 12 pt. font, one-inch margins. You will need to cite at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit an outline of your paper prior to the final due date. More details on the structure/content of the outline can be found in the assignment.

Final Paper

Noted above, the paper must be 500-750 words, double-spaced, 12 pt. font, one-inch margins, with at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions.

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:

Assessment:	Points Possible	% Final Grade
Introductory Discussion	5	4.35%
Springboard Discussion (5)	25	21.74%
Weekly Assignments (3 of 5)	30	26.09%
Paper Prospectus	10	8.7%
Paper Bibliography	10	8.7%
Paper Outline	10	8.7%
Final Paper	25	21.74%
Total	115	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 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:

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.

automatically be recorded as an F on your transcript.

What if I miss a due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed assignments will automatically be marked down 10% each day they are late.** 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 an assignment 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 an assignment opening online to receive any extension on due dates.
- 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.
- If you do not fit one of the categories above, but find yourself in a situation where you are **going to miss an assignment**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the assignment closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to make-up an assignment, it must be scheduled and completed online **within five days of the missed due date** (if medically possible).

Is there Extra Credit?

There is **NO EXTRA CREDIT** for this course.

I DO NOT offer extra credit for final grades. I also do not "round-up" scores that are on the edge of grades.

FINAL GRADES ARE FINAL.

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/) (Ferrell Commons, 7F, Room 185, **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 maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

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)** .

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

Academic 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.

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**. 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.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection** 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)

You are expected to have compatible versions of Adobe Reader and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you'd like to schedule a meeting then you will also need Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

https://cdl.ucf.edu/support/webcourses/zoom/ (https://cdl.ucf.edu/support/webcourses/zoom/)

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, 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.

Use of Artificial Intelligence (AI) Tools

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.

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?

This is not an on-campus course, but some of you may be completing assignments while on-campus engaging in other activities, so it's always good to know what to do in an emergency on campus. Emergencies on campus are rare, but if one should arise, 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)

What is the course module and assignment schedule?

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

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

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

- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

WEEK	TOPIC	READINGS
Week 0	**"I'm brushing up on looking down, I'm working on my roar!"** (https://webcourses.ucf.edu/courses/1404149/pages/im-brushing-up-on-looking-down-im-working-on-my-roar)	**Knight 2014 (intro)** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1) ; **Callaghan and** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1)
Week 1	**"Are you ready? Transformation central. Reformation central. Transmogrification central!": WDW as a Pilgrimage Center and Liminal Space** (https://webcourses.ucf.edu/courses/1404149/pages/intro-are-you-ready-transformation-central-reformation-central-transmogrification-central-wdw-as-a-pilgrimage-center-and-liminal-space)	**Moore 1980** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1) ; **Knight 2014 (ch** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1) ; **Barros 2016** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1)
Week 2	**"I can show you the world, shining, shimmering, splendid": Landscape and Hyperreality** (https://webcourses.ucf.edu/courses/1404149/pages/intro-i-can-show-you-the-world-shining-shimmering-splendid-landscape-and-hyperreality)	**Baudrillard 1981** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1) ; **Eco 1986** (https://webcourses.ucf.edu/course ⬇ (https://webcourses.ucf.edu/course download_frd=1) ; **Cypher and Hi** (https://webcourses.ucf.edu/course ⬇

		(https://webcourses.ucf.edu/course download_frd=1) ; **Tesler-Mabe 20** (https://webcourses.ucf.edu/course ↓ (https://webcourses.ucf.edu/course download_frd=1)
Week 3	**"Poor unfortunate souls, in pain, in need": Discipline and Social Control** **(https://webcourses.ucf.edu/courses/1404149/pages/intro-poor-unfortunate-souls-in-pain-in-need-discipline-and-social-control)**	**Shearing and Stenning 1997** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Huddleston et** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Wright 2006** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)**
Week 4	**"This tradition is our mission": Socialization, Nationalism, and Nostalgia** **(https://webcourses.ucf.edu/courses/1404149/pages/intro-this-tradition-is-our-mission-socialization-nationalism-and-nostalgia)**	**King 1981** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Francaviglia 19** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Fjellman 1992** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Farrell 2017** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)** ; **Bemis 2020** **(https://webcourses.ucf.edu/course** **↓** **(https://webcourses.ucf.edu/course download_frd=1)**

		download_frd=1)
Week 5	["Don't let them in, don't let them see, be the good girl you always have to be": Individuals and Identities (https://webcourses.ucf.edu/courses/1404149/pages/intro-dont-let-them-in-dont-let-them-see-be-the-good-girl-you-always-have-to-be-individuals-and-identities)](#)	Klugman et al. 1995 (https://webcourses.ucf.edu/course ↓ (https://webcourses.ucf.edu/course download_frd=1) ; Reyers and Ma (https://webcourses.ucf.edu/course ↓ (https://webcourses.ucf.edu/course download_frd=1) Enchanted Arch (https://enchantedarchives.com/jun (Splash Mountain) ➡ (https://enc Sperb 2005 (https://webcourses.ucf.edu/course ↓ (https://webcourses.ucf.edu/course download_frd=1)
Week 6	Research Project (https://webcourses.ucf.edu/courses/1404149/modules/2324710)	

Course Summary:

Date	Details	Due
Wed Jun 28, 2023	🗩 DISCUSSION 0: Introduction (https://webcourses.ucf.edu/courses/1432569/assignments/8053722)	due by 11:59pm
	🗩 DISCUSSION 1: The Merchandise of Pilgrimage (https://webcourses.ucf.edu/courses/1432569/assignments/8053723)	due by 11:59pm
Fri Jun 30, 2023	📝 ASSIGNMENT 1: WDW, FL as Pilgrimage Center (https://webcourses.ucf.edu/courses/1432569/assignments/8053728)	due by 11:59pm
Wed Jul 5, 2023	🗩 DISCUSSION 2: Favorite Space at WDW (https://webcourses.ucf.edu/courses/1432569/assignments/8053724)	due by 11:59pm

Date	Details	Due
Fri Jul 7, 2023	📝 **[ASSIGNMENT 2: Landscape and Hyperreality](https://webcourses.ucf.edu/courses/1432569/assignments/8053729)**	due by 11:59pm
Wed Jul 12, 2023	💬 **[DISCUSSION 3: Discipline at WDW](https://webcourses.ucf.edu/courses/1432569/assignments/8053725)**	due by 11:59pm
Fri Jul 14, 2023	📝 **[ASSIGNMENT 3: Discipline and the Panopticon](https://webcourses.ucf.edu/courses/1432569/assignments/8053730)**	due by 11:59pm
	📝 **[ASSIGNMENT: Paper Prospectus](https://webcourses.ucf.edu/courses/1432569/assignments/8053736)**	due by 11:59pm
Wed Jul 19, 2023	💬 **[DISCUSSION 4: Dark Rides at WDW](https://webcourses.ucf.edu/courses/1432569/assignments/8053726)**	due by 11:59pm
Fri Jul 21, 2023	📝 **[ASSIGNMENT 4: Socialization and Nationalism](https://webcourses.ucf.edu/courses/1432569/assignments/8053731)**	due by 11:59pm
	📝 **[ASSIGNMENT: Annotated Bibliography](https://webcourses.ucf.edu/courses/1432569/assignments/8053733)**	due by 11:59pm
Wed Jul 26, 2023	💬 **[DISCUSSION 5: Cast Member for a Day](https://webcourses.ucf.edu/courses/1432569/assignments/8053727)**	due by 11:59pm
Fri Jul 28, 2023	📝 **[ASSIGNMENT 5: Individuals and Identities](https://webcourses.ucf.edu/courses/1432569/assignments/8053732)**	due by 11:59pm
	📝 **[ASSIGNMENT: Paper Outline](https://webcourses.ucf.edu/courses/1432569/assignments/8053735)**	due by 11:59pm
Wed Aug 2, 2023	📝 **[ASSIGNMENT: Final Paper](https://webcourses.ucf.edu/courses/1432569/assignments/8053734)**	due by 11:59pm

Syllabus Summer 2023

The Anthropology of American Television Ant 3011 0w60
Vance Geiger, PhD
Department of Anthropology
Office: Howard-Philips Hall Rm 311C
Email: vance.geiger@ucf.edu
Office hours: Tuesday 11 - 1:30 Thursday, 11 – 1:30
GTA: Karla Cardona
email: karla.cardona@ucf.edu
Mode: Online

Syllabus
Class Description
This class will explore the power of culture, American culture and American's cultural receptivity for particular American cultural narratives as presented on television. Students in this class will learn the basics of American culture and how to analyze embedded cultural messages in mass media. Students will develop a better understanding
of their own culture and how to analyze cultural products. The class will rely on both written and video materials, as well as lecture, to achieve the class goals. Students will be required to use the written and lecture material to analyze the video material presented
in class, as well as apply their analysis to material they research and present to the class. The process of applying the lessons from class to the almost endless variety of American TV will both challenge and inspire students to understand the material. The seminar size classes in the honor's program make this kind of in depth learning possible.

Grading
Five Assignments 20 points each   100
Two online exams 100 points each   200
One analysis projects 50 points each   50
Total   250
Grading Scale
A 90 - 100%; B 80 - 89%; C 70 79%; D 60 - 69%
Students will have two exams covering the material presented in class. Students will have five assignments based on the online material and in some assignments episode of TV shows that illustrate ideas discussed in class. Students will have one power point analysis projects where they will be required to analyze a TV show relying on each of

three basic American cultural narratives, Frontier Mythic, Apocalyptic and Technocratic. Students will upload their cultural
narrative analysis to the discussions where others can comment and they can comment on other students.

Integrity

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

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

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

suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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

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

Accessibility

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

Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/indexLinks to an external site.>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucfLinks to an external

[site.](#)> 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/NIKYajEx4pkLinks](#)

▷

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

Campus Safety Statement for Students in Online-Only Courses

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucfLinks to an external site.](#)> 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.

Deployed 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.

Make Up

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

Religious Observance

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

Invitational Rhetoric

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

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

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

Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

Schedule

Week 1 6/26: Anthropology and Culture.
Reading: Introduction to the Anthropology of American TV; What is Anthropology; Culture; Cognitive Capabilities; Gunfighter Nation intro lecture; American Culture.doc; Frontier Mythic Narrative doc; Apocalyptic Narrative doc; Technocratic Narrative doc; Wittebols Soap Opera paradigm pdf;
Cultural Narrative assignment due 7/3
Week 2 7/3: Infrastructure - Electric Power and Broadcasting; A Brief History of Early TV - The Transition from Radio to TV
Reading: Powerline Chapter 1; Electric Transmission a primer; Stay Tuned Chapters 1 - 3; Stay Tuned Chapters 7 - 9; castleman watching TV; Three Eras;
Watching TV 3 Eras Review
Radio to TV assignment due 7/10
Week 3 7/10: Planting the Flag (the Culture): Americans Always and Everywhere: Gilligan's
Island, Seinfeld: Americans in Space – Star Trek; Americans at War - MASH
Reading: Cantor: Chapter 1; Geraghty: Chapters 1 - 4; Modernization Theory; Lakoff; Star Trek Gerahgty revised; Wittebols – MASH: Chapters 1, 2 and 10; Turow chapter 11; Planting the flag - MASH doc.
Watch - gilligan's island - jungle boy; Star Trek episode; MASH Best of Enemies; MASH Letters.
Planting the Flag assignment due 7/17
Exam 1 8 am 7/15 to 11 55 7/17

Week 4 7/17: The Working World on TV and Social Organization; Fission-Fusion; Core Groups
Reading: Prime Time Part 3; Prime Time Work; social organization doc; Kinship on American TV; Hayward Consuming Pleasures Chapter 1; fission fusion core groups doc;
Watch: Undercover Boss season 7 episode 11; Golden Girls; Roseanne; Bonanza
Week 5: 7/24 Economics Religion and Power on TV
Reading: Religion doc; Alter calls doc; brightsided magical thinking pdf; Changing the Channel to salvation; Chapter 11 Prime Time; The establishment doc; no duty to retreat pdf; Schizmogenesis doc; Shifting Television News pdf; Brown News and News editing lecture mp4; Brown Review News Editing mp4;
Watch: West Wing season 6 episode 1; Well Fargo John Stumpf - Mad Money
Choice assignment due 7/31
Week 6 7/31: Gilligan's Island Redux - trapped on an urban island: Friends, Seinfeld, It's Always Sunny in Philadelphia and Streaming: Narrative versus Ensemble
Reading: From Gilligan to Seinfeld to Friends to Always Sunny doc; It's Always Sunny in Philadelphia doc; A Sitcom Even a Nihilist could love pdf; How Friends Ruined TV comedy pdf; Friends - The Show that changed our idea of family pdf; Was Seinfeld really about nothing pdf. streaming power point; Rethinking Television: A Critical Symposium on the New Age of Storytelling pdf; Bingeing to Belonging pdf
Cspan assignment due 8/4
Exam 2 8 am 8/3 to 11 55 8/4
Last Day of class 8/4 - No submissions accepted after this day.

Class Reading Material Sources
Cantor, Paul A.
2001 Gilligan Unbound: Pop Culture in the Age of Globalization. Rowman & Littlefield, Lanham Md.
Comstock, George and Erica Scharrer
1999 Television: What's On, Who's Watching and What It Means. Academic Press, San Diego Calif.
Geraghty, Lincoln
2007 Living With Star Trek. I.B. Taurus, London, NY
Hayward, Jennifer
1997 Consuming Pleasures: Active Audiences and Serial Fictions from Dickens to Soap Opera. University Press of Kentucky, Lexington
Lichter, S. Robert, Linda S. Lichter and Stanley Rothman
1994 Prime Time: How TV Portrays American Culture. Regnery Publishing, Washington D.C.
Lury, Karen
2005 Interpreting Television. Hodder Arnold, London
Nadel, Alan
1997 Flatlining On The field of Dreams. Rutgers University Press, New Brunswick NJ.
Turow, Joseph
1989 Playing doctor: Television, Storytelling and Medical Power. Oxford University Press, Oxford.

