

ANG5094: Writing in Anthropology

Fall 2023 (3 credits)

Tuesdays, 6:00-8:50pm

Location: MSB 0149

Mode: P

Instructor Information:

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

Office: HPH309D

Office Phone Number: 407-823-0951

Office Hours: Tuesdays, 4:00-5:30pm, or by appointment

E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:

- *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, Second Edition.* ISBN-13: 978-0226499918.
- Additional readings will be provided through Webcourses@UCF.

Required Technology:

- Microsoft Office
- Access to Webcourses@UCF

Course Requirements:

- Mini Assignments:
 - Peer review practice
 - Journal list
 - Up Goer Six
- Peer review
- Editing
- Final portfolio
 - 2 peer reviews of other students' work
 - 3 drafts of your own work showing the incorporation of faculty and student feedback
 - Final draft of paper
 - Abstract
 - Up Goer Six
 - Final Abstract

Course Description:

Anthropology requires a distinctive style of writing in terms of engagement with literature, crafting of arguments, as well as the style of expression, quoting, and reporting results. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The subdisciplines of cultural and biological anthropology and archaeology each cultivate some distinctive characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular subdisciplines can maximize the usefulness of the workshop for their own benefit.

Course Objectives:

Students will:

- Become familiar with expectations in scholarly writing in anthropology.
- Improve scholarly writing.
- Learn to provide constructive editorial feedback on scholarly writing.

Grading: Grades will be posted to Webcourses@UCF based on the following:

Three (3) Mini Assignments: (20 points each, 80 points total)

These serve to reinforce the topics learned in class as well as to help you start thinking about how to be a peer reviewer and an author.

1. You will do a practice review at the beginning of the semester of a paper draft. This is to gauge what you know about peer review and to get you thinking about how to critically evaluate writing. You will revisit this draft at the end of the semester to see your growth as a reviewer.
2. There will be a journal list due at the beginning of the semester. For this assignment, you will submit a list of journals you can see yourself possibly submitting articles to in the future. This should be organized by topic. For example, if I want to publish dental studies, I might submit to *Dental Anthropology* and *Archives of Oral Biology*. If I want to submit bioarchaeological studies I might submit to: More Theoretical Based: *American Journal of Biological Anthropology*, *Journal of Anthropological Archaeology*; More Methodological: *Journal of Archaeological Sciences*; or More Anatolia: *Anatolian Studies*, *American Journal of Archaeology*. This is to help you start thinking about: 1) what options are out there for your research, 2) how different journals might be more suited for certain topics than others, 3) how journal selection is critical for reaching the audience you are aiming to reach, and 4) how different journals have different formatting requirements that must be considered when writing.
3. There will be an Up Goer Six assignment at the end of the semester. This assignment involves using the Up Goer Six online tool to think about how to write effectively and accessibly for specialists and non-specialists alike.

Peer Review/Editing: (100 points each, 500 points)

Three times throughout the semester you will submit drafts of your paper. The first draft will be peer reviewed by myself. You will then have two weeks to submit edits. The second draft will be peer reviewed by myself and at least two (2) classmates. You will then have two weeks to submit edits. The third draft will be peer reviewed by the same two (2) classmates.

- When you submit your edits, edits to your draft must be done in red to differentiate your original writing to the changes you have made.
- When you submit your edits, you will also submit a Response to Reviewers. This involves stating how you addressed specific comments from your reviewer. For example - from the reviewer: "It is unclear the techniques you used to understand correlation between X and X." My response: "A sentence has been added clarifying that we used tetrachoric correlation for the dichotomous data and Kendall's tau-b for the raw data."

Abstract: (50 points)

You will write an abstract based on your paper. The Up Goer Six assignment is a public-facing version of your abstract.

Final Portfolio: (200 points)

The final portfolio consists of the three peer reviews you provided to your classmates, the three drafts of your paper, the final draft, the abstract, and the Up Goer Six version of your abstract. The final portfolio serves to show your progress and improvement in writing and reviewing.

Note: You may not use this class to work on your thesis/dissertation or the corresponding proposal. You also may not use this class to work on a paper that serves as an assignment for another class.

Assignment	Percentage of Grade (Points)
Mini Assignments	9.64% (20 points each)
Submission #1	12.05% (100 points)
Peer Review	24.10% (100 points each)
Edits	24.10% (100 points each)
Abstract	6.02% (50 points)
Portfolio	24.10% (200 points)
Total	100.00% (830)

A: 92.5-100

A-: 90-92.49

B+: 87.5-89

B: 82.5-87.49

B-: 80-82.49

C+: 77.5-79

C: 72.5-77.49

C-: 70-72.49

D+: 67.5-69

D: 62.5-67.49

D-: 60-62.49

F: 59 and below

Classroom Policies:

- Class periods will involve a discussion of that day's topic, which will be split between a somewhat traditional "lecture"-style discussion and a more seminar-style conversation, and time to work on your papers. This may involve time to work on your literature review, writing your materials and methods, editing, formatting, etc.
- There is no ONE (1) WAY to write. Subdisciplines vary, fields vary, and people vary. This class is not designed to tell you "THIS IS HOW YOU WRITE." Rather, this class is designed to help provide some guidance and structure, some general tips and tricks, and to help you find your voice and style. Everyone has, and should, have their own writing personality. This class is to help you figure out your personality in academic writing.
- This class will help you become both a writer and a peer reviewer. As a result, you will be providing feedback to your peers, and you will be incorporating feedback from your peers. This also includes incorporating feedback from myself. The culture of academic writing that we will foster is COLLABORATION. Feedback is not to tear you down or make you feel bad about yourself. When we provide feedback, it is because we want you to be successful and proud of your work. Having people critique our writing is an exercise in vulnerability and we will be vulnerable together. Any overly harsh or rude behavior/comments will not be tolerated. You can provide feedback without being rude. Do not be the classic Reviewer 2.
 - The flip side of this is: PLEASE DO NOT only provide unhelpful "positive" feedback. Do not just say, "This is amazing." "You are such a good writer.", etc. This is not the helpful feedback you may think it is. Everyone has something to improve upon. If I get drafts back from colleagues and they just say, "This looks great. It's ready to go!" I question if they actually read it. I dread sending something for review if that was the response I got. Are there certain writing quirks that could be improved on? Could something be clearer? But also, what about it is so "amazing?" If you just say, "This is good!" I am not able to understand why it is so good. Help me know what is great so I know how to move forward.
- This is, for all intents and purposes, a methods class. Learning methods inherently means you learn by doing. There is a significant amount of work to be done in this class both outside and inside the classroom, weekly and throughout the semester. Success in this class requires significant commitment, including working on your paper drafts and the mini assignments. You will have time in class to work on your projects, but hardly enough time to get your assignments done. I recommend using office hours to their fullest potential.
- Be sure that you have made significant progress on your assignments when it is time to turn them in for peer review. It is a disservice to you and your peer reviewers to not have made progress. You will not help your skills as a writer, and you will not help your reviewers improve their skills as a reviewer. You are helping each other be successful, not just yourself.
- All communication will be done either through Webcourses@UCF and Webcourses announcements or directly to your UCF e-mail address. Be sure to have these on set up and that you are checking these consistently.

Financial Aid Requirement:

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, August 25th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

POLICIES

Academic Integrity:

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating:

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic

Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

Course Accessibility:

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

Campus Safety:

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

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

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

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

Deployed Active Duty Military Students:

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

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

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

You will have the semester to make up a missing assignment for at least a 20% late penalty. No make-ups will be allowed beyond November 29th at 4:20pm. No make-ups for the final project will be allowed.

Religious Observances:

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

In-class Recording:

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

of the University's Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

Classroom Discussion of Ideas:

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

Turnitin:

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

UCFCARES:

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

University Writing Center:

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

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

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Diversity and Inclusion:

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

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

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

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



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

Week	Day	Topic	Reading		Assignment
			B	Additional	
1	Aug 22	What is writing and peer-review? *And a crash course on grammar*		Chin (2023a,b)	
2	Aug 29	What is your argument? What is your goal?	Weeks 2 and 6		Peer Review Practice #1 Due
3	Sept 5	Where and how to publish?	Weeks 4 and 12	Beck et al. (2021)	
4	Sept 12	Peer review	Week 11 and pgs. 202-208		Journal List Due
5	Sept 19	The structure of writing	Week 9		Submission #1 Due
6	Sept 26	Literature Review	Week 5	Randolph (2009)	
7	Oct 3	What are your methods?	Week 7, pgs. 216-221		Edits #1 Due
8	Oct 10	Writing accessibly/Workshop Day			
9	Oct 17	Presenting and Interpreting Evidence I	Weeks 7 (pg. 221-237) and 8		Peer Review #1 Due
10	Oct 24	Presenting and Interpreting Evidence II	Weeks 7 (pg. 221-237) and 8	Hochberg Ch. 8	
11	Oct 31	Introduction and conclusions	Week 10		
12	Nov 7	Abstracts	Week 3		Edits #2 Due

13	Nov 14	Workshop Day			
14	Nov 21	Science Communication		Do you want to write for SAPIENS? Video Killgrove (2018)	Peer Review #2 Due
15	Nov 28	References			Up Goer Six Due 28 th Peer Review Practice #2 Due**
16	Dec 5	FINAL EXAM DAY– Final Edits and Portfolio Due 7:00-9:50pm			

IMPORTANT DATES:

- Aug 29th: Peer Review Practice #1 Due
- Sept 12th: Journal List Due
- Sept 19th: Submission #1 Due
- Oct 3rd: Edits #1 Due
- Oct 17th: Peer Review #1 Due
- Nov 7th: Edits #2 Due
- Nov 21st: Peer Review #2 Due
- Nov 28th: Up Goer Six and Peer Review Practice #2 Due

** Will be discussed in class

Course Syllabus

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 [Edit](#)

ANT 5195C: A POT FOR ALL SEASONS

FALL 2023, TH:3-5:50, PROFESSOR MICHAEL CALLAGHAN

Course Information

Course name:	A Pot for All Seasons: Archaeological Ceramic Analysis
Course ID:	ANT 4195C-0001
Credit hours:	3.0 hours
Semester/year:	Fall 2023
Location & time:	Thursday 3-5:50pm, MSB 149

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	T, TH 12:30-2 and by appt. https://ucf.zoom.us/j/3257892954 (https://ucf.zoom.us/j/3257892954)
Zoom Meeting Room	
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites. **Prerequisites:** Admission to

anthropology MA or PhD. **Lab Fee:** \$10.

Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a “C” course and contact hours will consist of 50 percent classroom instruction and 50 percent laboratory instruction.

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

What Materials will I need?

There is one text required for the course: Rice, Prudence M. 2015. *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Weekly readings will also include a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

There is a one-time lab fee of \$10 for consumables that will be used during the course of the semester (e.g., clay, pottery tools, sherd marking materials, etc.)

What are the course requirements?

This course begins on **August 21, 2023** and ends on **December 9, 2023**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities

- Complete 10 **brief** syntheses of weekly readings
- Complete 10 ceramic lab projects
- Generate 1 ceramic attribute coding spreadsheet
- Write a **short** research paper (including a prospectus, annotated bibliography, outline, and final draft)

All graded work **will be submitted online**. Please note the due dates carefully. It is **your responsibility to be aware of all due dates** for this course. **Late assignments will be marked down 10% each day they are late.**

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is **your responsibility to check on your grades throughout the course**. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score **after the grade column has been released**, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

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

Assignment	Points	Percentage
Attendance and Participation	26	12
Syntheses (10)	50	22
Ceramic Labs (10)	50	22
Attribute Coding Spreadsheet	25	11
Prospectus	4	2
Annotated Bibliography	10	4
Outline	10	4
Final Paper	25	11
Presentation	25	11
TOTAL	225	100

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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C	74 - 76%
A-	90 - 94%	C-	70 - 73%
B+	87 - 89%	D	60 - 69%
B	80 - 86%	F	<60
C+	77 - 79%		

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

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

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What if there is an emergency on campus?

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

concepts.

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



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

>).

What if I am or become deployed active military status?

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.

What if I miss a class discussion or assignment?

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

important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for assignment due dates.

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

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

How does Title IX apply to this course?

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> (<https://letsbeclear.ucf.edu/>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **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.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials **must utilize the Canvas or UCF Knight's Mail system**.

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Excel, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:

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





<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<https://tpc.ucf.edu/product/microsoft-office-2016/>)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, 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>)

Canvas has an online tracking system where instructors can review a student's progress 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. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class **without my authorization**.

Please be aware that **this is a violation of copyright** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. **Use these materials at your own risk.**

During this course you might encounter public online services and/or software applications, sometimes

called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you **will not** need to make 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 instructor or OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

Are AI tools permitted in this class?

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, **is permitted or research purposes** in this class. However, AI generated work **CANNOT** be submitted for assignments. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.

Where can I find the course reading and assignment schedule?











Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**














Week	Date	Topic	Rice	Additional Readings
1	Aug 24	Introduction and Orientation		
2	Aug 31	NO CLASS - FOOTBALL		
3	Sep 7	Ceramic Raw Materials	1-2 (3-7 skim)	Cordell et al., 2017 (https://webcourses.ucf.edu/courses/1440974/filewrap=1) ↓ (https://webcourses.ucf.edu/courses/1440974/files/100982download_frd=1)
4	Sep 14	TBA		
5	Sep 21	Ceramic Manufacture	8-11	
6	Sep 28	Classification and Seriation	12-13	

7	Oct 5	Typology		Rice 2013 (%24CANVAS_COURSE_REFERENCE%24/file_ref/geaf7eccffa40c45f0?wrap=1).
8	Oct 12	Attribute Analysis: Surface	24	
9	Oct 19	Attribute Analysis: Form	25	
10	Oct 26	Attribute Analysis: Paste and Firing	14-16	
11	Nov 2	Attribute Analysis: Paste (Petrography, NAA, pXRF)	17-18 (19 skim)	Triadan et al. 2018 ; (https://webcourses.ucf.edu/courses/1440974/filewrap=1) ↓ (https://webcourses.ucf.edu/courses/1440974/files/100982download_frd=1) LeMoine and Halperin 2021 (https://webcourses.ucf.edu/courses/1440974/files/100982740?wrap=1) (https://webcourses.ucf.edu/courses/1440974/files/100982740/downloaddownload_frd=1) ; Jordan et al. 2020 (https://webcourses.ucf.edu/courses/1440974/files/100982739?wrap=1) (https://webcourses.ucf.edu/courses/1440974/files/100982739/downloaddownload_frd=1)
12	Nov 9	Conservation		Ibrahim and Mohamed 2021.pdf (https://webcourses.ucf.edu/courses/1440974/files/100982767?wrap=1) (https://webcourses.ucf.edu/courses/1440974/files/100982767/downloaddownload_frd=1) ; Sease 1998 (https://webcourses.ucf.edu/courses/1440974/files/100982766?wrap=1) (https://webcourses.ucf.edu/courses/1440974/files/100982766/downloaddownload_frd=1)
13	Nov 16	Interpreting Ceramic Production Systems	20-22	
14	Nov 23	NO CLASS - THANKSGIVING		

15	Nov 30	Graduate Presentations and Discussion		
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Course Summary:

Date	Details	Due
Wed Sep 6, 2023	 Synthesis 1 (https://webcourses.ucf.edu/courses/1440974/assignments/8119975)	due by 11:59pm
Wed Sep 13, 2023	 Synthesis 2 (https://webcourses.ucf.edu/courses/1440974/assignments/8119979)	due by 11:59pm
Wed Sep 20, 2023	 Synthesis 3 (https://webcourses.ucf.edu/courses/1440974/assignments/8119980)	due by 11:59pm
Wed Sep 27, 2023	 Synthesis 4 (https://webcourses.ucf.edu/courses/1440974/assignments/8119981)	due by 11:59pm
Wed Oct 4, 2023	 Synthesis 5 (https://webcourses.ucf.edu/courses/1440974/assignments/8119983)	due by 11:59pm
Wed Oct 11, 2023	 Prospectus (https://webcourses.ucf.edu/courses/1440974/assignments/8119971)	due by 11:59pm
	 Synthesis 6 (https://webcourses.ucf.edu/courses/1440974/assignments/8119985)	due by 11:59pm
Wed Oct 18, 2023	 Synthesis 7 (https://webcourses.ucf.edu/courses/1440974/assignments/8119987)	due by 11:59pm
Wed Oct 25, 2023	 Annotated Bibliography (https://webcourses.ucf.edu/courses/1440974/assignments/8119952)	due by 11:59pm
	 Synthesis 8 (https://webcourses.ucf.edu/courses/1440974/assignments/8119989)	due by 11:59pm

Date	Details	Due
Wed Nov 1, 2023	 Synthesis 9 (https://webcourses.ucf.edu/courses/1440974/assignments/8119991)	due by 11:59pm
Tue Nov 7, 2023	 Outline (https://webcourses.ucf.edu/courses/1440974/assignments/8119970)	due by 11:59pm
Wed Nov 29, 2023	 Synthesis 10 (https://webcourses.ucf.edu/courses/1440974/assignments/8119977)	due by 11:59pm
Wed Nov 29, 2023	 Final Paper (https://webcourses.ucf.edu/courses/1440974/assignments/8119954)	due by 11:59pm
Wed Nov 29, 2023	 Project Presentation (https://webcourses.ucf.edu/courses/1440974/assignments/8120063)	due by 11:59pm
	 Lab 10: Reconstruction (https://webcourses.ucf.edu/courses/1440974/assignments/8119956)	
	 Lab 2: First Sort (https://webcourses.ucf.edu/courses/1440974/assignments/8119957)	
	 Lab 3: Sherd Marking (https://webcourses.ucf.edu/courses/1440974/assignments/8119959)	
	 Lab 4: Typology (https://webcourses.ucf.edu/courses/1440974/assignments/8119960)	
	 Lab 5: Seriation (https://webcourses.ucf.edu/courses/1440974/assignments/8119962)	
	 Lab 6: Surface (https://webcourses.ucf.edu/courses/1440974/assignments/8119963)	
	 Lab 7: Form (https://webcourses.ucf.edu/courses/1440974/assignments/8119965)	
	 Lab 8: Paste and Firing (https://webcourses.ucf.edu/courses/1440974/assignments/8119966)	

Date

Details

Due

 [Lab 9: Analysis and Interpretation](#)

[\(https://webcourses.ucf.edu/courses/1440974/assignments/8119968\)](https://webcourses.ucf.edu/courses/1440974/assignments/8119968)

 [Roll Call Attendance](#)

[\(https://webcourses.ucf.edu/courses/1440974/assignments/8119973\)](https://webcourses.ucf.edu/courses/1440974/assignments/8119973)



UNIVERSITY OF
CENTRAL FLORIDA

ANT 4462-2/5462-1: Medical Anthropology, 84298/85740

LEC Regular, 3 Credits

Tuesdays and Thursdays, 3pm-4:15pm

Business Administration 1 (BA1) 0122

Fall 2023: August 21st to December 9th

Department of Anthropology, College of Sciences
Course Syllabus

Instructor: Monica E. Rodriguez, Ph.D.

Phone: (407) 823-3163

E-mail: monica.rodriguez2@ucf.edu

Office Location: Howard Phillips Hall, Room 309E

Office Hours:

Face-to-face – Tuesdays, 9am-11am; Wednesdays, 10am-3pm

Teams – Thursdays, 7pm-8pm—Online only

Other – by appointment

Required Texts

Wiley, Andrea S. and John S. Allen. 2021. *Medical Anthropology: A Biocultural Approach*. London: Oxford University Press.

This reading will be referred to as “Text” throughout the syllabus.

Supplemental Materials

There will be additional readings, videos from the internet, materials from the library and various other sources available via Canvas in the weekly modules. They are also listed in the calendar at the end of this syllabus.

Course Description

From Catalog for 4462: Central concepts and methods in comparative contextualization of health, healing systems, suffering, distribution of risk, and use of medical technologies from physiological and biocultural perspectives.

From Catalog for 5462: Topics in ethnography of medical traditions and anthropological approaches to the study of health and disease.

From Instructor: The focus on peoples’ health and well-being has been a topic of study in the four-fields of anthropology since our discipline’s inception. This course will provide an introduction to the biocultural anthropological focus on illness and healing from a cross-cultural perspective. The course will provide a survey of key topics and readings in medical anthropology and provide a foundation for future study in medical anthropology. In this class we will define health, illness, and disease, question what is ‘normal’ and what medicalization is, and compare and contrast globalized medical encounters and examine global inequalities.

Student Learning Outcomes

The learning objectives upon completing this course are as follows.

- Read, analyze and discuss topics in medical anthropology through weekly readings in class.
- Discover and describe the biological and cultural aspect of medical anthropology
- Critique classmates work by providing feedback on their presentations
- Connect the readings to anthropological theory and methods
- Conduct participant observation in a health setting

Course Prerequisites

ANT 4462-Sophomore standing or C.I.

ANT 5462- Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Syllabus subject to change – Sometimes over the course of the semester minor or major events occur requiring a change to the syllabus. If changes are made to the syllabus they will be announced in class and on Canvas, and a new version of the syllabus with changes will be uploaded to Canvas.

Football Closures – The UCF football team has proudly made the Big 12 Conference. This may affect the meetings for this class since campus is closed after 2pm on some Thursdays for parking. One such closure day has already been announced and is included in the syllabus. If another, or more closures are announced, the instructor will post an announcement on Canvas and provide instructions on how to make up the class time missed. An additional assignment may be added.

Teaching Style

This course is taught in person on campus via lecture. Student participation in class involves asking and answering questions, participating in class activities, and doing the class work assigned both during class and outside of class. On occasion, you will be required to present in front of the class, work in groups, use technology like Canvas, the internet, and the library. This is not an exhaustive list, instead it is intended to give you an idea of how this class will operate.

Daily Class Organization

While there will be variation, this section is intended to give you an idea about what the day-to-day class meetings are like. I begin class with announcements and sometimes begin class with questions from readings or discussions from the previous class. This will be followed by lecture. I use PowerPoints and expect you to listen and contribute to the discussion when appropriate. Our class meets in person twice per week. You will be required to complete work including readings, watching videos and other work assigned in and outside of class.

What will be assessed? All quizzes and assignments are to be submitted on Canvas.

Note: A 20% penalty will be deducted for late work submitted without prior written approval for all assignments, and quizzes. If there are extenuating circumstances, they must be approved by the instructor. See the section on “Make up exams and assignments” on page 4.

Quizzes and Exams

1. Syllabus Quiz (SQ): This quiz is intended to help you understand how to read the syllabus. You can take it as many times as you'd like until the due date. The highest grade will be recorded. points.

****IMPORTANT**** The syllabus quiz establishes your engagement in the class for financial aid purposes, so you need to take it and receive a grade greater than zero before Friday, August 25th. Not doing so may impact the receipt of your financial aid!!!! 10 points

2. Weekly Quizzes (WQ#): The goal of the weekly quizzes in this class is to get you to review the material you are reading at home. WQs are open book/open note and timed. You have 30 minutes to complete each attempt and they are due each Sunday before 11:59pm. Most quizzes are multiple choice and true/false although there may be other formats as well. Questions come from the readings. You will be given three attempts to complete the quizzes. You are required to complete 10 of these quizzes. There are 11 quizzes total. If you would like to improve your quiz scores, you may take up to two of the additional quizzes to replace up to two lower scores. The top ten highest grades will be used to calculate your final grade. 9 quizzes X 10 points = 90 pts.
3. Exams (E#): There will be three exams (the third exam is the Mini-Ethnographic Observation). The exams are not cumulative, although we build on what we've learned throughout the semester, so material from previous sections will be relevant. Each exam may include questions that are multiple choice, true/false and short essay and is worth 40 points for a total of 120 points. Exam 3 is listed below.

Mini-Ethnographic Observation (E3) – This is your final exam. The specific instructions for this assignment will be posted on Canvas. Details will also be discussed in class. There are assignments and activities associated with this assignment throughout the semester. 40 points.

Group Presentation – Each week, one or two groups will summarize the readings to the class and lead a discussion based on the text and supplemental readings.

Participation and Attendance (PA) – Participation in class includes taking class notes, asking questions, answering questions, discussing the material, etc. Being physically present does not automatically mean you will receive points for this section of class. If you are doing something non-class related – homework for another class, on your phone or laptop, on social media, taking a nap or refusing to take part in class activities – you are not participating in the class and may not receive points even if you are present. If you are being disruptive or could benefit from going home, you will be asked to leave the class. Additionally, being consistently late or consistently leaving early may also affect the points you receive. Points are assigned based on both attendance and participation. 20 points.

Grading Scale

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-75 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	59 and below F			

Summary of Points for ANT 4462

Syllabus Quiz	10 points
Weekly Quizzes	9 quizzes X 10 points = 90 points
Exams	3 exams X 40 points = 120 points
Group presentation	20
Participation & Attendance	20 points
TOTAL	260 points
Students	

Students enrolled in ANT 5462 must complete the same requirements as listed above and have additional requirements. These include the following:

1. Weekly synthesis papers for the readings - in addition to the quizzes, students will write a one-page synthesis paper for each weekly reading there is a quiz. 10 points each for a total of 90 points.
2. Review of two articles – In the fashion of the journal “Current Anthropology,” you will choose two articles throughout the semester and conduct a review of them. Specific instructions will be provided in Week 2. 20 points each X 2 = 40 points.

Make-up Exams and Assignments

Excused Late Work – no point deduction. If there is a known event (religious observance, school, or extracurricular activity, etc.) or an emergency that conflicts with an assignment, quiz, exam due date or class meeting for this course, discuss this with the instructor ahead of time when possible or as soon as safely possible. The instructor must approve before accepting excused late work or excusing absences and will determine a new due date. It is up to the instructor to determine if late work will be excused or not. Be prepared to provide evidence of your situation. Forgetting a deadline is not excused.

Unexcused Late Work – 20% deduction. Twenty percent of the points for the assignment, quiz or exam will be deducted for unexcused late work. Late work will be accepted up until the class meeting following the due date of the work. If you miss an exam, which is taken in person, you must email the instructor to schedule a time and date to take it. The instructor will not automatically schedule it for you.

Extra Credit

Extra credit opportunities are given at the discretion of the instructor. If offered in class, you must be present to receive the points.

Grade Dissemination

You can view your grades for this class on Canvas. I encourage you to keep track of your grades yourself on the sheet at the end of this syllabus as sometimes there is a discrepancy on Canvas if an assignment

has not received a grade (for example, if you did not submit an assignment and a zero has not yet been entered your overall grade may appear substantially higher than it actually is).

I do not email grades to you; I will refer you to Canvas. You must log in to check your grades.

I will not discuss your grade with anyone without your permission, however, there are cases where I am required to report grades throughout the semester and I may discuss your grade per university policy with a UCF employee with established educational interest like my department Chair, undergraduate coordinator, advisor, or the Graduate Teaching Assistants for this class, following the [Family Educational Rights and Privacy Act \(FERPA\)](#).

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

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.

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

In-Class Recording

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. 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 <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students

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.

Title IX Policy

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/>

Course Calendar:

Football schedule or other events may interrupt class meetings.

W	Meetings	Lecture Topic	Readings- Read for the following week	Assignments: Quizzes due Sundays BEFORE 11:59pm
Part One				
1	T-8/22	Introductions	Syllabus	
1	Th-8/24	Note taking and reading articles	In Class 8/24: SQ3R, Miner (will discuss in class) Read for next week: → Wiley & Allen, Ch. 1 Hall Oring Galanti Cahill et al.	8/25 SQ 8/27 WQ1 (All readings for Week 1 will be on the quiz)
2	T-8/29	Culture continued: Proxemics		
2	Th-8/31	FOOTBALL CLOSURE	NO CLASS MEETING Readings for next week: → Wiley & Allen, Ch. 2 Lofti Good et al. (pgs. 1-13 Petryna	9/3 WQ2 DB1-Discussion Board activity to make up for class
3	T-9/5	Medical Anthro inside & outside of anthropology		
3	Th-9/7		Readings for next week: → Wiley & Allen, Ch. 3 --Davis --Friedner --Kohrman --Luhrman	9/10 WQ3
4	T-9/12	What is normal?		
4	Th-9/14		Readings for next week: → Wiley & Allen, Ch. 4 Greenfield Adler Csordas	9/17 WQ4

5	T-9/19	Healers & Healing		
5	Th-9/21	Exam #1 explained		9/24 Exam #1 due
Part Two				
6	T-9/26	Diet & Nutrition in Health and Disease	Mini-ethnographic observation (MEO) instructions distributed. Read this week for 9/28: Pelto Detweiler Brickley	
6	Th-9/28			No quiz this week 10/1 Abstract due
7	T-10/3	Abstract Feedback	In class activity	Bring 5 paper copies of your abstract to class
7	Th-10/5	Child Growth & Health	Read for next week: → Wiley & Allen, Ch. 5 Reiches Worthman & Costello	WQ5
8	T-10/10	Child Growth and Development		Submit revised abstract and spreadsheet with comments
8	Th-10/12		Read for next week: → Wiley & Allen, Ch. 6 Lock Trevathan Scheper-Hughes (Intro only)	10/15 Q6
9	T-10/17	Reproductive Health in Biocultural Context		
9	Th-10/19		Read for next week: → Wiley & Allen, Ch. 7 Cohen Potts	10/22 Q7
10	T-10/24	Aging		
11	Th-10/26		Read for next week: → Wiley & Allen, Ch. 8 Lindenbaum Caduff Creary	10/29, Q8 10/29 Exam #2 due
Part Three				
12	T-10/31	Infectious Diseases		
12	Th-11/2		Wiley & Allen, Ch.9 & 10	11/5 Q9

13	T-11/7	Globalization		
13	Th-11/9	Race	Wiley & Allen, Ch. 10, 11 Lock & Nguyen Ch. 4 Wolf	11/12 Q10
14	T-11/14			
14	Th-11/16	Mental Health	Wiley & Allen, Ch. 11	
15	T-11/21			
15	W-11/22	Thanksgiving	Office Hours will be online	
15	Th-11/23	Thanksgiving	No class meeting	11/26 Q11
16	11/28	Final Paper presentations		
16	11/30	Final Paper Presentation		12/1 Last day to submit work Q12 DUE
17	Final Exam is due on Canvas – Thursday, December 7 th , 1pm-3:50pm Refer to the registrar's office web page for any changes in the exam schedule.			

Key to Calendar

- W – Week; T – Tuesday, Th – Thursday
- Sup – supplemental material and is followed by the author's last name or the subject matter of the material discussed.
- Ch.# - the chapter in the required textbook.
- BMT – Brown, McIlwraith and Tubelle de Gonzalez textbook
- S&H – Shore and Haggar textbook

Keep track of your grades here. If you have a question about your grade, you will fill this out and bring this with you.

Assignment	Your Points Earned	Possible Points
SQ		10
RQ1		10
RQ2		10
RQ3		10
RQ4		10
RQ6		10
RQ7		10
RQ8		10
RQ9		10
RQ10makeup		0
RQ11makeup		0
DB		10
GroupPres		20
E1		40
E2		40
E3		40
P		20
TOTAL	Points earned here	260

To calculate your total grade:

(1) Add up “your points earned” column,

(2) Divide that answer by 260,

(3) then multiply that by 100 to get your percent for the class.