Wittebols, James, H.

1998 Watching M*A*S*H*, Watching America: A Social History of the 1972 – 1983 Television Series. McFarland & Co. Jefferson North Carolina

Wittebols, James, H.

2004 Soap Opera Paradigm. Rowman & Littlefield, Lanham MD

ANT 3026 (AW60) Mummies, Zombies & Vampires • Dr. Sandra Wheeler
3 credit hours • Fully Online for Summer A 2023!

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Tuesdays 1-2:30pm in Chat for online office hours and by appointment for virtual meeting
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Brenna Raisor and Stephanie Fuehr
Contact: Inbox or Discussions

For an electronic copy of the syllabus with full list of readings and due dates by module, click here OR click here for the Course Schedule snapshot. For the most up-to-date information on due dates, check the Course Summary at the bottom.

UCF Catalog Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. Prerequisite(s): Sophomore standing.

Course Description

In this course, we will investigate the long history and complex relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and have consumed (no pun intended) much of our time in video games. How are they made, why do they eat brains? And more importantly, would *you* survive a zombie-pocalypse?

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that is not the case!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

Anthropology majors! This course counts as a **restricted elective** towards the major requirements.

This course is delivered online asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

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

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

Learning Objectives

By the end of this course, you will be able to:

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the UCF Library!! You may view them online **OR** download the **FULL PDF** for reading offline!! NOTE: The covers look different on the e-books through the library.

If you are off campus, you will need to **log into** the UCF Library website with your **NID and password** to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You are welcome!

Vampires, Burial, and Death
Author: Paul Barber
Edition: 2nd
Year: 2010
Publisher: Yale University Press
ISBN: 0300164815 (available in paperback)
OR FOR FREE through the UCF Library. You will need to log in with your NID and password to access the ebook: https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957

Zombies: A Cultural History
Author: Roger Luckhurst
Year: 2015
Publisher: Reaktion Books
ISBN: 1780236697 (available in paperback) and in Kindle
OR FOR FREE through the UCF Library. You will need to log in with your NID and password to access the ebook: https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percentage	Description
Getting Started Activities		Getting Started Quiz and Discussion; 5 points each added to Quiz and Discussion assignment groups
Supernatural Discussions (2)	20%	Written post and response on supernatural beliefs
Written Assignments (2)	20%	Written assignments based on course materials, complete 2 of 3 assignments
Quizzes (13)	20%	13 module quizzes based on course materials, lowest 2 quiz scores automatically dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials

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

Supernatural Discussions: There are **2 required discussions** that relate to our belief in the supernatural world. **Everyone is required to complete both!** Details for each Discussion can be found on the assignment pages. Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete! Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 quizzes** in this course. Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest 2 quiz scores** are dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **3 required exams** in this course. Exams are **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online, is NOT cumulative, and is scheduled during Final's Week.**

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (3) close by 11:59pm • Quizzes (13) due by 11:59pm • Written assignments (3) due by 11:59pm	• Start review of module pages • Make a plan to work through the Module Study Guides	• Read text and additional readings	• Watch any video or media in modules • Water your plants!	• Keep reading and reviewing	• Supernatural Discussions (2) and responses due by 11:59pm • Exams (3) open 8am	• Dance

What About Make-Up Work?

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

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your due dates, and other similar circumstances **do not** qualify as extreme.

If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services** for additional support: https://scs.sdes.ucf.edu/services/

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

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

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about academic and non-academic services.

Who Should Take This Online Course?

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

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual Zoom meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

Course Requirements

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

- Listen to all online lectures and complete module content
- Read and watch all posted content
- Complete the assignments and exams by their due dates
- Log into Wecbourses regularly-I can see when you log in and how long you look at your Webcourses class

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be

successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online.** No paper! Save the trees!

More Important Things!

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead**in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at <u>UCF Student Services</u>. Click on "Academic Support and Learning Services" on the right-hand side to filter.

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit <u>UCFCares.com</u> 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 <u>ucfcares@ucf.edu</u> with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines. for more information about your access to non-academic services.

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

Academic Responsibility and Integrity

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

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

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

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

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

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

Respect for Diversity and Inclusion

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

UCF (and me!) considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

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

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

Student Accessibility Services (SAS)

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

Deployed Active Duty Military Students

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

Religious Observances

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

Campus Safety (if you are 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.
- 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 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."
- If you are not on campus, use your common sense and stay safe.

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, another zoonotic epidemic!). Your professor reserves the right to make reasonable

adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

ANT3026W Required Readings and Assignments for Summer A 2023

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module.

Module 1: Death and Decay

Required Text Readings

- Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: *Vampires, Burial & Death.*Yale University Press.

Required Additional Readings

- Roach M. How to Know if You're Dead (pages 167-195). In: *Stiff: The Curious Life of Cadavers.* W.W. Norton.
- Roach M. Life After Death (pages 61-84). In: *Stiff: The Curious Life of Cadavers.* W.W. Norton.

Assignments

- Getting Started Activities: due by FRIDAY
- Quiz 1: due by posted due date

Module 2: Curses and Cures

Required Additional Readings

- Cockburn A. Introduction (pages 1-11). In: *Mummies, Disease, and Ancient Cultures*. 2nd Ed. Cambridge University Press.
- Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: *Mummies of the World*. Prestel.
- Brier B. Tutankhamen, Superstar (pages 161-178). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.

Assignments

- Quiz 2: due by posted due date

Module 3: Living with the Dead

Required Additional Readings

- Daily Mail article, Indonesian Villagers Dig Dead Relatives

Assignments

- Supernatural Perceptions Discussion: due FRIDAY with response by MONDAY on posted due dates
- Quiz 3: due by posted due date

Module 4: Mummy Mania

Required Additional Readings

- Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.
- Brier B. The Mummy Goes to the Movies (pages 179-192). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.

Assignments

- Quiz 4: due by posted due date

Module 5: 20th and 21st Century Mummies

Required Additional Readings

- Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: *Mummies of the World*. Prestel.
- Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: *Mummies of the World*. Prestel.

Assignments

- Quiz 5: due by posted due date

--Exam 1 (opens 8:00am on Friday, MAY 26 and closes 11:59pm on Sunday, MAY 28, 2023)--

Module 6: Vampire Origins and Folklore

Required Text Readings

- Barber P. 1988. Preface to Chapter VIII (pages v-65). In: *Vampires, Burial & Death.* Yale University Press.

Assignments

- Quiz 6: due by posted due date

- Mummy assignment: due by posted due date

Module 7: Search and Destroy

Required Text Readings

- Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: *Vampires, Burial & Death.* Yale University Press.

Required Additional Readings

- Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. *PLoSOne* 9(11): e113564.
- Roach M. 2006. How to Weigh a Soul (pages 79-106). In: *Spook: How Science Tackles the Afterlife*. W.W. Norton & Co.

Assignments

- Quiz 7: due by posted due date

Module 8: Vampire Archaeology

Required Text Readings

- Barber P. 1988. Chapter XII (pages 98-101). In: *Vampires, Burial & Death.* Yale University Press.

Required Additional Readings

- Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. *Cambridge Archaeological Journal* 24: 467-476.

Assignments

- Quiz 8: due by posted due date

Module 9: Coffins and Counts – Vampire Pop Culture

Required Text Readings

- Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: *Vampires, Burial & Death.*Yale University Press.

Assignments

- Quiz 9: due by posted due date

--Exam 2 (opens 8:00am on Friday, JUN 9 and closes 11:59pm on Sunday, JUN 11, 2023)--

Module 10: Zombie Origins

Required Text Readings

- Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: *Zombies: A Cultural History.* Reaktion Books.

Assignments

- Quiz 10: due by posted due date
- Vampire assignment: due by posted due date

Module 11: Evil and Undead Zombies

Required Additional Readings

- Carroll N. 2010. The Fear of Fear Itself. In: *Zombies, Vampires, and Philosophy: New Life for the Undead.* Open Court.
- Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: *Zombies Are Us: Essays on the Humanity of the Walking Dead*. McFarland & Company, Inc.

Assignments

- Quiz 11: due by posted due date

Module 12: Zombie in Film and Pop Culture

Required Text Readings

- Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7 (pages 109-166). In: *Zombies: A Cultural History.* Reaktion Books.

Required Additional Reading

- Vuckovic J. 2011. Chapters 3 (pages 60-79) and 5 (pages 108-129). In: *Zombies: An Illustrated History of the Undead*. St. Martin's Griffin.

Assignments

- Quiz 12: due by posted due date
- Supernatural Reflections Discussion: due FRIDAY with response by MONDAY on posted due dates

Module 13: Zombie Globalization

Required Text Readings

- Luckhurst R. 2015. Chapter 8 (pages 167-196). In: *Zombies: A Cultural History.* Reaktion Books.

Assignments

- Quiz 13: due by posted due date

--Exam 3 (opens 8:00am on Friday, JUN 23 and closes 11:59pm on Sunday, JUN 25, 2023)--

Syllabus Part 1: Course Objectives, Assessment, and Policies

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2023 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: May 15 - June 24, 2022

Final Exam Time: Due Sunday 6/25 at 11:59pm

Prerequisites: None

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 4:00-5:30 pm. 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: TBA

Office Hours: Contact via Webcourses message

3. Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archaeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirates of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

Outcome 1: Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Discuss evidence related to the origins of New World piracy and its evolution into an established profession.

Outcome 3: Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.

Outcome 4: Contrast the reality of "the pirate life" with the romanticized pop culture and Hollywood versions.

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

6. Course Evaluation:

6a. Students' grades will be based out of 500 total points. Grades can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online. Below is a list of assessments for the course:

Caribbean Geography Quiz (50 points) to assess Learning Outcome 1.

This quiz will be administered in Week 1 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

Two exams – 200 points (100 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

Two Case Studies: 150 points (75 each) to assess Learning Outcomes 3 and 4.

You will write two case study reports on the following topics:

1. Create your own Pirate Crew and ARRticles, and LET FLY!
2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics with further details are published on the main course homepage.

8 Pirates of the Week (POW) Assignments: (100 points total) to assess Learning Outcomes 3 and 4.

Refer to the POW directions and the course schedule for details. These are posted to Webcourses in their own section.

Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by May 19 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

YOU MUST ONLY submit POWs and Exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files as they will not be readable to us for grading. From this point forward WE WILL NOT ACCEPT POW submissions or Exam short answers in ANY OTHER FORMAT other than a direct text submission in the text box provided in the assignment. If you want to type them out ahead of time in Word or whatever that's fine, but you must then cut and paste the text directly into the submissions box. If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

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 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.

6c. 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 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, 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 didn't have time for 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 also 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". You final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

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

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

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

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

7. Course Materials: Both books are available on Amazon, or in the case of Pieces of Eight, free online through the UCF library.

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about $12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). ISBN: 978-0813061580. Amazon price is about $25. OR if you don't want a hard copy, you can access the book for FREE through the UCF library at this link:

- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

Syllabus Part 2: University Policies and Protocols

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 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.

<u>9b. Discussion Topics.</u> 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.

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

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

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

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

Syllabus Part 3: Course Schedule

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. **DUE DAYS VARY SO MAKE SURE TO KNOW WHEN YOUR ASSIGNMENTS ARE DUE!**	Required Textbook Chapters Read POE = Pieces of Eight UTBF = Under the Black Flag
		MODULE 1	
Week 1 May 15-21	Course Overview and Orientation	**Monday May 15: Assign Syllabus and Course Policies Quiz.** Due Friday 5/19 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	**Monday May 16: Assign Caribbean Geography Quiz.** Due Sunday 5/21 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
	Underwater Archaeology Lecture		POE Ch. 2
	Excavation and Ethics Lecture		POE Ch. 5
		MODULE 2	

Week 2 May 22-28	Colonies and Rivalries Lecture	**Monday May 22: Assign POWS 1-3 (Complete two of your choice).** <mark>Due Friday May 26 at 11:59pm.</mark>	POE Ch. 6 UTBF Ch. 2
	Pirate Origins Lecture		

MODULE 3

Week 3 May 29-June 4	The Buccaneers Lecture	**Monday May 29: Assign POWS 4-6 (Complete two of your choice).** <mark>Due Friday June 2 at 11:59pm.</mark>	UTBF Ch. 3
	Pirate Ships Lecture	**Monday May 29: Exam 1 opens at 7am.** <mark>It covers everything in</mark> **Modules 1-3** <mark>and is</mark> **due Sunday, June 4 at 11:59pm.**	

MODULE 4 (BEGIN EXAM 2 MATERIAL)

Week 3 May 29-June 4	Pirate Weapons Lecture		POE Ch. 12
	Pirate Stuff Lecture		Soulat and DeBry 2019 (PDF in Module

MODULE 5

Week 4 June 5-11	Pirate Health Lecture	**Monday June 6: Assign POWS 7-9 (Complete two of your choice).** ==Due Friday June 9 at 11:59pm.==	UTBF Ch. 4-5
	Pirate Politics Lecture	**Monday June 6: Assign Pirate Crew and ARRticles Case Study.** ==Due Sunday June 11 at 11:59pm==	UTBF Ch. 7
	Pirate Tactics Lecture		UTBF Ch. 6 POE Ch. 9

MODULE 6

Week 5 June 12-18	Pirate Lairs Lecture	**Monday June 13 Assign POWS 10-12 (Complete two of your choice).** ==Due Friday June 16 at 11:59pm.==	POE Ch. 11 UTBF Ch. 8
	Pirate Fighters Lecture	**Monday June 13: Assign Pirate Hunter Case Study.** ==Due Sunday June 18 at 11:59pm==	UTBF Ch. 11-12 QAR Website POE Ch. 4

MODULE 7

Week 6 June 19-25	"Fight Like A Pirate" Home Movie!	**Monday June 19: BAPOW! Showdown opens at 7am.** NOTE! Nomination paragraphs and comments close on Friday, June 23 at 11:59 pm.	
	Pirate Wrecks Movie	**Monday June 19: Exam 2 opens at 7am.** It covers everything in Modules 4-7 and is **due Sunday, June 25 at 11:59pm.**	POE Ch. 3
		Drop/Add Period: May 15-19 Withdrawal Deadline: Friday June 9	

Syllabus Part 4: Course Policy FAQs

Q: I know I'm going to be absent 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 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

"Diversity"Links to an external site. by **REM Photo Off & OnLinks to an external site.** is licensed under **CC BY 2.0Links to an external site.**

ANT 3212 - Peoples of the World

June 26, 2023 - August 5, 2023

Instructor Information

Instructor: Whitney D. Margaritis

Office: HPH 116F

Office Hours: on Zoom, by appointment

Phone: 407-823-2227

Email: Whitney.Margaritis@ucf.edu

Course Information

Course Name: Peoples of the World

Course/Section: ANT 3212 BW60

Credit Hours: 3

Semester/Year: Summer 2023

Location: Online through UCF Webcourses

Course Description

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

Course Objectives

By the end of this course you will:

- Understand what anthropology is and what makes it unique as a discipline
- Learn about basic concepts and methods in cultural anthropology
- Understand and explain the impact of factors that underlie the diversity of cultural practices
- Examine issues confronting contemporary peoples, including identity, ethnicity, post-colonialism, dependency, modernization and globalization
- Learn what anthropology can contribute to debates about contemporary issues
- Grasp what it means to live in a 'global' world

Required Texts
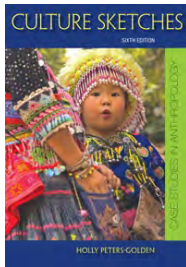
Peters-Golden, Holly. 2012. *Culture Sketches: Case Studies in Anthropology.* 6th Edition. Boston: McGraw Hill. ISBN: 978-0-07-811702-2 (paperback)

This book is available in paperback and eBook formats.

Evaluation and Grades

Your grade will be based on the following scale:

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

Late Work Policy / Make-up Assignments

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

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

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

Final Grades

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

Course Activities

Assignment	Points	Description
Getting Started Quiz	30	Quiz on Syllabus and Getting Started module; counts as Academic Activity to document student presence in course for Financial Aid
Discussion postings	120	Discussion posts relating to the various cultures and topics presented
Quizzes	150	True/false, multiple choice, short answer, fill in the blank questions
Total Possible Points	300	To determine your grade, add up all your points. Divide by total possible points. Convert the decimal to a percentage.

Getting Started Quiz

A short quiz based on the Syllabus, Course Schedule, and Getting Started module content to familiarize students with course protocols. Multiple attempts are permitted.

Discussion postings

Students will complete **6** discussion posts. Each discussion is worth **20** points. Your responses should be enough depth to let me know you've done the readings and understand the content. You will also post at least one response to another classmate's post. Both must be completed by the due date. The grading criteria for the discussion postings is provided in the discussion assignments.

Quizzes

There are **15** quizzes in this course. Each quiz is worth **10** points. Quizzes are made up of true/false & multiple choice questions. Once you begin a quiz, you must finish it! Quizzes close at 11:59 PM, even if you are still taking it. Make sure you give yourself enough time to complete them. The quizzes are not timed but must be completed once started.

Course Schedule

This is the timetable for all your assigned modules, textbook readings, and discussions.

Quizzes are due on Fridays and discussion and response posts are due on Saturdays. While assignments must be turned in by the due date, they can be completed at anytime prior. This gives you flexibility to plan your work according to your weekly schedule and to adapt if something unexpected arises. However, **DO NOT WAIT to start the module** on the day the assignments are due. Set a schedule and work consistently throughout the week so that you are not rushing at the last minute and you can enjoy the module content.

I highly encourage you to work ahead, especially when the workload is light.

Course Schedule

Week	Start Date	Modules	Assignments	Textbook Readings	Due Dates
1	June 28	Getting Started Module 1: Aztec 2: Haiti 3: Yanomami	**Getting Started Quiz** Quiz #1: Aztec Quiz #2: Haiti Quiz #3: Yanomami Discussion #1: Political Organization	Chp 2 Chp 4 Chp 15	Quizzes: June 30 **Discussion & Response Post: July 1**
2	July 5	4: Ojibwa 5: Roma 6: Inuit (Optional)	Quiz #4: Ojibwa Quiz #5: Roma Quiz #6: Inuit (Optional) Discussion #2: Migration and Relocation	Chp 10 Chp 11	Quizzes: July 7 **Discussion & Response Post: July 8**

3	July 12	7: Kaluli 8: Minangkabau 9: Trobriand Islanders	Quiz #7: Kaluli Quiz #8: Minangkabau Quiz #9: Trobriand Islanders Discussion #3: Kinship	Chp 7 Chp 8 Chp 14	Quizzes: July 14 **Discussion & Response Post: July 15**
4	July 19	10: Basseri 11: Hmong	Quiz #10: Basseri Quiz #11: Hmong Discussion #4: Subsistence	Chp 3 Chp 5	Quizzes: July 21 **Discussion & Response Post: July 22**
5	July 26	12: Azande 13: Ju/'hoansi 14: Nuer	Quiz #12: Azande Quiz #13: Ju/'hoansi Quiz #14: Nuer Discussion #5: Social Organization	Chp 1 Chp 6 Chp 9	Quizzes: July 28 **Discussion & Response Post: July 29**
6	August 2	15: Somoans 16: Tiwi	Quiz #15: Somoans Quiz #16: Tiwi Discussion #6: Religion	Chp 12 Chp 13	Quizzes: August 4 **Discussion & Response Post: August 5**

Course Requirements

This course is fully online, so it is important to have regular and reliable access to the Internet and is assume with your enrollment. To do well in this course, you must:

- Check Webcourses regularly for announcements, Inbox messages, and to review module content
- Complete all readings, discussions, and exams by their due dates
- Complete all assignments and exams by their scheduled deadlines

Important Tips

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me using your Knights account,

include **ANT 3212** in the subject heading and don't forget to include your full name so I know who you are. Otherwise, use the Inbox function in Webcourses to contact me.

Important Dates:

Classes start: **Monday, June 26**

Drop, Swap, Add deadline: **Friday, June 30, 11:59PM**

Independence Day (no in-person classes): **Tuesday, July 4**

Withdrawal deadline: **Friday, July 21, 11:59PM**

Classes end: **Friday, August 4**

Check out UCF's Academic Calendar for other important dates.

Academic Activity

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must take the "Getting Started" quiz by **FRIDAY June 30. Failure to do so will result in a delay in the disbursement of your financial aid.**

Time Commitment

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

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you

personally or for other students or student groups. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

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

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

Religious Observances

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

Deployed Active-Duty Military Students

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

UCF Cares

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

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

University Policies
Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual

orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

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

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

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

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

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

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

Copyright

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

Third-Party Software and FERPA

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

Syllabus

ANT3241-AW60 - Magic, Ritual, and Belief SUMMER 2023

Ty Matejowsky
(no face-to-face class meetings; strictly online)

Course Syllabus

Contacting the Professor

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

Zoom Office Hours:1:00PM-2:00PM Fridays

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Description:

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

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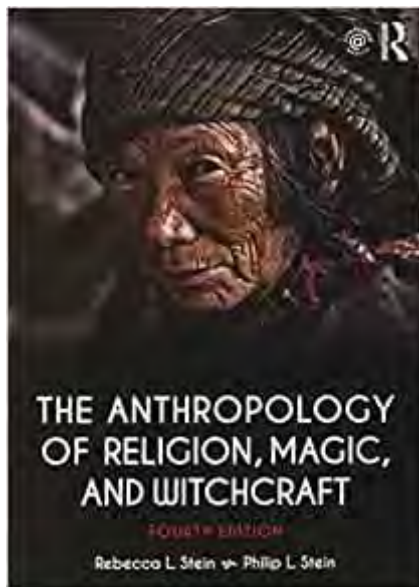
Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

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

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

Tests:

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

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

Discussion Rubric

5 points (A)	Excellence in posting timely,
	
	 • Follows assignmen
	   postings of at leas
	 • Does not repeat (i.
	   with classmates an
	 • Applies course info
	   readings and week
	 • Critical thinking (i.e
	   not simply recite in

4 points (B)	Above Average in criteria list consistent with, criteria for ar
3.5 points (C)	Adequate in criteria listed for materials and analysis.
3 points (D)	Serious insufficiency in criter of discussion topic. Also inclu classmates.
0 points (F)	Failing is earned when studer

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= **25%** total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = **75%** total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).

2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
7. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
8. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

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

Schedule

ANT3241 - Magic,Ritual, and Belief

Ty Matejowsky

ANT3241– AW60 SUMMER 2023
Class Schedule

Week of	Topics	Readings & As
5/15/23	**Introduction to the course** **Module 1:** **Anthropology of Religion**	**Read** course syllabus, course protocols, and course home; *The Anthropological Study of Religion* (pp. 1-31). **Complete on-line attendance assignment.**
5/22/23	**Module 2:** **Religious Specialists** **Module 3:** **Rituals and Symbols**	**Read** *Religious Specialists* (pp.127-144);*Religious Symbols (p* **Complete on-line assignment for Module 2.** **Take on-line exam covering Modules 1-3.**
5/29/23	**Module 4:** **Witchcraft & Sorcery** **Module 5:** **Magic & Divination**	**Read** *Witchcraft* (pp. 233-250); *Magic* and *Divination* (pp. 1 **Complete on-line assignment for Module 5.**
6/5/23	**Module 6:** **Religious Use of Drugs**	**Read** *Altered States of Consciousness* (pp. 110-126). **Complete on-line assignment for Module 6.** **Take on-line exam covering Modules 4-6.**
6/12/23	**Module 7:** **Ethnomedicine** **Module 8:** **Death: Ghosts, Souls & Ancestors**	**Read** *Disease Etiologies in Non-Western Medical Systems* by *Ghosts, and Death* (pp. 172-204). **Complete on-line assignment for Module 8.**

| 6/19/23 | **Module 9:**

Revitalization Movements | **Read** *Revitalization Movements* by Anthony F.C. Wallace (d
Alice Beck Kehoe (downloaded document); *Cargo Cults* By

Complete on-line assignment for Module 9.

Take on-line exam 3 covering Modules 7-9. |

Protocols

Protocols and Policies
ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

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

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
    1. Sign your e-mail messages
    2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
    3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
    4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way
    4. Flame = antagonistic criticism
    5. :-) = happy face for humor
8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:

6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic IntegrityLinks to an external site.](#).
For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best PracticesLinks to an external site.](#)."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to

prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

Course Accessibility

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

Campus Safety

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

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active Duty Military Students

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

ANT3241-BW60 - Magic, Ritual, and Belief SUMMER 2023

Ty Matejowsky
(no face-to-face class meetings; strictly online)

Course Syllabus

Contacting the Professor

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

Zoom Office Hours:1:00PM-2:00PM Thursdays

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Description:

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

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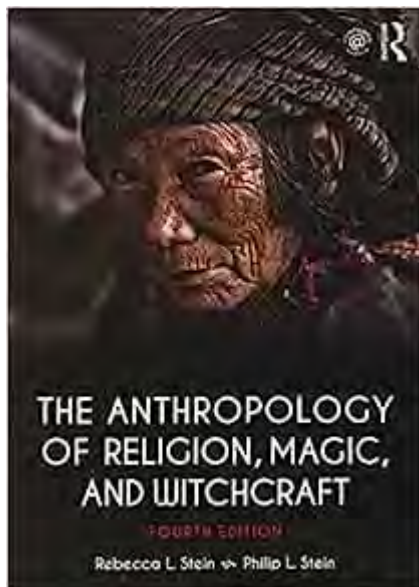
Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

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

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

Tests:

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

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

Discussion Rubric

5 points (A)	Excellence in posting timely, co[...] criteria: • Follows assignment i[...] original postings of at[...] • Does not repeat (i.e., [...] interacting with class[...] • Applies course inform[...] readings and weekly [...] • Critical thinking (i.e., [...] topic; not simply recit[...]
4 points (B)	Above Average in criteria listed [...] consistent with, criteria for an A [...]
3.5 points (C)	Adequate in criteria listed for "5[...] restate materials and analysis.
3 points (D)	Serious insufficiency in criteria l[...] understanding of discussion top[...] of at least two classmates.
0 points (F)	Failing is earned when students [...] others.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= **25%** total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = **75%** total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
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8. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

A	B	C	D	F
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A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below
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Changes in the Syllabus

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

Schedule

ANT3241 - Magic,Ritual, and Belief

Ty Matejowsky

ANT3241– BW60 SUMMER 2023
Class Schedule

Week of	Topics	Readings & Ass
6/26/23	**Introduction to the course** **Module 1:** **Anthropology of Religion**	**Read** course syllabus, course protocols, and course home; *The Anthropological Study of Religion* (pp. 1-31). **Complete on-line attendance assignment.**
7/03/23	**Module 2:** **Religious Specialists** **Module 3:** **Rituals and Symbols**	**Read** *Religious Specialists* (pp.127-144);*Religious Symbols (p* **Complete on-line assignment for Module 2.** **Take on-line exam covering Modules 1-3.**
7/10/23	**Module 4:** **Witchcraft & Sorcery** **Module 5:** **Magic & Divination**	**Read** *Witchcraft* (pp. 233-250); *Magic* and *Divination* (pp. 1 **Complete on-line assignment for Module 5.**
7/17/23	**Module 6:** **Religious Use of Drugs**	**Read** *Altered States of Consciousness* (pp. 110-126). **Complete on-line assignment for Module 6.** **Take on-line exam covering Modules 4-6.**
7/24/23	**Module 7:** **Ethnomedicine** **Module 8:** **Death: Ghosts, Souls & Ancestors**	**Read** *Disease Etiologies in Non-Western Medical Systems* by *Ghosts, and Death* (pp. 172-204). **Complete on-line assignment for Module 8.**

| 7/31/23 | **Module 9:**

 Revitalization Movements | **Read** *Revitalization Movements* by Anthony F.C. Wallace (d Alice Beck Kehoe (downloaded document); *Cargo Cults* By

 Complete on-line assignment for Module 9.