(4) Look at the letter grade section on page 3 to see what letter grade that corresponds to.

Anth 5462 ONLY

Assignment	Points you earned	Possible
Points from above table		260
Synthesis Paper 1		10
Synthesis Paper 2		10
Synthesis Paper 3		10
Synthesis Paper 4		10
Synthesis Paper 5		10
Synthesis Paper 6		10
Synthesis Paper 7		10
Synthesis Paper 8		10
Synthesis Paper 9		10
Article Review 1		20
Article Review 2		20
TOTAL		390

ANG5486: Quantitative Research in Anthropology

Fall 2023 (3 credits)
Wednesdays, 1:30-4:20pm
Location: PSY 0107
Mode: P

Instructor Information:

Donovan M. Adams, Ph.D. (Any)
Office: HPH309D
Office Phone Number: 407-823-0951
Office Hours: Tuesdays, 3:30-5:00pm, or by appointment
E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:

- *Introduction to Statistics Using R (for archaeologists)*. Efthymia Nikita. ISBN: 978-9963-2858-6-0. (Available for free download here: <https://repository.cyi.ac.cy/handle/CyI/1170>)
- *The Book of R: A First Course in Programming and Statistics*. Tilman M. Davies.
- Additional readings will be provided through Webcourses@UCF.

Required Technology:

- R (<https://cran-r-project.org>).
- R Studio (<https://rstudio.com/products/rstudio/download/>).
- Access to Webcourses@UCF

Course Requirements:

- 9 lab assignments
- 1 final project
 - Data set and research question/hypotheses
 - 1 check-in
 - 1 abstract
 - 1 research paper
 - 1 research presentation
 - 1 R results output

Course Description:

Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small sample sizes.

Course Objectives:

Students will:

- Learn how to use the R statistical software for calculating univariate statistics and begin building skills at writing functions for statistical application.
- Learn basic statistical principles.
- Learn univariate statistical techniques for sample summaries, analysis, and data treatment.
- Critically examine methodology, interpretations, and presentation of anthropological research.
- Carry out and present quantitative projects.

Grading: Grades will be posted to Webcourses@UCF based on the following:

1. Lab Assignments: There are nine (9) assignments throughout the semester, each worth 25 points. These will allow you to practice the material learned in lecture. These will require use of R to answer the questions. You will provide both the answers obtained and the code used to obtain it. These assignments must be completed using R Markdown. Each assignment is due by the beginning of the following class (1:30 pm) and must be submitted on Webcourses@UCF.
2. End-of-Semester Project: This will consist of four (4) primary components: abstract (100 points), data analysis/R output (100 points), a research poster presentation (100 points), and a write-up (100 points). You may use either 1) your own data, 2) a dataset provided to you by a faculty member (great opportunity to get involved on research projects; however, the faculty member MUST know and have provided written permission for data to be used as a part of this class), or 3) an open-source dataset. Using the techniques learned in class, you must carry out a research project, consisting of preparing data for analysis, conducting statistical treatments, and carrying out interpretations. The presentation (November 29th) will be conducted as if you are at a conference. Additionally, you must submit a write-up formatted as if submitting a journal article (i.e., an abstract, introduction, materials and methods, results, discussion and conclusions, and references) and your R output (December 6th). More detailed instructions for this assignment will be given in class and provided on Webcourses@UCF, along with grading rubrics for each component of the assignment.
 1. You must have a selected dataset by September 6th (10 points) and a chosen research question and hypotheses by September 20th (10 points).
 2. The week of October 18th there will be a required check-in where, at minimum, you must present your data, questions, hypotheses, plan for analysis, and descriptive statistics.
 3. You must submit an abstract (no longer than 250 words) of your project by November 1st. My comments will be returned to you no later than November 8th. Your revisions will be due November 15th. These abstracts should be an accurate summary of your research and will be collected into “conference proceedings” that will be distributed to the class before presentations on the 29th.
 4. You will present your project as a conference-style poster on November 29th.
 5. You will submit your R results output and your journal manuscript/final paper (4,000-5,000 words) on December 6th.

**Note: You may use this class to carry out your thesis analysis. However, to do so, you must: 1) have already defended your thesis proposal with clearly outlined statistical procedures as a part*

of it; 2) have your proposal largely completed with clearly outlined statistical procedures as a part of it; or 3) if you are using the class to design your thesis statistical methodology (and do so by using the final project as a trial run with significant guidance on my part), I request becoming a member of your committee as contributing methodological assistance to your thesis project.*

Assignment	Percentage of Grade (Points)
9 Assignments	48.91% (50 points each)
Data Selection	1.09% (10)
Research Question Selection	1.09% (10)
Check-in	5.43% (50)
Abstract	10.87% (100)
Research Poster	10.87% (100)
Research Paper	10.87% (100)
R Output	10.87% (100)
Total	100.00% (920)

A: 92.5-100	B-: 80-82.49	D+: 67.5-69
A-: 90-92.49	C+: 77.5-79	D: 62.5-67.49
B+: 87.5-89	C: 72.5-77.49	D-: 60-62.49
B: 82.5-87.49	C-: 70-72.49	F: 59 and below

Classroom Policies:

- Classroom periods are designed to allow for instruction on statistical concepts, critical discussion regarding the readings, and connection of these topics to broader anthropological questions. Therefore, questions, abstract thinking, and critical analysis is encouraged. Critical evaluation of the implications of these statistics, the appropriateness and ethical considerations are also important for robust methodologies.
- We will discuss a range of topics that may involve critical and important sociopolitical issues. This means that while evidence-based ideas may be expressed, it is expected that evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals (or to oneself) and will result in ejection from the class.* The value, equality, and respectful treatment of human life and variation are embraced in and fundamental to anthropology.
- There is a significant amount of work to be done in this class both outside and inside the classroom, weekly and throughout the semester. Success in this class requires significant commitment, including working on your weekly assignments, doing your reading assignments, and working on your semester-long project. I recommend beginning working on your lab assignments early in the week so if you have questions or it takes you longer than anticipated to run your statistics, you have time to complete everything,

or to ask questions/fix errors) before the following class. I recommend using office hours to their fullest potential.

- Do your final project AS THE SEMESTER IS GOING. Each week is scaffolded, meaning that to successfully carry out the statistics later in the semester you have to be able to do the statistics earlier in the semester. That also means that when you learn a statistic that needs to be run on your data, do it the week you've learned it. That way you are tackling small portions of your project every week rather than waiting until the very end of the semester to do everything.
- All communication will be done either through Webcourses@UCF and Webcourses announcements or directly to your UCF e-mail address. Be sure to have these on set up and that you are checking these consistently.

Financial Aid Requirement:

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the "Introduce Yourself" assignment on Webcourses@UCF by the end of the day on Friday, August 25th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

POLICIES

Academic Integrity:

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

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating:

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

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

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

Course Accessibility:

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

Campus Safety:

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

- In case of an emergency, dial 911 for assistance.
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- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students:

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

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

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

You will have the semester to make up a missing assignment for at least a 20% late penalty. No make-ups will be allowed beyond November 29th at 4:20pm. No make-ups for the final project will be allowed.

Religious Observances:

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

In-class Recording:

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

Classroom Discussion of Ideas:

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

Turnitin:

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

UCFCARES:

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student

concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center:

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

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

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Diversity and Inclusion:

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

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

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

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



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

Week	Day	Topic	Reading			Assignment
			N*	D**	Articles	
1	Aug 23	Introduction to course and R	2	Introduction, A, B		
2	Aug 30	R code; Working in R	2	1, 2, 4		
3	Sept 6	More R code and data management		3, 5, 8, 11		Dataset Due in class
4	Sept 13	Ethical considerations			<i>ASA (2018)</i> <i>Turner and Mulligan (2019)</i> <i>Boyer et al. (2020)</i> <i>Tsosie et al. (2020)</i> <i>Juutilainen et al. (2020)</i> <i>Stull et al. (2021)</i>	Lab #1 Due 13 th
5	Sept 20	Introduction to statistics and research design	1, 4.1	13.1, 15, 16	<i>Smith (2019)</i>	Project Topic Due in class
6	Sept 27	Descriptive statistics	3.1-3.4	13.2, 17		Lab #2 Due 27 th
7	Oct 4	Parametric Assumptions	5, 6.1	19.1.1, 22.3		Lab #3 Due 4 th
8	Oct 11	Basic Figures and Tables	3.5-3.6	7, 4	<i>Webpage links</i>	Lab #4 Due 11 th
9	Oct 18	Tests for statistical significance; Hypothesis testing	6.2-6.3, 8.1-8.2, 11	18		Lab #5 Due 18 th Check-in Due Week 9
10	Oct 25	Correlations and Error Testing	9	22.4		Lab #6 Due 25 th
11	Nov 1	Hypothesis Testing for 3+ Groups	7, 8.3-8.4	19		Lab #7 Due 1 st Abstracts Due in class
12	Nov 8	Missing data; Imputation			<i>Kenyhercz and Passalacqua (2016)</i> <i>Kenyhercz et al. (2019)</i> <i>Carlson Ch. 7</i>	Lab #8 Due 8 th

13	Nov 15	Research presentation: manuscripts, posters, and podiums				Lab #9 Due 15 th Abstract Edits Due Nov 15 th
14	Nov 22	THANKSGIVING BREAK – NO CLASS				
15	Nov 29	PRESENTATIONS				
16	Dec	FINAL EXAM DAY– Results Output and Final Paper Due				

*Assignments are due before class the following week (e.g., Assignment #1 is due before class on September 14th).

IMPORTANT DATES:

- Aug 25: Introduce Yourself Assignment Due
- Sept 6: Dataset Due
- Sep 13: Lab #1 Due
- Sep 27: Lab #2 Due; Project Topic Due
- Oct 4: Lab #3 Due
- Oct 11: Lab #4 Due
- Oct 18: Lab #5 Due; Project Dataset Due
- Oct 25: Lab #6 Due
- Oct 27: Check-ins Due
- Nov 1: Lab #7 Due; Abstracts Due
- Nov 8: Lab #8 Due
- Nov 15: Lab #9 Due; Abstract Edits Due
- Nov 29: Presentations



ANG5525C: Human Osteology

Department of Anthropology College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	J. Marla Toyne, Ph.D.	Term:	Fall 2023
Office:	Howard Phillips Hall 409R	Credit Hours:	4
Phone:	407-823-1927	Class Meeting Days:	Tuesday and Thursday
E-Mail:	j.marla.toyne@ucf.edu	Class Meeting Hours:	1:30-2:45pm (Tuesday and Thursday Lecture) 3:00-4:50pm (Tuesday lab)
Website:	Webcourses – check regularly for announcements	Class Location:	MSB 149
Office Hours:	Wednesdays: 3:00pm to 5:00pm or by appointment		

Welcome to Human Osteology! This course will be extremely time intensive and extremely rewarding!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Prerequisites

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy, development of the human skeleton and dentition, and major landmarks of each skeletal element. During the remaining portion of the course, we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include identification of elements, siding, as well as estimation of age, sex, and stature. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological observational methods.

Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques and limitations involved in sexing and aging human skeletal remains
- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will prepare and present an independent and original research poster on a selected topic
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Student Success:

This is my goal. This is a Face-to-Face course. There are **F2F meetings with lectures and interactive lab activities**, but we will have a few **online learning activities and sources of information to guide you**. So, this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, and 2) reviewed and thought about the provided skeletal term sheets including lab notes. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. If you have any questions about the course, communication is key.

Recommendations for Communication Success:

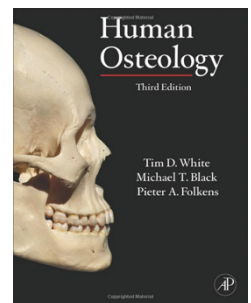
1. **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor, GTA, or sending an email.
2. You must use your @ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email, and I will not find them and be able to respond.
3. Please use a subject title that clearly identifies your course and the topic of inquiry.
4. Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email but use email to setup alternative meeting appointments if necessary.
5. If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Course Materials and Resources

Required Text (available at the bookstore)

Human Osteology, Third Edition (2018) by Tim White, Michael Black, and Pieter Folkens Publisher: Academic Press, ISBN: 9780123741349, also available in digital version.

Additional Weekly Readings will be assigned (available as PDFs in Webcourses) and discussed with Prof during lab hours.



Recommended Text (available at the bookstore or digital link below)

Atlas of Human Anatomy, 7th edition, by Frank Netter Publisher: Saunders, ISBN: 9780323393225

<https://go.openathens.net/redirector/ucf.edu?url=https://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20140050319>

Course Handouts

Supplemental course handouts for class and lab will be posted on Webcourses.

Lab Open Hours

Graduate students are expected to select set lab open hours to facilitate studying. They have access to the lab and keys to the cabinets of osteological study materials. They should be present for a minimum of 2 hours each week.

Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will not be returned and kept by Dr. Toyne after they are reviewed. You can access your scores at any time using the Grades function of Webcourses. Please note that only your raw points for the exams will be posted on Webcourses.

Your final grade will be based out of a total of 700 possible points.

Academic Activity Posting (5 points) – Syllabus quiz and What I expect to achieve by completing this class.

Verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

All postings must be completed by **Friday August 25 by 11:59pm**. You will receive 10 points for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by deadline.

Quizzes (5 quizzes for a total of 75 points)

All quizzes are in class and timed. Quiz 1 is written and will cover anatomical terminology and skeletal biology. Quiz 2 is a practical and will cover the skull. Quiz 3 is written and will cover the skull and dentition. Quiz 4 is a practical and will cover the wrist and hand. Also, Quiz 5 is a practical and will cover the ankle and foot.

Exams

(3 exams for a total of 300 points: Exam 1 is 100 points, Exam 2 is 100 points, and Exam 3 is 100 points)

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Outline, Presentation, and Literature Review Paper (200 points)

You will be required to write a fully referenced (AJBA style) literature review paper that is a minimum of 20 pages not including, cover page, literature cited, figures (including flow chart) and tables (double spaced, 1 inch margins, and Times New Roman Font). The subject of your paper will be your choice; however, the topic MUST pertain to Human Osteology and Functional Anatomy and must be pre-approved by Dr. Toyne no later than **September 6**. Your outlines are due **October 11** and should be a

maximum of three pages not including references. Website references are not permitted. While your outline should include a minimum of 20 references, your final paper should have over 30 citations. I am happy to review complete drafts of your paper to provide feedback if you submit them by **November 10**. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations (due **November 20th**) will occur on **November 21** (time to be determined), and final paper drafts will be due on **December 1st by 5:00 pm**. Refer to handout for specific directions.

- September 6: Approved paper topics – Meeting with Toyne
- October 11: Paper outlines and Bibliography (50 points)
- November 10: Complete draft of paper (optional)
- November 20 or an additional day will be scheduled if needed: Graduate Presentations (50 pts)
- December 1: Final day to turn in completed paper (5:00 pm) (100 points)

Final Exam (120 points)

The final exam will occur on **Tuesday, December 5 from 1:00-3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written section.

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 610/700, for a score of 87%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

Grading Scale (%)			
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

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

Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Course Schedule (see final pages)

Disclaimer

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

Important UCF Dates to Remember

- Drop/Swap Deadline August 25
- Add Deadline August 25
- Withdrawal Deadline October 27
- Grade forgiveness Deadline December 1

Course 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.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4525 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Also check Webcourses for common questions asked and their answers via the discussion boards.

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. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Late Penalties

Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Late assignments will be subject to a Late penalties of 5% per calendar day, including: non-class days, holidays and weekends.

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (<http://catalog.ucf.edu/policies/academic-regulations>) for further details. Or, students should consult the Academic Counseling Office in their "home" Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing from completing the course and the remaining work can be completed the next semester. Dr. Toyne 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.

Final Grades

Do not ask Dr. Toyne to make special allowances for your grade because she will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Toyne early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Toyne will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Toyne to go over any material that you may not understand.

TECHNOLOGY AND MEDIA

Webcourses@UCF: This is a Face-to-Face course. Only some course materials and assignments have an online component that is accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in class, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. **Please check Webcourses on a daily basis** for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

I "Control Alt Deleted" my homework: There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

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

General Information:

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible. Students who disrupt class and have been warned may suffer a 5% reduction in their final class grade.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
- While computers/**laptops/tablets (electronic devices)** may be used in class, it is a privilege and not a right. You are allowed to use devices for taking course notes. You are not allowed to use devices for surfing the web, checking your email, working on homework, FaceBooking, or instant messaging (anything NOT course related) 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 using laptops inappropriately, 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.
- **Tape Recorders.** I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts
- **Be polite.** 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.
- **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.

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

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Toyne to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

UCF Policy Statements**COVID-19 Statements**

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

Masks in Classrooms

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

Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course,

including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

COVID-19 and Illness Notification

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

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

Course Accessibility and Disability

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

Academic Conduct

Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University.

Academic Integrity

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

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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.
- **AI (Artificial Intelligence) Software** usage is prohibited in this course.

- 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 [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](#)”.

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.

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.

Instructional Concepts

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

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

Campus Safety Statement

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

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

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>

Deployed Active Duty Military Students Statement

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

Religious Observances

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

Discrimination

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

Copyright

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

Third-Party Software and FERPA

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

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Toyne insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:



- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore it is expected by Dr. Toyne that you treat all material with respect and handle it with care. However, please alert Dr. Toyne or the TA if an accident occurs to it be repaired. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, try to help clean up. Return any material you removed to the proper place.

GOOD LUCK!!!!!!

Course Schedule

Disclaimer

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

WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC/Assignment	READINGS
1	Tu	Aug. 22	Introduction; Basic Bone Biology & Anatomical Terminology	L1 a/b Discuss Poster Topics	Chp. 2
		<i>Lab</i>		Introduction to the lab	
	Th	Aug. 24	Basic Bone Biology & Anatomical Terminology	L2	Chps. 2 & 3; handouts
2	Tu	Aug. 29	Hyoid & Vertebral Column	L3	Chp. 6
		<i>Lab</i>		Bone Biology, Hyoid & Vertebra	
	Th	Aug. 31	Sternum & Ribs Class ends at 2:00: Football Game	L4	Chp. 7
3	Tu	Sept. 5	Skull –Calvarium and Mandible	L5	Chp. 4
		<i>Lab</i>		Ribs and Skull Paper topic finalized	
	Th	Sept. 7	Skull -Splanchnocranium	L6 Quiz 1-written	Chp. 4
4	Tu	Sept. 12	Skull Fragments	L7	Chp. 4
		<i>Lab</i>		Review Skull	
	Th	Sept. 14	Study for Exam #1		Chp. 4; handout
5	Tu	Sept. 19	Exam Practical Prep: No Class		Chp. 5; handout
		<i>Lab</i>		Exam #1	
	Th	Sept. 21	Dentition	L8	Chp. 5; handout
6	Tu	Sept. 26	Clavicle & scapula	L9	Chp. 8
		<i>Lab</i>		Quiz 2- practical; Review Dentition, Clavicle & Scapula	
	Th	Sept. 28	The Arm	L10	Chp. 9
7	Tu	Oct. 3	The Arm		Chp. 9
		<i>Lab</i>		Quiz 3 – written; Review arm	
	Th	Oct. 5	Hand & Wrist	L11	Chp. 10
8	Tu	Oct. 10	Os coxa	L12	Chps. 11 and 12
		<i>Lab</i>		Quiz 4 – practical; Exam # 2 Review Hand, Wrist, and Os Coxa	

	Th	Oct. 12	Study for Exam #2		Chp. 12
9	Tu	Oct. 17	Exam Practical Prep: No Class		
		<i>Lab</i>		Exam #2	
	Th	Oct. 19	The Leg	L13	Chp. 13
10	Tu	Oct. 24	Tarsals & foot bones	L14	
	Th	Oct. 26	Skeletal Pathological Conditions	L15	Chp. 19
11	Tu	Oct. 31	Skeletal Pathological Conditions		Chp. 19
		<i>Lab</i>		Quiz 5 – practical; Leg, Ankle & Foot; skeletal pathology review	
	Th	Nov. 2	Biological Profile: Sexing the Skeleton	L16 Poster Draft Due	Chp. 18; handouts
12	Tu	Nov. 7	Biological Profile: Aging the Skeleton		Chp. 18; handouts
		<i>Lab</i>		Exam #3 Review; Biological Profile review	
	Th	Nov. 9	Study for Exam #3		
13	Tu	Nov. 14	Exam Practical Prep: No Class		
		<i>Lab</i>		Exam #3	
	Th	Nov. 16	Student Presentations		
14	Tu	Nov. 21	Student Presentations		
		<i>Lab</i>		Student Presentations; open lab	
	Th	Nov. 23	Thanksgiving: No Class		
15	Tu	Nov. 28	Final Exam Review		
		<i>Lab</i>		Final Exam Review	
	Th	Nov. 30	Course wrap up	Final Papers Due	
16	Tu	Dec. 5	FINAL EXAM 1:00-3:50pm		

Important UCF Dates to Remember

- Drop/Swap Deadline August 25
- Add Deadline August 25
- Withdrawal Deadline October 27
- Grade forgiveness Deadline December 1



ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2023</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>9:00 – 11:50am</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>CB1 219</i>
Office Hours	<i>Dr. Branting Th 12:30-2:00 or by</i>	TA:	<i>Nilver Tolvar</i>
Online Only:	<i>appointment</i>	TA email:	<i>nilver.tovar@ucf.edu</i>
	<i>Nilver TBD 3 hours, or by</i>		
	<i>appointment</i>		

University Course Catalog Description

This course provides an introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

Course Prerequisites

None

Required Text and Articles

Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following texts are also required for the course:

- Bolstad, P. (2019): GIS Fundamentals: A First Text on Geographic Information Systems (6th Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis. (Available as a DRM-free eBook for access/download through the UCF Library.)

Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. 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. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with an alternative time for their presentations.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday of Week 1, August 25 th , at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Thursday at 9:00am on the week due via webcourses	40%	40
Participation in Classroom Activities - Graduate students are expected to take a larger participatory role	Usually in class each Wednesday	4%	4
Undergraduate Grant Application or Graduate Grant Application	Thursday November 30th at 9:00am	45%	45
Oral Presentation of Project	Assigned Classroom Period in Week 15 and Finals Week (16)	10%	10

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

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. This includes submitting Artificial Intelligence (AI) output as your own work, which is plagiarism.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility

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

In-Class Recording

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

University Writing Center:

The University Writing Center (<https://uwc.cah.ucf.edu/>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Controversial Content

This course will discuss some potentially controversial issues. Part of the purpose of the course is to enable you to understand how reasonable people might disagree about such issues (especially involving ethics and justice). You are not required to believe any particular position that we discuss and examine on such issues. You are expected, however, to have an open mind and to try to understand the arguments (and to consider the ideas and evidence used in such arguments) for many different positions on these issues, and to critically examine and respectfully discuss such arguments, ideas and evidence.

Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to www.getrave.com/login/ucf and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Accommodations for Active Duty Military Students

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

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>), will be provided with an alternative time for their presentations.

Title IX Policy

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/>.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of “Incomplete”

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles and the required text (Wheatley and Gillings 2002) are available through the UCF Library.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Aug. 24	What is GIS Course Introduction, What is GIS, Syllabus Quiz ASSIGNMENT: Syllabus Quiz due Fri. Aug. 25th, 3pm	Bolstad pp. 1-23 Wheatley and Gillings pp. 1-21
2	Th	Aug. 31	GIS Projects – Data and basic manipulation Classroom session with GIS Examples from Class and Introduction to GIS Lab ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)	Wheatley and Gillings pp. 23-59; Bolstad pp. 168-191; 373-419; 617-634 For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 27-167.
3	Th	Sept 7	Data Collection, Surveys, Surveying Classroom session and GIS Data Lab ASSIGNMENT: Introduction to GIS Lab due at start of class	Wheatley and Gillings pp. 59-87 Bolstad pp. 331-365; 299-326 For additional information on GPS and surveying see: Bolstad pp. 201-237.

4	Th	Sept 14	<p>Remote Sensing</p> <p>Classroom session and Remote Sensing Lab</p> <p>ASSIGNMENT: GIS Data Lab due at start of class</p>	<p>Bolstad pp. 245-292</p> <p>For additional types of raster based analysis see: Bolstad pp. 445-475.</p> <p>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</p> <p>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</p>
5	Th	Sept 21	<p>Quantitative and Qualitative Data</p> <p>Classroom session and Integration Lab</p> <p>ASSIGNMENT: Remote Sensing Lab due at start of class</p>	<p>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</p> <p>Boschmann and Cubbon (2014): “Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research”</p>
6	Th	Sept 28	<p>Perception – Viewsheds, Soundsheds, Smellsheds</p> <p>Classroom session and Perception Lab</p> <p>ASSIGNMENT: Integration Lab due at start of class</p>	<p>Wheatley and Gillings pp. 201-216;</p> <p>For additional terrain analysis see: Bolstad pp. 485-509.</p> <p>Nutsford et al. (2015): “Personalizing the Viewshed: Visibility Analysis from the Human Perspective”;</p> <p>Brabyn (2015): “Modelling landscape experience using ‘experions’”</p>

7	Th	Oct 5	<p>Transportation and Movement</p> <p>Classroom session and Transportation Lab</p> <p>ASSIGNMENT: Perception Lab due at start of class</p>	<p>Bolstad pp. 420-428</p> <p>Hall and Smith (2014): "Knowing the City: maps, mobility, and urban outreach work";</p> <p>Branting (2012): "Seven Solutions for Seven Problems with Least Cost Pathways"</p>
8	Th	Oct 12	<p>Location – Boundaries, Borderlands, Central places, Spatial Hierarchies</p> <p>Classroom session and Location Theory Lab</p> <p>ASSIGNMENT: Transportation Lab due at start of class</p>	<p>Wheatley and Gillings pp. 147- 164;</p> <p>Wright (1986): "The Evolution of Civilizations";</p> <p>Mu and Wang (2006): "Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy"</p>
9	Th	Oct 19	<p>Demography – Population, Densities, Interactions</p> <p>Classroom session and Demography Theory Lab</p> <p>ASSIGNMENT: Location Theory Lab due at start of class</p>	<p>Naroll (1962): "Floor Area and Settlement Population";</p> <p>Reibel (2007): "Geographic Information Systems and Spatial Data Processing in Demography: a Review";</p> <p>Khormi and Kumar (2011): "Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study"</p>

10	Th	Oct 26	<p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session Spatial Analysis Lab</p> <p>ASSIGNMENT: Demography Theory Lab due at start of class</p>	<p>Wheatley and Gillings pp. 89-106, 125-146;</p> <p>Bolstad pp. 521-561, 573-606</p> <p>Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";</p> <p>Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i>"</p>
11	Th	Nov 2	<p>Visualization and Virtual Reality</p> <p>Classroom session Visualization Lab and Proposal Preparation</p> <p>ASSIGNMENT: Spatial Analysis Lab due at start of class</p>	<p>Wilhelmson and Dell'Unto (2015): "Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context";</p> <p>Verykokou et al. (2016): "Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"</p>
12	Th	Nov 9	<p>Proposal Preparation Class</p> <p>ASSIGNMENT: Visualization Lab due at start of class</p>	
13	Th	Nov 16	<p>Visualization Projects Showcase and Proposal Preparation Class</p>	
14	Th	Nov 23	<p>THANKSGIVING HOLIDAY</p> <p>NO CLASS</p>	

15	Th	Nov 30	STUDENT PRESENTATIONS ASSIGNMENT DUE AT START OF CLASS Thursday, November 30 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)	
Finals	Th	Dec 7	STUDENT PRESENTATIONS *Note Different Time: 7:00-9:50am	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Boschmann, E. Eric and Emily Cubbon
2014 Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research. *The Professional Geographer* 66(2):236-248.

Brabyn, Lars
2015 Modelling landscape experience using “experions”. *Applied Geography* 62:210-216.

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2012 Seven Solutions for Seven Problems with Least Cost Pathways. In *Least Cost Analysis of Social Landscapes: Archaeological Case Studies*. Devin A. White and Sarah L. Surface-Evans, eds. Pp. 209-224. Salt Lake City: University of Utah Press.

Hall, Tom and Robin J. Smith
2014 Knowing the City: maps, mobility, and urban outreach work. *Qualitative Research* 14(3):294-310.

Khormi, Hassan M. and Lalit Kumar
2011 Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study. *Science of the Total Environment* 409:4713-4719.

Liu, Jian Guo and Philippa J. Mason
2016 Appendix A: Imaging sensor systems and remote sensing satellites. In *Image Processing and GIS for Remote Sensing: Techniques and Applications (Second Edition)*. Jian Guo Liu and Philippa J. Mason, eds. Pp. 427-439. Chichester, UK: John Wiley & Sons.

Masini, Nicola and Rosa Lasaponara

2017 Sensing the Past from Space: Approaches to Site Detection. In *Sensing the Past: From artifact to historical site*. Nicola Masini and Francesco Soldovieri, eds. Pp. 23-60. Cham, Switzerland: Springer.

Mu, Lan and Xiao Wang

2006 Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy. *International Journal of Geographic Information Science* 20(6):649-667.

Naroll, Raoul

1962 Floor Area and Settlement Population. *American Antiquity* 27(4):587-589.

Nutsford, Daniel, Femke Reitsma, Amber L. Pearson, Simon Kingham

2015 Personalizing the Viewshed: Visibility Analysis from the Human Perspective. *Applied Geography* 62:1-7.

Reibel, Michael

2007 Geographic Information Systems and Spatial Data Processing in Demography: a Review. *Population Research Policy Review* 26:601-618.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis

2016 Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows. In *Digital Heritage: Progress in Cultural Heritage: Documentation, Preservation, and Protection*. Marinos Ioannides, Eleanor Fink, Antonia Moropoulou, Monika Hagedorn-Saupe, Antonella Fresca, Funnar Liestøl, Vlatka Rajcic, and Pierre Grussenmeyer, eds. Pp. 50-62. Cham, Switzerland: Springer.

Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler

2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.

Wilhelmson, Helene and Nicholò Dell'Unto

2015 Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context. *American Journal of Physical Anthropology* 157:305-321.

Wright, Henry T.

1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.



ANG6002: Proseminar in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Scott Branting	Term:	Fall 2023
Office:	Online	Credit Hours	3
Phone:	(407) 823-4962	Class Meeting Days:	M
E-Mail:	scott.branting@ucf.edu	Class Meeting Hours:	3:00 – 5:50pm
Website:	UCF Webcourses	Class Location:	HPH 409M
Office Hours	Dr. Branting Th 2:00-3:30 or by		
Online Only:	appointment		

University Course Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology.

Course Overview

Anthropology is a broad-based discipline for investigating human experience with interdisciplinary linkages that enhance the employment potential for students. Graduates with advanced degrees in anthropology are well situated to pursue a wide range of careers and employment opportunities inside and outside of academia. This course will help students to develop strategies and portfolios essential for effectively pursuing these career paths and opportunities.