 Take on-line exam 3 covering Modules 7-9. |

Protocols

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Protocols and Policies

ANT3241 - Magic, Ritual, & Belief

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Exam/Quiz Protocols

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4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset.
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6. Do the following in every e-mail message you send during this course:
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    2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
    3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
    4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way
    4. Flame = antagonistic criticism
    5. :-) = happy face for humor
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1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic IntegrityLinks to an external site.](#).
For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best PracticesLinks to an external site.](#)."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to

prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

Course Accessibility

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

Campus Safety

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

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active Duty Military Students

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

Course Syllabus

✎ Edit

ANT 3302 Sex, Gender and Culture

Summer A - 2023 (3 credit hours)

Online

Warning:

This class covers topics of human anatomy, sex, and sexual relationships.

If you are not comfortable with these topics, you may want to drop this class.

Summer A 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.

Professor & Contact Information

Professor: Rachael Root

Office Hours:

- In Webcourses Chat (online office hours):
    - Tuesdays 1:00 – 2:00 pm
    - Wednesdays 1:00 – 2:00 pm
- in Conferences or Zoom by appointment

Contact: Inbox in Webcourses or email: rachael.root@ucf.edu (mailto:rachael.root@ucf.edu)

Graduate Teaching Assistant: Natasha Ovies

Course Description:

Sex, Gender and Culture; ANT 3302; Summer A 2023; Three credit hours.

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

This course is designed to provide a survey of topics in sex, sexuality, and gender from a variety of different perspectives. It examines biological, medical, and sociocultural constructions of sex and gender and unpacks how these concepts interact to generate what we consider a gender identity: how sex and sexuality affects how we see ourselves, our relationships, the roles and behaviors we perform in every day life, what we understand as normal, and how these are embedded in broader social, political, religious, and economics contexts. Anthropological and gender scholarship shows that the role of sociocultural forces are critical in understanding how our society understands and naturalizes sex and gender. By using cross-cultural comparisons located within their historical contexts, this class presents students with a broad survey of different ways of being that challenges assumptions and broadens our understandings of gender and sexual complexity.

Course Organization:

Important Information: There is an **Academic Activity Syllabus Quiz** that you need to take before Friday at 5 pm. The quiz establishes your engagement in the class for financial aid purposes, so failing to take the quiz by the deadline can result in delaying your financial aid.

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

Course Objectives:

Throughout this course and upon completion, students will:

- Identify what anthropology is and what an ethnographic approach is
- Understand the historical development of gender and sexuality perspectives through the present
- Analyze concepts of gender, beauty, and sexuality from different sociohistorical contexts
- Connect course themes and topics to students' daily lived experiences and social interactions

Communication:

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

Required Course Materials

No purchase necessary!

You will be using Open Educational Resources (OER), which are **eBooks made freely available** to curtail student costs. These books are accessible online through the American Anthropological Association and through UCF's Library in eBook or .pdf format.

You have the option of reading online or of downloading chapters for offline reading.

Please note: Many books have download limits - so only download what you must read offline.
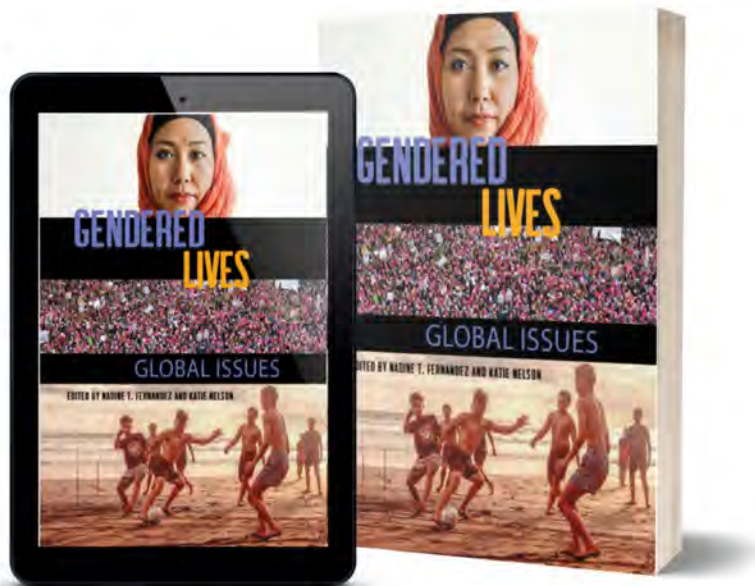
Gendered Lives/Global Issues is the primary textbook for this class. Quiz questions will draw from this text. *Gendered Lives* is accessible here: **https://genderedlives.americananthro.org/ (https://genderedlives.americananthro.org/)**

If you prefer a paper copy of this text, it is available for purchase at SUNY Press: **https://sunypress.edu/Books/G/Gendered-Lives (https://sunypress.edu/Books/G/Gendered-Lives)** or at Amazon.

Joke-Performance in Africa: Mode, Media, and Meaning is a supplemental text for this class. You will need it to complete class assignments and discussions.

Joke-Performance in Africa is accessible here through UCF Library: **https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/5okunq/alma99383898207206596 (https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/5okunq/alma99383898207206596)**

(If you have trouble accessing this book, make sure you are logged into UCF's Library using your NID).

Course Format & Requirements

This course is fully online, so it is important to have reliable access to the Internet. Also, since you are enrolled in an online course, it is assumed you have regular access to the internet. To do well in this course, you will need to:

- Check Webcourses regularly for announcements, Inbox messages, and to review module content
- Complete all readings, discussions, and exams by their due dates
- Complete all assignments and exams by their scheduled deadlines

It is strongly recommended that students engage with this course via a personal computer, laptop, or tablet with a large screen. All materials are digital and while they are accessible on your smartphone through the Canvas/Webcourse app, it may be extremely difficult to complete readings or submit assignments using only a smartphone.

You will also need access to software necessary to complete assignments (Word, Adobe, etc.). UCF Provides these free of charge to students: **https://it.ucf.edu/ucf-apps/ (https://it.ucf.edu/ucf-apps/)** .

MAC/iOS users: Please ensure your assignments are submitted in **universal file format,** such as **.pdf, .jpg, or .mp4.**

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 3302** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us.

   Important Dates:

- Classes start: **Monday, May 15**
- Drop, Swap, Add deadline: **Friday, May 19**
- Withdrawal deadline: **Friday, June 9**
- Classes end: **Saturday, June 24**

   Check out **UCF's Academic Calendar (http://calendar.ucf.edu/2014/fall)** for other important dates.

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must take the "**Getting Started**" quiz. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Withdrawal Policy

Per UCF policy, a student who withdraws from class before the **withdrawal deadline of Friday, June 9th,** 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 participating in the class after the withdrawal deadline but have not withdrawn, you will be held responsible for all work missed, including assessments. **Any work that is not completed will receive a zero, which will be included in final grade calculations.**

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 an incomplete grade; 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.

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/)** for further action such as receiving a "Z" grade. For more information, peruse the **UCF Golden Rule Handbook (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.

Student Accessibility:

UCF is committed to providing reasonable accommodations for all persons with accessibility needs. Students who qualify for academic accommodations must discuss specific needs with the professor, preferably during the first two weeks of class. Students who need accommodations should register with **Student Accessibility Services (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.

Student Evaluation

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. All assignments and evaluations will be submitted in Webcourses.

Extra Credit and Rounding:

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

*For online classes, attendance is understood as frequency of students' views and interactions within Webcourses and timely completion of assignments (extenuating circumstances will not count against you).

Grades will be determined per this scale:

Table 1. Total 500 point value and associated percentage for final grade determination

Letter	%	Point Value
A	94 and above	470 and above
A-	90 – 93	450 – 469

B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	77 – 79	385 – 399
C	70 – 76	350 – 384
D	61 – 69	305 – 349
F	60 and below	304 and below

Assignments and Evaluations

More information and details about requirements and grading metrics will be provided in the modules and on the assignment submission pages.

You may **NOT ask friends/classmates** for help **or use ChatGPT** or any other Artificial Intelligence. Doing so is considered cheating.

This course will make use of plagiarism and AI checking software such as TurnItIn. Students caught cheating will be subject to the consequences and processes under Academic Integrity and UCF's Golden Rule.

I highly recommend you make a clear plan to organize your time and tasks. You may consider this schedule: **Summer A_Recommended Daily Schedule-1.pdf** ⬇ (https://webcourses.ucf.edu/courses/1430122/files/99725625/download?download_frd=1)

Here is a brief overview of the graded assignments and evaluations in this course:

ACADEMIC ACTIVITY Getting Started Quiz: 5 points total

This is a quiz to ensure you have reviewed the syllabus and Getting Started module, and that you are familiar with their content.

At UCF all faculty members are required to document all students' academic activity at the beginning of each course. To document that you began this course, please complete the **Academic Activity** in Webcourses by 5 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

Chapter Quizzes: 150 points total

There are 16 chapters assigned out of your textbook and each chapter has an associated quiz. Questions may include a variety of types, including true/false, multiple choice, matching, and short answer (1-3 sentence responses; NOT essay questions). If a quiz has extra credit question(s), these may appear as any of these question types. These quizzes will not be timed and are open-book and open notes. The lowest score will be dropped.

Video Responses: 100 points total

There are five weekly video assignments worth 20 points each. Students will watch the assigned video(s) for the week, write a brief summation, and explain how the content connects to course topics. These will be between 3-5 paragraph responses. These are not formal essays; no introduction or conclusion are necessary. Details and grade breakdown will be provided on the assignment page.

Case Study: Joke-Performance in Egypt: 60 points

When we encounter difficult topics, we often have strong emotional reactions. This can make it hard to confront and discuss important topics such as sex and sexuality. One way to navigate this problem is by using humor to break tension, build camaraderie, and shift emotional responses away from aggressive or protective reactions. But humor is also used politically as social commentary that explains and foregrounds problem areas that society is not or does not want to face. We will explore the connection between humor and sex/gender by looking closely at the use of humor in Egypt. You will read five chapters from the *Joke-Performance in Africa* - the introduction and four chapters.

Summary and Reflection on Chapter 1: Introduction: 20 points

Two Chapter Discussions: 20 points each

We will focus on humor in Egypt, which includes chapters 10 and 12 in *Joke-Performance in Africa.* Each chapter will have its own discussion and students will be randomly placed into different groups for each discussion. The discussion will have three parts: 1) students will write a response to the chapter prompt and post it on the discussion board (15 points); 2) students will respond to one other students' post (5 points); and 3) for +2 points of extra credit, students can response to one additional post. Chapter prompts and detailed instructions will be available in the modules.

Point of View (POV) Discussions: 40 points

Students can chose two POV discussions that focus on special topics in sex, gender, and sexuality. The discussion will have three parts: 1) students will write a response to the chapter prompt and post it on the discussion board (15 points); 2) students will respond to one other students' post (5 points); and 3) for +2 points of extra credit, students can response to one additional post. Chapter prompts and detailed instructions will be available in the modules.

Three Reflections: 45 points

What is the point of learning something if you can't use it? In these reflections, you will consider how the course information affects your worldview and how you interact with others. You will write three reflections (15 points each). Each reflection will be 3-5 paragraphs that identify what you found new, interesting, difficult, or challenging, explain how/why you feel this way, and contemplate how it does/not change your perspective and behavior. There is no right or wrong answer here; you will be graded on connecting with course topics and completely addressing the prompt. I encourage you to be honest and use this as an opportunity to grow on both a professional and personal level. Since I ask you to be honest about your beliefs with me, in the module I will be honest about mine with you so that you get to know me a little.

As a safeguard to protect you from any potential bias in our grading, these assignments will be graded anonymously. What this means is that while grading, neither the professor nor the GTA will see your name, and so any interactions we have with you will not impact our grading decisions or vice versa. However, please note that this anonymity will not protect you in case of any hate speech, references to current use of illegal substances, talk of harming yourself or others, or indication that you are experiencing/contemplating any sort of stalking, harassment, abuse, or violence. By Florida law, we are required to immediately report you as a student of concern. This will begin a process that will work to ensure you and others are safe and to protect you from retribution. Please contact me if you have any questions or concerns about this.

Final Exam: 100 points

The final exam is cumulative. It will focus on material covered in *Gendered Lives* and will include some questions on the videos and from the chapters assigned from *Joke-Performance in Africa*. It will be open book and open notes, and will not be timed. Details regarding content, type of question, and review materials will be provided on the exam page.

Attendance/Participation, Late / Missing Submissions, Authorized Absences

As an online class, attendance will not be an explicit part of the grade. However, timely completion of course assignments and activities is expected and will be monitored for administrative attendance purposes. If an extended absence is unavoidable, be prepared to show supporting documentation at your instructor's request. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." **If you are absent for an extended period, I am willing to work with you and arrange ways for you to**

catch up to the class. Please provide notice in advance whenever possible and provide supporting documentation upon request.

Being prepared means having reviewed and/or read the assigned materials, completing the assigned activities and assessments, and contacting your instructor and/or graduate teaching assistant with questions or concerns that are not addressed in course documents. Taking notes, participating in optional discussion boards for study purposes, and exploring provided optional resources is strongly encouraged.

<u>All assignments are due by the date displayed in Webcourses.</u>

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

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://nam02.safelinks.protection.outlook.com/?** **url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-** **401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3**

Students must notify their instructor in advance if they intend to miss class and/or an assignment deadline for a <u>religious observance</u>. For more information, see the UCF policy at **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf** **(https://nam02.safelinks.protection.outlook.com/?** **url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINAl**
.

No late submissions will be accepted without prior notice or in cases of extenuating circumstances. There is no make-up for the final exam.

This is a truncated six-week course. If you fall behind you may not be able to complete all the work on time and might consider withdrawing from the class.

You will be given plenty of notice of all due dates. If you need an extension, you must contact me as soon as possible to explain the situation, provide documentation (upon request), and discuss make-up options. If you do not contact me to make alternate arrangements, you will receive a 0 for that activity or assessment. Make-up exams may be different from exams administered to the class. If you think you

may not be able to submit an assignment on time, please contact me as soon as possible to discuss alternative arrangements.

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/) >.

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%7Cf0 > and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<**https://youtu.be/NIKYajEx4pk** (https://youtu.be/NIKYajEx4pk) >).

UCF Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
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. Trained peer tutors and consultants 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. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on their website, and arrange a regular weekly appointment if you'd like long-term help. 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. You may schedule a 45-minute Zoom appointment by using the TutorTrac scheduler on their website (https://uwc.cah.ucf.edu/schedule-a-consultation/ (https://uwc.cah.ucf.edu/schedule-a-consultation/)). The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact the UWC.

Academic Responsibility

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

Online courses: Taking courses online can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with course materials. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive than many people think.

Academic honesty: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the UCF **Office of Student Conduct** (http://osc.sdes.ucf.edu/) for further action. See the **UCF Golden Rule** (http://www.goldenrule.sdes.ucf.edu) for further information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

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

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

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)
- Limit the number of quotes; the bulk of a paper should be your own words
- Limit the size of quotes and always include quotation marks, citations, and references
- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience, since the process of writing is in itself a learning process. You are welcome to choose topics that align with your interests or expand on other papers, but each written piece submitted in this class must be a new and original work
- Do not purchase or borrow a paper from anyone. Do not loan or give anyone one of your papers. Using a friend's paper will result in both of you being held accountable.

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

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Summer B 2023 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: June 26-August 6, 2023

Final Exam Time: Due Sunday August 6 at 11:59pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T. Sinelli

Office: Howard Phillips Hall 309c

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:

Brenna: Monday 8-9am

3. Catalog Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.

4. Learning Outcomes:

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems.

- Students will discover that conceptualizations of sex and gender also vary WITHIN nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.
- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

5. Course Schedule:

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

6. Course Evaluation:

Your grade in this course will be based on the percentage you earn out of **500 total points**. Grades on all assessments will only be posted online in Webcourses.

YOU MUST ONLY submit assignments and exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files as they will not be readable to us for grading. If you want to type them out ahead of time in Word or whatever that's fine, but you must then cut and paste the text directly into the submissions box. If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

6a. Assessments and Point Values:

- *Two Exams: 200 points (100 points each)*

There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don't have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative.

- *Module Assignments 300 points (20 at 15 points each)*

For every class day (except for exam days which are the last day of Week 3 and the last day of Week 6) you will complete a Module assignment. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on the day it is scheduled. You must complete the assignment by 11:59 pm of the second day after the Module goes live. For example,:

If a Module GOES LIVE on...	The assessment is DUE on...
MONDAY AT 7AM	WEDNESDAY AT 11:59 PM
TUESDAY AT 7 AM	THURSDAY AT 11:59 PM
WEDNESDAY AT 7 AM	FRIDAY AT 11:59 PM
THURSDAY AT 7 AM	SATURDAY AT 11:59 PM

- *Course Policies and Documents Quiz (10 Extra Credit points)*

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by Friday June 30 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

Course 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%

Course Grading Scale

Name:	Range:
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via 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 didn't have time" 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". You final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

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

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

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

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

7. Course Materials:

There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.

You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can buy the DVD on Amazon or stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL, IT IS

AN ASSIGNED PART OF THE COURSE (LIKE A BOOK) AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.

Syllabus Part 2: University Policies and Protocols

ANT 3302 Sex Gender and Culture

Summer B 2023 (3 credits)

8. University Core Policies

<u>8a. Academic Integrity.</u> 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. Copies of your orders may be required.

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

- 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

Course Schedule

Below is our course schedule. **Note:** This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Date	Module	Topic	Module Assessment Due no later than 11:59 pm on
		SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES	
WEEK 1			
M 6/26	0	Course Introduction and Overview	Friday 6/30 (to fulfill the UCF Course Activity Requir
T 6/27	1	What is Anthropology?	Monday 7/3 (because of Drop/Add)
W 6/28	2	What is Sex, Gender, and Culture?	Monday 7/3 (because of Drop/Add)
Th 6/29	3	SG&C in modern perspective	Monday 7/3 (because of Drop/Add)

WEEK 2			
M 7/3	4	The Media and SG&C	Wednesday 7/5
T 7/4	N/A	Independence Day! No NEW material assigned. Have some BBQ and watch the fireworks!	None!
		SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD	
W 7/5	5	Family, Kinship, and Social Relations	Friday 7/7
Th 7/6	6	Latin America and the Caribbean	Saturday 7/8
WEEK 3			
M 7/10	7	The Islamic World	Wednesday 7/12
T 7/11	8	Asia and the Pacific	Thursday 7/13
W 7/12	9	Africa	Friday 7/14
Th 7/13	--	**Exam 1: Due Sunday July 16 at 11:59 pm**	**Sunday 7/16 at 11:59 pm**
WEEK 4		**SECTION 3: SEX, GENDER, AND IDENTITY**	
M 7/17	10	The Birdcage	Wednesday 7/19

T 7/18	11	Who and/or what is "Gay?"	Thursday 7/20
W 7/19	12	Same-sex Relationships and the Evolution of Western Thought	Friday 7/21
Th 7/20	13	Contemporary Same-sex Marriage	Saturday 7/22
WEEK 5			
M 7/24	14	Gender and Biology	Wednesday 7/26
T 7/25	15	Contemporary Cross-Cultural Concepts of Gender Identity	Thursday 7/27
W 7/26	16	Definitions and self-identity	Friday 7/28
		SECTION 4: SEX, GENDER, AND CULTURAL RELATIVITY	
Th 7/27	17	Polygamy	Saturday 7/29
WEEK 6			
M 7/31	18	Sex Tourism	Wednesday 8/2
T 8/1	19	Our own legacy	Thursday 8/3
W 8/2	20	**So What Have We Learned?**	**Friday 8/4**
Th 8/3		**Exam 2: Due Sunday August 6 at 11:59 pm**	**Sunday August 6 at 11:59 pm**

IMPORTANT DATES & INFORMATION:

- The Drop/Add window is June 26-30
- The Withdrawal Deadline for this course is 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.

Syllabus Summer A 2023

Syllabus: ANT 3362 Peoples of Southeast Asia.

Summer A 2023

Instructor: Vance Geiger, PhD

Office: 311C Howard Phillips Hall

Face to face office hours: Monday, Tuesday 12 - 3

On line office hours in class chat - Tuesday 7 - 9 pm in class chat

Phone: 407-823-3779

E Mail: vance.geiger@ucf.edu

TA:

Course description: A survey of the peoples of Vietnam, Cambodia, Laos and Thailand from the anthropological perspective.

Text: The Peoples of Southeast Asia Today by Winzeler (provided in online material)

The Art of Not Being Governed by Scott (pdf provided in online material)

    There are also chapters from a text Understanding Vietnam by Jamieson supplied online in Week 4.

There will be **TWO** exams and **10** assignments. Each exam will be worth 100 points. Each written assignment will be worth 10 points.

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 to try to improve exam score

June 25 is the last day of class - all assignments, on time or late are due June 25 at 11 55 pm. No assignments will be accepted after that date.

Grading: 100 – 90% A, 80 – 89% B, 70 – 79% C, 60 – 69% D,

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. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

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.

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.

Important note: the make-up exam is ONLY to make up a missed exam.

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.

Important note - assignments have due dates - BUT you can do the assignments before that date - you do not have to wait until the last minute to do the assignments - you can do them before that. Late assignments will earn a maximum of 1/2 credit (so if it would be 10 points on-time - late it is 5 points)

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: unless you are asked for a specific list or definition **do not** write one sentence responses to assignment questions. Most assignment questions require a paragraph per assignment question (some assignments have more than one question).

Important note: Do not use attachments to do the assignments.

Student Responsibilities

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

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

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

4. You are responsible for accessing the list of assignments in the class web site and taking not of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

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

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 3 hours. You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

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

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

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

10. You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

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.

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 <> 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 ShooterLinks 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 5/16: Introduction to the course, anthropology and culture.

Reading Online material; Winzeler chapter 1

Assignment 1 and 2 Due 5/23 11 55 pm

Week 2 5/23 Analytical Anthropology and History

Reading Scott chapters 1-3, and 4-6; Winzeler Chapter 2

assignment 3, 4 due 5/30 11 55 pm

assignment 5 due 6/6 11 55 pm

Week 3 6/6 Analytical Anthropology and History cont'd

Reading Scott chapters 7-9; Winzeler chapter 4

Exam 1 6/4 8 00 am – 6/6 11 55 pm

Week 4: 6/6 Vietnam

Reading: Online material – Jamieson chapters 1 – 3 (pdfs) also vnsubsistence, and the Vietnam power points and videos

Assignments 6,7 and 8 due 6/13 11 55 pm

Week 5 6/13: Indigenous Religions and Major Religions of Southeast Asia;

Reading: Winzeler chapter 8 - 10

Assignments 9 and 10 due 6/20 11 55 pm

Week 6 6/20: Contemporary Issues in Southeast Asia

Reading: Wenzeler chapters 11 and 12

Exam 2 6/24 8 00 am – 6/25 11 55 pm

Make Up exam 6/26 8 00 am – 6/27 11 55 pm.
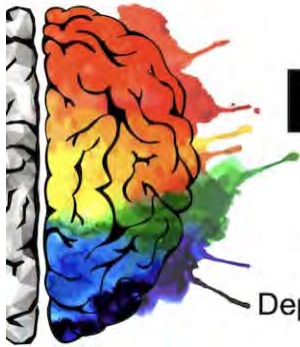
Biobehavioral Anthropology

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

ANT 3541 (BW60) · Summer B 2023

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

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (BW60) / Summer B 2023
Credit Hours: 3.0 hours
Location / time: Online instruction via WebCourses@UCF

Professor Contact

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

GTA Contact

GTA: TBA
Main office: UCF Main campus – Howard Phillips Hall 309F (by appointment only)
Phone: 407-823-2227
Online office: TBA via Chat
E-mail: via WebCourses Inbox messaging

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human behavior, evolutionary neurobiology, and individual behavioral differences**. After successfully completing this course, you should be able to:

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

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

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

What textbook will I need?

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

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible if using this vendor.
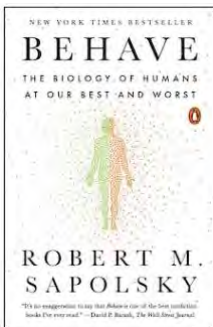
Behave: The Biology of Humans at Our Best and Worst
Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)
Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

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

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

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 9:30-11:00AM EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The **Summer B 2023** session begins on **JUN 26, 2023** and ends on **AUG 06, 2023**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- regularly engage with online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit at least 12 of 14 Quizzes (two lowest scores are dropped);

- submit 2 Behavior Study responses (requires online participation in IRB-approved research and class discussion);
- submit 2 online written exams (requires ProctorHub active during testing)

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

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

How do I get started in the course?

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

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Neuromythology** in the COURSE INTRO module by **11:59 PM EST** on **JUN 30, 2023**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (12)	130	35%
Behavior Study Activity Discussions (2)	50	25%
Exams (2)	200	40%
Total Possible	*380 points*	*100%*

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected, and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**

- **Behavior Study Activity and Discussions:** These activity and discussion assignments are designed around your participation in and reflect on ongoing online behavior studies (IRB approved)

related to course topics and your experiences as a research study participant. **You are required to fully participate in 2 Behavior Study response assignments** located in the learning modules.

- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings, and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 2 exams** located in the modules.

  - **NOTE:** You are **NOT allowed** to access sections of course content or other websites and/or use communication tools (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.

  - You **ARE allowed** to use the following while taking your exams:
    - Online or .pdf versions of your textbook
    - Personal notes (in print or .pdf format only)
    - Any course handouts (in print or .pdf format only)

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

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

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

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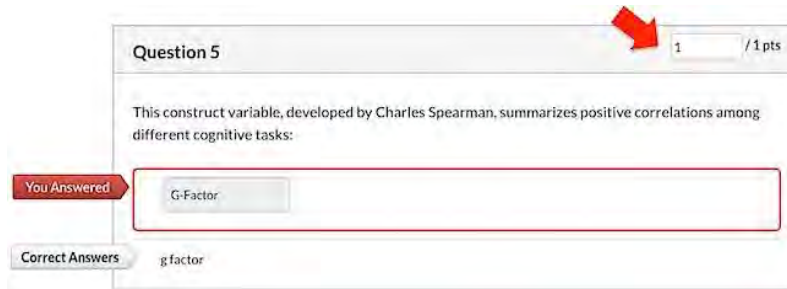
How do I view my grades?

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

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

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

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

Question 5   1   / 1 pts

This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:

You Answered   G-Factor

Correct Answers   g factor

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** with appropriate documentation to obtain a **courtesy class absence notification** letter for online, mixed-mode and face-to-face courses.

- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

- Students who are **active emergency first-responders, medical staff, or essential workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.

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

- Students intending to miss class to **observe a holy or remembrance day** of their faith must **notify their instructor in advance** if they intend to miss class. For more information, see the **UCF policy**.

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

- **UCF Victim Services** if you need confidential advocacy and support after you or someone you know has been impacted by crime violence or abuse.

- **Lesbian Gay Bisexual Transgender Questioning/Queer (LGBTQ+) Services** to connect with our diverse student population for opportunities, resources, and strength in each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and allies.

- **Campus Faith and Ministries (CFM)**, a network of faith-based organizations dedicated to meeting the personal, religious, and social needs of university students, faculty, and staff.

What academic and career resources are available to me?

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

- **Writing help** from the **University Writing Center**, such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.

- **Tutoring and study help** from the **Student Academic Resource Center** (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

- **Access to software** through **UCF apps**, for programs you need for your courses, such as SPSS, Office 365, and others.

- **Concrete study actions** to better your performance through the **Successful You Video Series**, so you can avoid undesirable academic outcomes.

- **Planning your future** is easier with **Career Services,** with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

How is respect for diversity and inclusion maintained?

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

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe**. The term 'objective' means the idea presented can be tested by critical peer review and rigorous debate, and the idea is supported by credible scientific 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 that do not align with your personal beliefs and to demonstrate an understanding of these ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

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

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

How is academic integrity maintained?

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

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

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

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

- **Falsifying or misrepresenting** the student's own academic work.

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

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

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

- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or **'Z' grade** for the entire course). All academic integrity issues will be subject to appropriate referral to **Student Conduct and**

[Academic Integrity (SCAI)](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **[UCF Golden Rule](#)** for further information.

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.

- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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

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

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

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

ProctorHub and Exams

[ProctorHub](#) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment.

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

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

- There is also a **[ProctorHub practice quiz](#)** included in the Course Introduction module.

- You are expected to **submit this practice quiz at any time prior to your first Exam**, which opens at **07:00AM EST** on **JUL 14, 2023**. It is recommended that you retake this quiz **at least once during the week of each exam** to ensure your webcam and the system are consistently working properly.

If your webcam stops working or you have other issues with your webcam during an exam:

- T**ake a screenshot** of any issues that occur and **continue to take your exam**.
- Once you have completed your exam, **notify your instructor** about the issue
- Contact **Webcourses@UCF Support** for any problems with ProctorHub.

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

- **Taking a screen shot of or writing out an online quiz or exam question and posting it** to the study group, and/or asking for assistance is considered academic misconduct.

- **Answering an online quiz or test question posted to study group** is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- **Using outside assistance from another student or by searching the Internet;** Googling for answers, use of websites (such as Quizlet, Course Hero, Chegg Study, etc.) is considered academic misconduct.

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

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

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

Why should I use WebCourses Inbox for communication?

Our **official mode of communication is the secure WebCourses Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with your instructor. However, **if you use the UCF Knights Mail system**, please use the

course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

What are the technology and software requirements?

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

- Access to a reliable laptop or desktop computer **at least three-to-four times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for **lab hours and locations** .
- Reliable broadband internet access
- A **compatible web browser**
- Audio input, built-in, or external computer speakers
- **Webcam access for ProctorHub use during exams**

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to **locate** and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this **UCF video**.

What is my course lecture and assignment schedule?

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

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

- **Due dates for graded work** are listed in the Course Summary below and the Study Plan section in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Summer B Session Schedule

Weekly Content	Topics	Text Reading	Complete
Week 1 (Jun 26-Jul 02)			
Course Intro	Things You Should Know	–	Required Activity
Module 1	Science of Brain and Behavior	Introduction, CH1	Quiz 1
Module 2	Neurophysiology and You	CH2, APPX1	Quiz 2
Week 2 (Jul 03-09)			
Module 3	Sensory and Unconscious Processing	CH3	Study 1 & Quiz 3
Module 4	Hormonal Effects and Emotions	CH4, APPX2	Quiz 4
Module 5	Memory and Plasticity	CH5	Quiz 5
Week 3 (Jul 10-16)			
Module 6	Growing into Behaviors	CH6	Quiz 6
Module 7	Roots of Behaviors	CH7	Quiz 7
EXAM 1 (Jul 14-16)	**Modules 1 through 7**		
Week 4 (Jul 17-23)			
Module 8	Behavior, Genetics and Health	CH8 & APPX3	Quiz 8
Module 9	Culture Matters	CH9	Study 2 & Quiz 9
Week 5 (Jul 24-30)			
Module 10	Evolution and Behavior	CH10	Quiz 10
Module 11	Hierarchy and Obedience	CH11, CH 12	Quiz 11
Module 12	Morality and Temptation	CH 13	Quiz 12
Week 6 (Jul 31-Aug 06)			
Module 13	Empathy and Awfulness	CH14, CH15	Quiz 13
Module 14	Choosing and Behaving (Or Not)	CH16, CH17, Epilogue	Quiz 14
EXAM 2 (Aug 04-06)	**Modules 8 through 14**		

Course Syllabus

Jump to Today   ✎ **Edit**

ANT 3610: Language and Culture Summer 2023

Dr. Beatriz Reyes-Foster

Syllabus

SUMMER DISCLAIMER: Summer terms are 16 weeks of content compressed into 6 weeks. We are required to cover the same content as a regular 16-week semester, so please be prepared to work hard and dedicate time! If you find that completing this course at an accelerated pace is too difficult, please withdraw from this course and take the fall/spring full 16-week semester version in the future.

Instructor Contact

Instructor	Dr. Beatriz Reyes-Foster

Office	Howard Phillips Hall 409I
Office Hours	Fridays 9-11 am EST, or by appointment OH are via Teams or Zoom
Phone	407-823-2206
E-mail/Response time	**beatriz.reyes-foster@ucf.edu (mailto:beatriz.reyes-foster@ucf.edu? subject=ANT3610)** **Email is the best way to reach me.** Please know that in addition to administrative and research duties, I also have children, a spouse, three cats and a bunny who want to spend time with me. As such, I will respond to emails from Monday-Friday between 9am-5pm, but I will not be checking email over the weekend. I will respond to your email within 24-36 hours unless you are notified otherwise.

Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610
Credit Hours	3
Semester/Year	Summer B 2023
Mode	W, 100% online, asynchronous
Prerequisites	Sophomore Standing

UCF Catalog Description

The study of language in a non-western setting; language and behavior; language and perception.

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.
- Understand and value the intersecting role of language and culture in a new way

Required Texts

- Ahearn, Laura. 2021. *Living Language: An Introduction to Linguistic Anthropology*. 3rd edition. Wiley-Blackwell. ISBN 978-1-119-60814-1.
- Davis, Jenny. 2019. *Talking Indian: Identity and Language Revitalization in the Chickasaw*

Renaissance. University of Arizona Press. ISBN 978-0816537686. *This book is FREE from the University Library!* **[You may read it online by following this link.](https://nam02.safelinks.protection.outlook.com/?url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01%7)** ⤷
**(https://nam02.safelinks.protection.outlook.com/?
url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01%7
Foster%40ucf.edu%7Cbec12f55244b4b8c54a908da353a110d%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C**

Please Note

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in UCF Webcourses.

UCF Student Accounts will bill you at the discounted price as a course charge for this course.

It is recommended that you Opt-In as these materials are required to complete the course. You can choose to Opt-In on the first day of class, right within Canvas. Be sure to Opt-In before the Add/Drop deadline to have access to your course materials at the discounted price.

Attention: VA/VR/DBS and Dual Enrollment students, DO NOT Opt-In. You will need to contact the bookstore for your course materials.

By placing your digital course materials on Webcourses@UCF, the UCF Campus Store and the publisher of your textbooks have discounted your course materials to bring you the **lowest price available**. To take advantage of this **discounted rate**, you will need to **Opt-In** to have the cost of these materials billed to your UCF Student Account under a fee called "Digital Course Materials". This means you can access the course materials today, and will not have to pay for them until the UCF fee payment deadline on your UCF Student Account.   The Opt-In deadline is this Friday of the first week of class at 11:59pm (Summer B 2023: **July 2, 2023**).

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

Supplemental Texts

Links to other required supplemental course material can be found in each module of this course.

Course Activities

- Read the assigned materials.
- Participate in course discussions using Yellowdig.
- Complete all required assignments.
- Respond to all quizzes.
- Pass the midterm and final exams.
- Follow all class protocols.

Course Requirements

This course begins on June 26, 2023 and ends on August 4, 2023. **This course is a self-paced course, so you may go as fast as you like as long as you finish by the required deadlines (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** Please note the module closing dates dates below (all modules close at 11:59 pm on their respective due date). **I will not, under any circumstances, open a module quiz for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Discussions:

Yellowdig is an online discussion platform we will be trying out for this course. You receive points for participating in Yellowdig conversations, and **the points you receive in Yellowdig factor will comprise 30% of your final grade.** To earn the maximum, you must have accrued at least 4000 points in Yellowdig by the end of the course. There are two earning periods: June 26-July 13, and July 14-August 4. You can earn up to 2700 points per earning period. The grading period for Yellowdig will

span the entire semester.

You receive points for interacting and engaging with your peers in ways such as writing a post, writing a comment, receiving a comment on your post, receiving an accolade (badge) on your post or comment, and receiving a reaction on your post or comment. You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades.

To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the earning period max (2700 points), you cannot earn additional points until the next earning period (there are two periods in this course).

Yellowdig passes back your Yellowdig grade to the Webcourses@UCF gradebook as a proportion (a percentage) that represents your current pace toward earning the maximum in Yellowdig.

For more details including sorting/filtering posts, technical support, and point breakdowns, visit our **Yellowdig FAQ (https://webcourses.ucf.edu/courses/1430027/pages/yellowdig-faq)** page.

Papers

There are two short paper assignments this term, a language autobiography assignment and an Endangered Language profile. More information is available in the course modules and assignment pages.

Quizzes

You are required to complete a weekly multiple-choice quiz covering course content. You will not be required to complete a quiz the same week as the midterm or final exams.

Exams

There are two exams in this class, a midterm and a final exam. More information is available in the course modules.

Activity Submissions

All quizzes, exams, and papers will be submitted via Webcourses@UCF. Course discussions will take place via our Yellowdig community.

Course Schedule

Module #	Lesson #	Quiz Closes
Getting Started Module	--	--
Module 1	1-3	7/4/23
Module 2	4-5	7/10/23
Module 3	6-7	--
MIDTERM	1-7	7/17/23
Module 4	8-9	7/24/23
Module 5	10-11	7/31/23
Module 6	11-13	
FINAL EXAM	1-13	8/4/23

**All quizzes close on Monday nights at 11:59 EST (Eastern Standard Time). Wherever you are, be sure to keep on top of the US East Coast time zone. Please note I will NOT re-open quizzes due to a misunderstanding of time zones.

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments have a 3-day grace period. Assignments may be submitted up to three days

past the due date. Late assignments are penalized 2 points per day.

24-hour for 20% Exam Grace Period

Life can be unpredictable, and sometimes flexibility is necessary! For this reason, I award all students a 24-hour grace period with a 20% penalty on the midterm and final exam in this class. You will receive an inbox message from me confirming you missed the exam with an updated due date. There are no additional makeups beyond this 24 hour period unless there are documented extenuating circumstances.

Evaluation and Grading

Your grade will be based on the Following scale:

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

Your grade will be based on the following assignments and assessments. Please see the **Assignment List** (https://webcourses.ucf.edu/courses/1430027/assignments) for more information.

Assignment Group	Percentage
Discussions (Yellowdig)	30%
Papers	30%
Quizzes	20%

Exams	20%

Policy Statements

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

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

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

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

For more information about Academic Integrity, students may consult **The Center for Academic Integrity.** ⬏ **(http://www.academicintegrity.org/icai/assets/FVProject.pdf)**

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

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 (http://goldenrule.sdes.ucf.edu/zgrade)** .

Course Accessibility Statement

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

Campus Safety Statement

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

security concepts.

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

(https://youtu.be/NIKYajEx4pk)

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.

Copyright

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.

Turnitin.com Statement

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/)** .

Artificial Intelligence Tools

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.

Course Summary:

Date	Details	Due

Tue Jun 27, 2023	🚀 **Getting Started Quiz** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976867)](https://webcourses.ucf.edu/courses/1430027/assignments/7976867)	due by 11:59pm
Sun Jul 2, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983915)](https://webcourses.ucf.edu/courses/1430027/assignments/7983915)	due by 11:59pm
Tue Jul 4, 2023	📝 **Language Autobiography Assignment** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976872)](https://webcourses.ucf.edu/courses/1430027/assignments/7976872)	due by 11:59pm
	🚀 **Module 1 Quiz** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976868)](https://webcourses.ucf.edu/courses/1430027/assignments/7976868)	due by 11:59pm
Sun Jul 9, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983994)](https://webcourses.ucf.edu/courses/1430027/assignments/7983994)	due by 11:59pm
Mon Jul 10, 2023	🚀 **Module 2 Quiz** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976869)](https://webcourses.ucf.edu/courses/1430027/assignments/7976869)	due by 11:59pm
Sun Jul 16, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983995)](https://webcourses.ucf.edu/courses/1430027/assignments/7983995)	due by 11:59pm
Mon Jul 17, 2023	🚀 **Midterm Examination** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976864)](https://webcourses.ucf.edu/courses/1430027/assignments/7976864)	due by 11:59pm
Fri Jul 21, 2023	📝 **Endangered Language Profile Assignment** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976871)](https://webcourses.ucf.edu/courses/1430027/assignments/7976871)	due by 11:59pm
Sun Jul 23, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983996)](https://webcourses.ucf.edu/courses/1430027/assignments/7983996)	due by 11:59pm
Mon Jul 24, 2023	🚀 **Online Quiz 3** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976866)](https://webcourses.ucf.edu/courses/1430027/assignments/7976866)	due by 11:59pm

Tue Jul 25, 2023	📝 **TED talk paper (extra credit)** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976874)](https://webcourses.ucf.edu/courses/1430027/assignments/7976874)	due by 11:59pm
Sun Jul 30, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983998)](https://webcourses.ucf.edu/courses/1430027/assignments/7983998)	due by 11:59pm
Mon Jul 31, 2023	🚀 **Online Quiz 4** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976865)](https://webcourses.ucf.edu/courses/1430027/assignments/7976865)	due by 11:59pm
Wed Aug 2, 2023	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7983999)](https://webcourses.ucf.edu/courses/1430027/assignments/7983999)	due by 11:59pm
Fri Aug 4, 2023	🚀 **Final Examination** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976863)](https://webcourses.ucf.edu/courses/1430027/assignments/7976863)	due by 11:59pm
	📝 **Multifunctionality Matching** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976873)](https://webcourses.ucf.edu/courses/1430027/assignments/7976873)	
	📝 **Post to Yellowdig** [(https://webcourses.ucf.edu/courses/1430027/assignments/7976870)](https://webcourses.ucf.edu/courses/1430027/assignments/7976870)	

ANT3955
Bioarchaeology in the Balkans: Croatia
Study Abroad UCF - Summer A
Department of Anthropology * College of Sciences * University of Central Florida

Professor: Dr. J. Marla Toyne
Office: on site
Phone: (407) 408 0549 (Whatsapp)
Email: j.marla.toyne@ucf.edu

Course Description

This course will use the tools of bioarchaeology to investigate demography, health, and disease in the Croatia past and present, including the broad historical transitions that impacted human lives across the region. We will explore the concept of health in ancient societies, the evidence for disease in the past, and in turn, how past peoples contended with illness, violence, and social change. The study abroad will contextualize human biology and biocultural health outcomes through student participation in lectures, site and museum visits, laboratory explanations, and the analysis of human remains. Students will also learn about theoretical approaches to health in anthropology, including readings on demography, embodiment, care, disability, forensics, and identity studies, and how individuals have important roles in history.

The study abroad would provide a **high-impact international experience** for UCF students by introducing them to unique archaeological and historical sites in Croatia and help them learn how skeletal remains hold clues to human health and evolution in the past. Students will gain important historical and cultural knowledge about ancient civilizations and bioarchaeological methods, but also understand the importance of careful analysis, ethical treatment and curation of materials. We will also learn about studies in modern human biology and more recent historical events of forensic significance. Zagreb (continental) and Pula (Istrian coast) provide distinct environments for contextualizing Croatia cultural developments and allow students to participate in learning activities with different local collaborators.

Course Prerequisites: Interview with faculty leader and acceptance/commitment to UCF Study Abroad program.
Course Credits: 3 credit hours

Course Learning Outcomes

By the end of this course, students will:
- ❖ Explore the cultural prehistory of Croatia and the major civilizations that have been identified archaeologically.
- ❖ Investigate evidence of health and medicine in the bioarchaeological record from Croatia, to explore the intersection between biology and culture in the life of a single individual.

- ❖ Provide students with introductory knowledge of bone identification and morphology including landmarks and features.
- ❖ Introduce students to methods used to analyze human skeletal remains, estimation of age at death, sex, and stature using a range of methodologies.
- ❖ Learn bioarchaeological methods including reviewing archaeological materials in museums, visiting archaeological/historical sites, discussing ethical treatment of human remains, and observing changes in human skeletal remains in laboratory settings.
- ❖ Evaluate and discuss scholarly sources about Croatian bioarchaeology.
- ❖ Provide an exemplary international experience for undergraduate and graduate students.

Textbook and Readings

REQUIRED:
- ❖ Martin, D. L., Harrod, R. P., & Perez, V. R. (2014). *Bioarchaeology. An Integrated Approach to Working with Human Remains*. New York: Springer. Chapter by Chapter.

AVAILABLE online:
- ❖ Nikita, E. (2017). *Osteoarchaeology : a guide to the macroscopic study of human skeletal remains*. Boca Raton: Academic Press.
- ❖ Additional Required Croatian and Bioarchaeology specific readings will be made available through WebCourses as PDFs.
  Also highly recommended and we will review chapters:
- ❖ White, T. D., & Folkens, P. A. (2011). *Human Osteology* (3rd ed.). San Diego: Academic Press.

Student Evaluation

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

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

Final Grades will be based on your performance in the following:

Evaluation:	% Final Grade:
Participation (in activities/lectures)	20%
Quizzes (online)	5%
Reflections/discussions (online)	20%
Article presentation	15%
Lab worksheets/participation	10%
Final Osteobiography Project (take home submitted online)	30%
Total	*100%*

The program will take place over approximately 3 weeks corresponding mostly with Summer A. It will include lectures, lab assignments, and field trips. There are regular required readings to prepare for each day's scheduled activities and student participation and regular evaluations.

Topics/sections will have lectures, a reading, and associated short reflection responses as the online learning component. Group online discussions (reflections) of these assignments will be used to have students engage with each other on topics related to major discoveries and methods and new interpretations. Participation is based on regular attendance and consistent

PARTICIPATION in in-class discussions. Final assignment will be due one week after program abroad ends.

LABS

There will regular lab-based activities based on observing and recording various features of the human skeleton. This is not an intensive osteology course. We will begin with basic identification and inventories, and progress through the observation of variation among different ages and between biological sexes, as well as learning about skeletal pathology. Each lab will have a worksheet for observations and osteological measuring tools will be provided. There will be some open lab times in the afternoon for you to independently study, learn, and identify the different features of the skeleton.

Note: You will be in contact with and handling real human bone on a daily basis. This course is not cast-based, we will be using actual archaeological remains from numerous sites throughout Croatia, dating from the Paleolithic to the modern era. They are priceless and irreplaceable. They must be handled with care and treated with respect.

MINI-QUIZZES will occur weekly **online** based on required readings. These are **multiple choice** or **short answer questions** based on REQUIRED daily readings and provided questions available in Webcourses modules. Quizzes will be due before class.

REFLECTIONS are specific questions-based responses based on additional required articles. Reflections will be at the end of each day and be discussed as we begin new topics as past learning and goals for new topics. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.).

ARTICLE Presentation – each student will select from a number of bioarchaeological case studies and present in discussion format to the rest of the class.

Final Project

There will a written final **project based on the creation of an Osteobiography.** The complete osteological analysis of a single individual will be expected of all undergraduate students in the course. This will consist of an osteological and paleopathological inventory (following Buikstra and Ubelaker 1994) of a fragmentary skeleton, accompanied by a textual interpretation and description of the age, sex, health, disease, diet, trauma, lifestyle, and activity of the individual. This will be worth a total of 30% of your overall grade. Detailed instructions will be provided.

SCHEDULE outline: (*subject to modification)
Pre-Travel Meetings (Required):

Meeting	Location	Topic	Contributor	Preparation
#1 – Q&A	UCF – TBD	Introduction and Preparation for Study Abroad in Croatia	Dr. Toyne	Completion of Study Abroad paperwork
#2 - Lecture	UCF – MSB 149 3 hours	Introduction to human osteology and skeletal biology Lecture 1. Intro skeletal and anatomical terms.	Dr. Toyne	Review handouts and practical

		Lab 1. bone names and anatomical terminology.			

On Site in Croatia:

	Day	**Event/activity/lecture/site visit**	**Contributor**	**Assigned readings**	**Assignment**
Tues May 16	Zagreb, Croatia	**Institute for Anthropological Research** • Introduction to program and location • Intro lectures: History of Croatia • Intro to Bioarchaeology theory and method • **Walking tour of Zagreb**	Dr. Toyne, Dr. Novak, **Institute for Anthropological Research**	Martin CH1 AND Nikita Ch1 (White 1, 2, 3)	Reflection 1
Weds May 17	Zagreb, Croatia	**IAR** – • Lectures: • Discussion • **Visit Museum of Zagreb**	Dr. Toyne Dr. Jankovic, IAR		Lab intro
Thurs May 18	Zagreb, Croatia	**IAR** – • Lectures • Discussions • **Visit to Zagreb Hospital**	Dr. Toyne Dr. Novak, IAR	Martin CH2 Buikstra Ch1, Ch2 (Mihelić 2019) (Čavka 2010)	Reflection 2
Fri May 19	Zagreb, Croatia	• **Visit the Archaeological Museum of Zagreb** **IAR** – • Lectures • Discussion • Begin working on skeletons	Dr. Toyne Dr. Jaqueline Balen, Archaeological Museum of Zagreb	Martin CH 6, Nikita CH2 (White 18)	Lab Practical
May 20	Day trip to Krapina	• **Travel to Krapina,** • **Visit Neandertal Museum** • **Visit Trakoškan castle**	Dr. Toyne		Reflection 3
May 21	Free day				
Mon May 22	Zagreb, Croatia	**IAR** – Roman Period • Lectures • Discussion • **Andautonia Archaeological site visit**	Dr. Toyne Dr. Novak, IAR	Šlaus 2010	Lab Practical
Tues May 23	Zagreb, Croatia	**IAR** – Bioarch/Forensic • Lectures • Discussion • **Visit the Ethnographic Museum of Zagreb**	Dr. Toyne Dr. Novak, IAR	Martin CH4, CH5 (White 15)	Reflection 4
Weds May 24	Zagreb, Croatia	**IAR** – Medieval Period • Lectures • Discussion • **Visit Mirogoj cemetery**	Dr. Toyne Dr. Novak, IAR Dr. Bilogrivič	Martin CH7	PICK ARTICLE
Thur May 25	Zagreb, Croatia	**IAR** – Forensics, Human Biology, Radiography • Lectures	Dr. Toyne Dr. Marjanovic Dr. čavka	Martin CH8 (White 19, 20, 21)	Lab Practical
Fri May	Zagreb, Croatia	**IAR** – Bioarch, SI	Dr. Toyne Dr. Novak, IAR	Martin CH9	Reflection 5

26		• Lectures • Discussion			
May 27	Travel to Pula				
Sun May 28	Pula, Istria	• **Excursion around Istria**	Dr. Toyne Local Guide		Reflection 6
Mon May 29	Pula, Istria	• **Lectures and visits to Roman coliseum and other sites (walking tour)** • Article presentations	Dr. Toyne Local Arch		
Tues May 30	Pula, Istria	• Article presentations	Dr. Toyne Student presenters		Reflection 7
Weds May 31	Travel to Zagreb				
Thurs June 1	Return to U.S.A.				

Post Travel

Final Assignment Due via Webcourses

Policies

Contacting the professor
In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently. But also, we will also use GROUPME that has been set up for the course. Please use this platform respectfully, to ask questions, or make a meeting with me.

Please REMEMBER: The professor is in country with you and working to keep all the logistics in order in addition to providing lectures and grading. I value professor-student contact and I have dedicated 1 hour for meetings every 2nd evening. I can better address questions about course material and assignments in class or other questions of biological anthropology during these meetings. Email is NOT a substitute, and I CANNOT engage in lengthy discussion about course material or assignments over email. We will also spend time walking back and forth to the IAR and other locations so we can also use that time for public conversations. If you need private time, please let me know as soon as possible.

Webcourses@UCF
This is a study abroad course but some course materials and assignments have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

Grading and evaluation
All effort will be made to return graded materials to you within 1 week of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.

Participation is an important component of this class and coming to class prepared each week by reading all assigned materials (articles, chapters, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Course Etiquette (like normal UCF courses)

- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet. Let's not get distracted together!
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- Let's Chat! Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Deadlines and Make-ups

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

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

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'

Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

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

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>.

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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

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

Study Abroad Safety Statement
Emergencies while abroad are rare, but if one should arise during this course, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. If you

notice that a fellow student is in distress, please contact the professor. It is not your job to provide assistance unless it is an emergency. Your emotional and physical well-being of the highest importance during this study program.

- In case of an emergency, **dial 112 for assistance**.
- If students fall ill, they need to contact the professor immediately for medical assistance.
- Students should know the evacuation routes from each of their locations and have a plan for finding safety in case of an emergency.
- 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.
- We will use Groupme to coordinate check ins when necessary. You will need to have access to wifi, and there are many free hotspots https://www.wifimap.io/countries/99-croatia-free-wifi. --→

Discrimination
I am committed to encouraging a caring and supportive atmosphere while on study abroad and to promoting a campus-like climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.
UCF is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. https://www.ucf.edu/services/s/title-ix-reporting/

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

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

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

Forensic Anthropology

ANT 4521 • 3 credit hours

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

ANT4521 (AW60) Forensic Anthropology • Dr. Sandra Wheeler • 3 Credit Hours • Fully Online for Summer A 2023!

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Tuesdays 10-11:30am in Chat for online office hours and by private appointment (via Zoom)
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Brenna Raisor and Stephanie Fuehr
Contact: Inbox or Discussions

For a full list of readings and due dates by module click here for the Course Schedule snapshot. For the most up-to-date information on due dates, check the Course Summary at the end.

University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the

laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

We will explore these various topics through audio lectures, assigned readings, written exercises, and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced on Webcourses.

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

Anthropology majors! This course counts as a Restricted Elective towards the major requirements. This is also a required course for the Crime Scene Investigation Certificate!

This course will be delivered online asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes, and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates. Quizzes and exams have Respondus LockDown Browser enabled, so you will need to take these on a computer with a webcam.

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

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

Learning Objectives

By the end of this course, you will be able to:

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Text (pssst... it's free!)

Forensic Anthropology: Current Methods and Practice, 2019, by Christenson et el.

This book is available FOR FREE as an eBook through the UCF Library. You will need to log in with your NID and password to access the chapters (pdfs): https://www.sciencedirect.com/book/9780128157343/forensic-anthropology

I will provide you additional readings electronically as pdfs on Webcourses. Woo!

If you are interested in this subject, I **recommend** the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.

Recommended Resources

Professional Organizations
American Association of Forensic Science: https://www.aafs.org/
American Board of Forensic Anthropology: http://theabfa.org/
Defense POW/MIA Accounting Agency (DPAA): https://www.dpaa.mil/
Orange County Medical Examiner's Office: https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0IuHt7nUI
Indiana State Coroners Training Board: https://www.in.gov/ctb/
FLorida UnIdentified Decedents DataBase (FLUIDDB): http://fluiddb.com/

Forensic Anthropology Research Facilities (in North America)
Applied Anatomical Research Center (AARC)-Sam Houston State University: https://www.shsu.edu/centers/aarc/
Complex for Forensic Anthropology Research (CFAR)-Southern Illinois University, Carbondale: https://cola.siu.edu/anthro/cfar/
Forensic Anthropology Center (FAC)-University of Tennessee: https://fac.utk.edu/
Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos: https://www.txstate.edu/anthropology/facts/labs/farf.html
Forensic Investigation Research Station (FIRS)-Colorado Mesa University: https://www.coloradomesa.edu/forensic-investigation-research-station/index.html
Forensic Osteology Reseach Center (FOREST)-Western Carolina University: https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx
Forensic Research Outdoor Station (FROST)-Northern Michigan University: https://www.nmu.edu/frost/home
The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-

Rivières: https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors
University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): http://forensics.usf.edu/

Grading Scale (+/- letter grades)

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

Important Things About Your Grade!

This course is a requirement for some Criminal Justice-oriented certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Case Study Responses	15%	Complete 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	15%	Complete 4 of 6 exercises applying various methods in forensic anthropology
Quizzes	10%	Complete 2 quizzes. Respondus LockDown Browser enabled.
Exams	60%	Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions. Respondus LockDown Browser enabled.

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

Case Study Responses: I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions; one is a human osteology quiz, the other is a skeletal trauma quiz. Both are required. There are no make ups for these quizzes so make sure you take them during their assigned times (also see section on make-up work)! **NOTE: Respondus LockDown Browser is enabled.**

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented online. There will be **no make-ups** for exams without proper documentation (this means proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final exam period. NOTE: Respondus LockDown Browser is enabled.**

How Do I View My Grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and exam grades will be available within one week after the final due date; for assignments no later than 2 weeks after the posted due date.

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

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

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

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (3) close by 11:59pm • Quizzes due by 11:59pm • Assignments due by 11:59pm	• Start review of module pages • Call your friend	• Read required readings	• Watch any video or media in modules • Review notes and readings	• Review posted lectures • Water your plants!	• Quizzes and exams open at 8am	• Dance

What About Make-Up Work?

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

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-

of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your due dates, and other similar circumstances **do not** qualify as extreme.

If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:**https://scs.sdes.ucf.edu/services/

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

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

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about academic and non-academic services.

Who Should Take This Online Course?

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

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual Zoom meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

Important Things

First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me or your GTA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox

function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines. for more information about your access to non-academic services.

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

Academic Responsibility and Integrity

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

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct for further action. See UCF Golden Rule and the UCF Rules of Conduct for more information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone

else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a [Z grade](#).** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

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

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class, on the Discussion boards, assignments or other areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456

UCF (and me!) considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. **These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe.** Objective means

that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

Student Accessibility Services (SAS)

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

Deployed Active Military Students

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

Religious Observances

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

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

Copyright

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

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

Third-Party Software and FERPA

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

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced in class or through Webcourses. Due dates for assignments can be found in the table below.

ANT4521 Required Readings and Assignments, Summer 2023

Please check the assignment pages for posted due dates and available dates for quizzes and exams! **Note:** Required Readings are found in the Intro pages of each Module.

Module 1: Introduction to Forensic Anthropology

Required Readings

- Chapter 1 - Introduction to forensic anthropology. Christensen et al.
- Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al.
- Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al.

Assignments

- Getting Started Quiz by FRIDAY
- Investigate This 1! by due date
- Case Study 1 by due date

Module 2: Osteology and Terminology

Required Readings

- Chapter 2 - Human osteology and odontology. Christensen et al.
- Use class notes

Optional Readings

- Review chapters 2-11 in optional text

Assignments

- Quiz 1 available: complete by due date

Module 3: Non-Forensic Skeletal Remains

Required Readings

- Chapter 4 - Medicolegal significance. Christensen et al.
- Determining the forensic significance of human remains. JJ Schultz.
- A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al.

Optional Readings

- Review chapters 12, 16 in optional text

Assignments

- Investigate This 2! by due date
- Case Study 2 due by due date

Module 4: Forensic Archaeology and Recovery

Required Readings

- Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al.
- Collecting skeletal remains. Dupras et al.

--Exam 1 Available Online at 8am on FRIDAY and closes at 11:59pm EST on SUNDAY)--

Module 5: Organizations & Death Investigation Systems

Required Readings:

- The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti.
- Evidentiary standards for forensic anthropology. Christensen and Crowder.

Optional Readings

- Review relevant pages in chapter 14 in optional text

Module 6: Initial Examination & Forensic Anthropology Reports

Required Readings

- Chapter 7 - Processing, resolving commingling, and preserving remains. Christensen et al.
- The working forensic anthropology laboratory. Walsh-Haney et al.
- Professional results (excerpt). Burns.

Assignments

- Investigate This 3! by due date
- Case Study 3 due by due date

Module 7: Developing a Biological Profile

Required Readings

- Chapter 8 - Sex estimation
- Chapter 9 - Ancestry estimation
- Chapter 10 - Age estimation

Optional Readings

- Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text

--Exam 2 Available Online at 8am on FRIDAY and closes at 11:59pm EST on SUNDAY)

Module 8: Trauma

Required Readings

- Chapter 13 - Analysis of skeletal trauma. Christensen et al.
- Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command – Central Identification Laboratory. Emanovsky.

Optional Readings

- Review relevant pages in chapter 13 in optional text

Assignments

- Investigate This 4! by due date

- Case Study 4 due by due date
- Quiz 2 available: complete by due date

Module 9: Personal Identification

Required Readings

- Chapter 14 - Personal identification. Christensen et al.
- Review relevant pages in chapter 13 in optional text

Assignments

- Investigate This 5! by due date
- Case Study 5 due by due date

Module 10: Forensic Taphonomy

Required Readings

- Chapter 5 - Forensic taphonomy. Christensen et al.
- A Santeria/Palo Mayombe cauldron containing a human skull and multiple artifacts recovered in western Massachusetts, USA. Pokines.
- Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell.

Assignments

- Investigate This 6! by due date
- Case Study 6 due by due date

Module 11: Forensic Anthropology and Humanitarian Work

Required Readings

- Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al.

--Exam 3 (Final Exam) Available Online at 8am on FRIDAY and closes at 11:59pm EST on SUNDAY)--

ANT 4954 / ANG 5950: Study Abroad –
Geospatial/Archaeological Field School at Kerkenes

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Summer C 2023*
Office:	*Kerkenes Excavation House*	*Credit Hours*	*3*
Phone:		*Class Meeting Days:*	*TBD*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*TBD*
Website:	*Canvas*	*Class Location:*	*Şahmuratlı, Turkey*
Office	*TBD*	*TA:*	*TBD*
Hours:		*TA email:*	*TBD*

University Course Catalog Description

This course provides hands-on experience with using geospatial technologies on an archaeological project in Turkey.

Course Overview

This course will teach you how to use the latest in geospatial technologies for undertaking excavation within the ancient city at Kerkenes in central Turkey. This archaeological project is world-famous for its early adoption and its extensive and innovative use of technologies such as magnetometers, resistivity meters, survey-grade GPS systems, drones, 3D scanners, and agent-based simulations. You will participate in the fieldwork of the project and undertake various tasks within the excavations and working with the geospatial datasets.

Course Objectives

In this course, students will gain hands-on skills in:

- Using geospatial equipment for archaeological research and cultural heritage recording.
- Participate in the field implementation of new augmented-reality geospatial drawing tools.
- Being able to understand the usefulness of existing and emerging technologies to archaeological research.
- Living and working in a foreign country, as well as gaining a better understanding of Turkey, archaeology in Turkey, and the greater Middle East
- Participate in an archaeological excavation and be introduced to its various subprojects.
- Project Implementation: applying a research design to real world data to generate interpretable scientific results

Course Prerequisites
None

Required Text and Articles
Required reading material will be provided in person in the field.

Basis for Final Grade
Your grade will be based upon your participation in field data collection and processing activities (79%), a final project report (20%), and the syllabus quiz (1%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday of Week 1 at 5pm	1%	1
Participation in field data collection and processing activities	June 7 – July 7	79%	79
Undergraduate Final Project Report	Final week	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 5pm on the Friday of first week.

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student

organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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

Course Accessibility

Both I and the University of Central Florida are committed to providing access and inclusion for all persons with disabilities

Grades of "Incomplete"

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

Course Topics

The scheduling of the topics in this syllabus is highly dependent on external factors (such as weather or permit permissions). These topics will be covered within the course lectures and practicums, though we'll flexibly move them around to accommodate constraints imposed by these external factors.

Topic
Geospatial measurement tools: GPS and Total Stations – Point provenience and mapping
3D Laser Scanning
Photogrammetry
Geographic Information Systems (GIS)
Augmented-Reality for geospatial data collection
Archaeological Excavation Techniques
Ceramic Analysis
Palaeobotanical Analysis
Archeozoological Analysis
Archeometallurgical Analysis
Archaeological Conservation

ANT 4956 / ANG 5951: Study Abroad –
Geophysical Field School at Kerkenes
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Summer C 2023*
Office:	*Kerkenes Excavation House*	*Credit Hours*	*3*
Phone:		*Class Meeting Days:*	*TBD*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*TBD*
Website:	*Canvas*	*Class Location:*	*Şahmuratlı, Turkey*
Office	*TBD*	*TA:*	*TBD*
Hours:		*TA email:*	*TBD*

University Course Catalog Description
This course provides hands-on experience with using geophysical and geospatial technologies on the survey portion of an archaeological project in Turkey.

Course Overview
This course will teach you how to use geophysical and geospatial technologies within the ancient city at Kerkenes in central Turkey. This archaeological project is world-famous for its early adoption and its extensive and innovative use of technologies such as magnetometers, resistivity meters, survey-grade GPS systems, drones, 3D scanners, and agent-based simulations. You will participate in the fieldwork of the project and undertake various tasks within the geophysical survey and working with the geospatial datasets.

Course Objectives
In this course, students will gain hands-on skills in:
- Using geophysical equipment on an archaeological site and interpreting the results.
- Using geospatial equipment for gridding the geophysical data collection areas.
- Being able to understand the usefulness of existing and emerging technologies to archaeological research.
- Living and working in a foreign country, as well as gaining a better understanding of Turkey, archaeology in Turkey, and the greater Middle East
- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Public speaking: through the presentation of the project and its analysis

Course Prerequisites
None

Required Text and Articles
Required reading material will be provided in person in the field.

Basis for Final Grade
Your grade will be based upon your participation in field data collection and processing activities (69%), a final project report (20%), an oral presentation of that report (10%), and the syllabus quiz (1%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday of Week 1 at 5pm	1%	1
Participation in field data collection and processing activities	May 18 – June 6	69%	69
Final Project Report	Final week	20%	20
Oral Presentation of Report	Final week	10%	10

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Course Topics

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Topic
Introduction to Turkey and to Kerkenes
History of Research at Kerkenes
Archaeological background of Kerkenes
Geophysical Remote Sensing – Resistivity
Geophysical Remote Sensing – Magnetometry
Geophysical Remote Sensing – Radar
Drones and Aerial Photography
Geospatial measurement tools: Total Stations – grid layout
Geographic Information Systems (GIS) analysis of geophysical datasets