Course Objectives

In this course, students will gain skills in:

- Defining their goals for pursuing a career in anthropology
- Developing a professional portfolio and skills essential for employment
- Understand the importance of research, teaching, and service and develop basic skills for undertaking each of these areas of work
- Understand academic and non-academic career paths and opportunities

Course Prerequisites

None

Required Text and Articles

Some readings in this course will be made available through the course website on Webcourses@UCF. The following text is also required for the course:

- Kelsky, K. (2015): *The Professor Is In: The Essential Guide to Turning Your PhD into a Job*. New York: Three Rivers Press

Basis for Final Grade

Your grade will be based upon your written strategic plan (40%), participation in classroom activities with a greater role expected from graduate students (3%), a short presentation of the strategic plan (20%), the syllabus quiz (1%), and the completion of a graduate plan of study (9%). Failure to hand in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with an alternative time for their presentations.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday of Week 1, August 25 th , at 3pm	1% and federal verification requirement	1
Graduate Plan of Study	Monday October 23 rd at 3:00pm	9%	9
Participation in Classroom Activities	Usually in class each Monday	30%	30
Strategic Plan – (5-10 page plan that includes at least one page but no more than two pages of an expanded thesis idea, significance, and outline)	Monday November 27 th at 3:00pm	40%	40
Oral Presentation of Strategic Plan	Assigned Classroom Period in Week 15 and Finals Week (16)	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

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. This includes submitting Artificial Intelligence (AI) output as your own work, which is plagiarism.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility

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

In-Class Recording

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

private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

University Writing Center:

The University Writing Center (<https://uwc.cah.ucf.edu/>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Controversial Content

This course will discuss some potentially controversial issues. Part of the purpose of the course is to enable you to understand how reasonable people might disagree about such issues (especially involving ethics and justice). You are not required to believe any particular position that we discuss and examine on such issues. You are expected, however, to have an open mind and to try to understand the arguments (and to consider the ideas and evidence used in such arguments) for many different positions on these issues, and to critically examine and respectfully discuss such arguments, ideas and evidence.

Campus Safety

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

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

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

Accommodations for Active Duty Military Students

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

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>) or if you are representing the university in an authorized event or activity (UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>), will be provided with an alternative time for their presentations.

Title IX Policy

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/>.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of “Incomplete”

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

Course Schedule

This syllabus is tentative and I may make schedule modifications to meet the goals of the class. Material other than Kelsky will be provided on UCF Webcourses.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	M	Aug. 21	Course Introduction, Syllabus Quiz ASSIGNMENT: Syllabus Quiz due Fri. Aug. 25th, 3pm	
2	M	Aug. 28	Strategic Plan – Where do we go from here?, SWOT, Jobs, Advisors, CV Introduction ASSIGNMENT: Think about SWOT	Kelsky Chapters 1-3, 7, 14, 24, 42, 55-Conclusion Branting CV
3	M	Sept 4	LABOR DAY HOLIDAY NO CLASS	
4	M	Sept 11	Conferences – Where to go, What to Present, Networking Plan of Study	Kelsky Chapters 18-20
5	M	Sept 18	Biological Anthropology – Visit by Faculty – Vision for Subdiscipline, Publishing, Fieldwork, Jobs ASSIGNMENT: Biological Students come with questions	
6	M	Sept 25	Cultural Anthropology – Visit by Faculty – Vision for Subdiscipline, Publishing, Fieldwork, Jobs ASSIGNMENT: Cultural Students come with questions	
7	M	Oct 2	Archaeological Anthropology – Visit by Faculty – Vision for Subdiscipline, Publishing, Fieldwork, Jobs ASSIGNMENT: Archaeological Students come with questions	
8	M	Oct 9	Teaching – Visit by Faculty - Being a TA, Teaching Your Own Course, How to Make a Syllabus, Online Courses, Teaching Statement as part of your Job Portfolio ASSIGNMENT: Find a Job ASSIGNMENT: Preliminary Teaching Statement	Kelsky Chapters 15, 25-26 Branting Teaching Statement

9	M	Oct 16	Research – Strategy, Finding Opportunities, Second Areas, Administration, Publications, Research Statement as part of your Job Portfolio ASSIGNMENT: Find a Job ASSIGNMENT: Preliminary Research Statement	Kelsky Chapters 16-17, 27, 29 Branting Research Statement
10	M	Oct 23	Service – When to say yes and no ASSIGNMENT: Find a Job ASSIGNMENT DUE: Graduate Plan of Study	Kelsky Chapters 28
11	M	Oct 30	Grants – Finding ASSIGNMENT: Find a Job ASSIGNMENT: Preliminary CV	Kelsky Chapters 51-52 Branting Grants
12	M	Nov 6	Grants – Writing ASSIGNMENT: Find a Job ASSIGNMENT: Find grant	Branting Grants
13	M	Nov 13	Jobs – Finding ASSIGNMENT: Job Analysis	Kelsky Chapters 4-13, 21-23
14	M	Nov 20	Jobs – Applications, Cover letter as part of your job portfolio ASSIGNMENT: Preliminary Cover Letter	Kelsky Chapters 39-41, 43-47, 53-54
15	M	Nov 27	Jobs – Interviews ASSIGNMENT DUE AT START OF CLASS Monday, November 27 Strategic Plan (comprised of a 5-10 page plan including at last a 1 page but not more than 2 pages of an expanded thesis idea, significance, and outline)	Kelsky Chapters 30-38, 48-50
Finals	M	Dec 4	STUDENT PRESENTATIONS *Note Different Time: 4:00-6:50pm	

Course Syllabus


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Course Information

Course name: Ethics in Anthropology
Course ID: ANG 6003-0001
Credit hours: 3.0 hours
Semester/year: Fall 2023
Location & time: Tuesday 3-5:50pm, HPH 409M

Instructor Contact

Instructor: Dr. Michael Callaghan
Main office: Phillips Hall 409L
Zoom Meeting <https://ucf.zoom.us/j/3257892954> 
Room: [\(https://ucf.zoom.us/j/3257892954\)](https://ucf.zoom.us/j/3257892954)
Office hours: T, TH 12:30-2 and by appt.
Phone: 407-823-4964
E-mail: michael.callaghan@ucf.edu

University Catalog Description

Ethical issues and concepts practitioners of integrative anthropological sciences confront across various academic, research, and public domains. **Prerequisites:** Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I.

Course Overview

This course examines a range of ethical issues and concepts anthropological practitioners increasingly confront across various academic, research, and public domains. Growing recognition among institutions, professional organizations, and individuals for the need to ethically treat the communities, populations, material remains, and cultural heritages of those anthropologists traditionally study has assumed newfound urgency over recent years. The challenges faced by cultural anthropologists

assumed relevance and urgency over recent years. The challenges faced by cultural anthropologists, archaeologists, and bio-/physical anthropologists on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important implications for how future anthropological research is conducted and how the discipline is perceived in many mainstream contexts.

What textbooks will I need?

There are no textbooks to purchase. Weekly readings will be a combination of journal articles, book chapters, digital texts, and other professional and popular writings.

What are the course requirements?

This course begins on **August 21, 2023** and ends on **December 9, 2023**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Participate in all class discussions, class presentations, and course activities
- Write 3 reaction papers addressing the larger ethical concerns in each of the three sub-disciplines
- Create 3 original case studies for mock ethics-bowl debates for each sub-discipline
- Lead 3 discussions and judge 3 ethics-bowl debates for each sub-discipline
- Write a problem-based research paper (including a prospectus, first draft, critique, and final draft), which will be presented in a final professional seminar

All graded work ***will be submitted online***. Please note the due dates carefully. It is ***your responsibility to be aware of all due dates*** for this course.

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is ***your responsibility to check on your grades throughout the course***. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score ***after the grade***

column has been released, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed ***within two weeks of the grade being released***.

NB: As per UCF rules, any grade below a B- in a graduate course ***does count*** toward your GPA but

does not count toward the degree program.

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

Assignment	Points	Percentage
Attendance and Participation	26	13
Reaction Papers (3)	30	15
Sub-disciplinary Ethics Presentation (3)	30	15
Ethics-Bowl Case Studies (3)	30	15
Prospectus	4	2
Draft	15	7.5
Critique	15	7.5
Final Paper	25	12.5
Presentation	25	12.5
TOTAL	200	100

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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C	74 - 77%
A-	90 - 94%	C-	70 - 74%
B+	87 - 89%	D	60 - 69%
B	80 - 86%	F	<60
C+	77 - 79%		

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

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

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

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



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

How do I receive accessibility accommodations?

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

What if there is an emergency on campus?

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

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

phone number.

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

<https://youtu.be/NIKYajEx4pk>  [\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

>).

What if I am or become deployed active military status?

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.

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for assignment due dates

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

How does Title IX apply to this course?

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> (<https://letsbeclear.ucf.edu/>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **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.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class

materials ***must utilize the Canvas or UCF Knight's Mail system.***

When using the proper channels of communication, you can generally expect a response to your email within 24 hours. However, keep in mind that I may only check my email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:



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



<https://tpc.ucf.edu/product/microsoft-office-2016/>
(<https://tpc.ucf.edu/product/microsoft-office-2016/>).

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, 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>).

Canvas has an online tracking system where instructors can review a student's progress 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. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class ***without my authorization***. Please be aware that ***this is a violation of copyright*** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. ***Use these materials at your own risk.***

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you ***will not*** need to make 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 instructor or OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

Are AI tools permitted in this class?

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, **is permitted or research purposes** in this class. However, AI generated work **CANNOT** be submitted for assignments. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.



Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**

Week	Date	Topic
1	Aug 22	Introduction and Orientation
2	Aug 29	Introduction to Ethics in Cultural Anthropology (Guest Speaker: Dr.
3	Sep 5	Case Studies in Cultural Anthropology I
4	Sep 12	Case Studies in Cultural Anthropology II
5	Sep 19	Introduction to Ethics in Archaeology (Guest Speaker: Dr. Emily Za
6	Sep 26	Case Studies in Archaeology I
7	Oct 3	Case Studies in Archaeology II
8	Oct 10	Introduction to Ethics in Biological Anthropology (Guest Speaker: D
9	Oct 17	Case Studies in Biological Anthropology I
10	Oct 24	Case Studies in Biological Anthropology II
11	Oct 31	NO CLASS - RESEARCH DAY
12	Nov 7	Ethics in Applied Anthropology: Museum Studies (Guest Speaker: I
13	Nov 14	Presentations and Discussion
14	Nov 21	NO CLASS - THANKSGIVING
15	Dec 28	Presentations and Discussion

Course Summary:

Date	Details	Due
Mon Aug 28, 2023	 Reaction Paper 1: Ethics in Cultural Anthropology https://webcourses.ucf.edu/courses/1440973/assignments/8107177	due by 11:59pm
Mon Sep 11, 2023	 Ethics Case Studies (Cultural Anthropology) https://webcourses.ucf.edu/courses/1440973/assignments/8107168	due by 11:59pm

Date	Details	Due
Mon Sep 18, 2023	 Ethics Discussion (Cultural Anthropology) https://webcourses.ucf.edu/courses/1440973/assignments/8107171	due by 11:59pm
Mon Sep 18, 2023	 Project Prospectus https://webcourses.ucf.edu/courses/1440973/assignments/8107176	due by 11:59pm
Mon Sep 18, 2023	 Reaction Paper 2: Ethics in Archaeology https://webcourses.ucf.edu/courses/1440973/assignments/8107178	due by 11:59pm
Mon Oct 2, 2023	 Ethics Case Studies (Archaeology) https://webcourses.ucf.edu/courses/1440973/assignments/8107166	due by 11:59pm
Mon Oct 2, 2023	 Ethics Discussion (Archaeology) https://webcourses.ucf.edu/courses/1440973/assignments/8107169	due by 11:59pm
Mon Oct 9, 2023	 Reaction Paper 3: Ethics in Biological Anthropology https://webcourses.ucf.edu/courses/1440973/assignments/8107179	due by 11:59pm
Mon Oct 23, 2023	 Ethics Case Studies (Biological Anthropology) https://webcourses.ucf.edu/courses/1440973/assignments/8107167	due by 11:59pm
Mon Oct 23, 2023	 Ethics Discussion (Biological Anthropology) https://webcourses.ucf.edu/courses/1440973/assignments/8107170	due by 11:59pm
Mon Oct 30, 2023	 Paper Draft https://webcourses.ucf.edu/courses/1440973/assignments/8107174	due by 11:59pm
Mon Nov 6, 2023	 Paper Critique https://webcourses.ucf.edu/courses/1440973/assignments/8107173	due by 11:59pm
Mon Nov 13, 2023	 Project Presentation https://webcourses.ucf.edu/courses/1440973/assignments/8107175	due by 11:59pm
Mon Nov 27, 2023	 Final Draft https://webcourses.ucf.edu/courses/1440973/assignments/8107172	due by 11:59pm

Date

Details

Due



Roll Call Attendance

(<https://webcourses.ucf.edu/courses/1440973/assignments/8107180>)

ANG6110

Fall 2023--Walker

Course Syllabus

[Jump to Today](#)

Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Ph.D. in Integrative Anthropological Sciences, Anthropology MA program, or CI.

Fall 2023: Thursdays at 6-8:50pm.

Instructor Contact Information

Professor: John Walker

Office: Howard Phillips Hall 409o

Course-Related Email: Webcourses Email Client

Secondary Email: john.walker@ucf.edu

Phone: (407) 823-3798

Office Hours: 2:00 - 3:30 pm Thursday (dedicated to this class), or by appointment.

Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural

subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology's subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:

- 1) articulate how theory informs archaeological research;
- 2) explain the principles behind some of the major archaeological methods;
- 3) articulate the basic tenets of the major theoretical schools of archaeology in the 20th and 21st centuries and understand how these connect to broader trends in the social sciences as a whole;
- 4) recognize theoretical approaches in published research;
- 5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;
- 6) articulate the principles governing ethical archaeological practice; and
- 7) apply theoretical approaches and ethical principles to their own research.

Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses. The Harris and Cipolla text is available for 4-hour checkout in the library.

Harris, Oliver J.T. and Craig N. Cipolla, Archaeological Theory in the New Millennium. 2017. London and New York: Routledge.

Useful Web Sites

- Society for American Archaeology: saa.orgLinks to an external site.
- American Anthropological Association: aaanet.orgLinks to an external site.
- Register of Professional Archaeologists: rpanet.orgLinks to an external site.
- Archaeological Institute of America: archaeological.orgLinks to an external site.
- The Archaeology Channel (archaeology streaming video/audio): archaeologychannel.orgLinks to an external site.
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>Links to an external site.
- Shovel Bums (a site to find jobs in archaeology): shovelbums.orgLinks to an external site.

Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Due Date	Weight Toward Final Grade	Point Value
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Participation and Attendance	Routinely contributing to the class discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class. Submitted in person	Weekly	12	120
Discussion leadership	Leading part of the class discussion for one week of class	Once per semester	10	100
Weekly written assignments	The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries. Submitted through Webcourses.	11:59am the day after class	13	130
Bibliography	A 15-source bibliography for your term paper, with the five most important sources annotated. Submitted through Webcourses.	October 23 at 11:59pm	10	100

Term paper	A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words). Submitted through Webcourses.	Due December 10 at 9:00am	40	400
Presentation	A 15-minute, SAA-style presentation of the subject matter of the term paper, followed by 5 minutes of Q&A	December 1 & 6 in class	15	150
Final Exam	There is no final exam in this course		0	0
TOTAL			100	1000

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.
- You may need to work as a team to complete the discussion leadership requirement. If you don't pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

Grading Scale

Letter Grade	Percent of Total Raw Score
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A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below

Policies

Topic	Policy
<p>Contacting the professor</p> <p>Webcourses@UCF</p>	<p>In this class our official mode of communication is through the email located inside Webcourses. 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 frequently.</p> <p>This is a face-to-face course. Some course materials and assignments, however, 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.</p>

Accessing On-line Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Readings unavailable through the UCF Libraries website will also be available through Webcourses.

Grading and evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus.

If you receive two √- grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three √- grades on weekly written assignments will result in your final grade being dropped by 1 letter.

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter.

Attendance and Participation

If you receive a √- grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three √- grades in participation will result in your grade being dropped by 1 letter.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

I will give students **one** opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).

If you submit an assignment on the due date but within 3-4 hours of the due time, I will accept it and take a 10% deduction without a written excuse.

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

Academic integrity

We are 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.

Course Accessibility

Participation, Diversity, and Inclusion

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please

be respectful and polite to your classmates. We (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. 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.

Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.

Like many field sciences, the profession of anthropology is rife with examples of sexual misconduct and discrimination. It is very important to us that those problems not be replicated in our classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu [Links to an external site.](#) and <http://cares.sdes.ucf.edu> [Links to an external site.](#). Please be aware that we are mandatory reporters for Title IX violations.

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 me as soon as possible and/or contact Student Accessibility Services.

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

asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

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.

Emergency Procedures

· To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter](#) [Links to an external site.](#)



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

Artificial Intelligence

This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism.

Summary of Topics and Readings:

Week-Class Date:	Topic:
1--August 24	What is Archaeological Theory?

- Readings required for the assignment (but not for class):

Gremillion, Kristen J., Loukas Barto, and Dolores R. Piperno

2014 Particularism and the retreat from theory in the archaeology of agricultural origins. *Proceedings of the National Academy of Sciences* 111:6171-6177.

Smith, Michael E.

2015 How Can Archaeologists Make Better Arguments? *The SAA Archaeological Record* 15(4):18-23.

2--August 31 Archaeology as Anthropology--NO CLASS 2023

- Readings required for the assignment.
There is no class this day due to a football game.

Gibbon, Guy

2014 *Critically Reading the Theory and Methods of Archaeology: An Introductory Guide*. AltaMira Press, Lanham.

Chapters 1, 14, 15

Guba, Egon

1990 The Alternative Paradigm Dialog. In *The Paradigm Dialog*, edited by Egon Guba, pp. 17-27. Sage Publications, Newbury Park.

Harris, Oliver J.T. and Craig N. Cipolla

2017 *Archaeological Theory in the New Millennium*. Routledge, London and New York.

Chapters 1 and 2

Lucas, Gavin

2014 Triangulating absence: exploring the fault lines between archaeology and anthropology. In *Archaeology and Anthropology*, edited by Duncan Garrow and Thomas Yarrow, pp. 28-39. Oxbow Books, Oxford.

3--September 7 Catch-up Discussion Day

- Because we will have missed a class day and already have done a lot of readings, this week will be for catch-up to discuss everything we've read so far! Your assignment for this week will be a reinterpretation of what you have already written.

4--September 14 Fieldwork

Bradford, Danielle J. and Enrico R. Crema

2022 Risk factors for the occurrence of sexual misconduct during archaeological and anthropological fieldwork. *American Anthropologist* 124:548-559.

Clancy, Kathryn B.H., Robin G. Nelson, Julienne N. Rutherford, and Katie Hinde

2014 Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *Plos One* 9(7):e102172

Leighton, Mary

2020 Myths of Meritocracy, Friendship, and Fun Work: Class and Gender in North American Academic Communities. *American Anthropologist* 122:444-458.

Norder, John W.

2007 Iktomi in the Land of the Maymaygwayshi: Understanding Lived Experience in the Practice of Archaeology Among American Indians/First Nations. *Archaeologies: Journal of the World Archaeological Congress* 3:203-248.

Yarrow, Thomas

2003 Artefactual Persons: The Relational Capacities of Persons and Things in the Practice of Excavation. *Norwegian Archaeological Review* 36:65-73

5--September 21 Dating techniques (term paper topic preferences due this week)

Feathers, James K.

2000 Luminescence Dating and Why it Deserves Wider Application. In *It's About Time*, edited by Stephen Edward Nash, pp. 152-166. University of Utah Press, Salt Lake City.

Khan, Jennifer G., Timothy M. Reith, Patrick V. Kirch, J. Stephen Athens, and Gail Murakami

2014 Re-Dating of the Kuli'ou'ou Rockshelter, O'Ahu, Hawai'i: Location of the First Radiocarbon date from the Pacific Islands. *Journal of the Polynesian Society* 123:67-90.

Stokes, Marvin A. and Terah L. Smiley

1996 An Introduction to Tree-Ring Dating. University of Arizona Press, Tucson.

Preface and Chapter 1

Taylor, R.E. and Ofer Bar-Yosef

2014 Radiocarbon Dating: An Archaeological Perspective. 2nd ed. Left Coast Press, Walnut Creek.

Chapter 1 (up to page 34), Chapter 2 pages 60-62

Thomas, David H. and Robert L. Kelly

2006 Archaeology, 4th ed. Thomson Wadsworth, Belmont, CA.

Chapter 8

6-September 28 New Archaeology

Conkey, Margaret W. and Janet D. Spector

1984 Archaeology and the Study of Gender. *Advances in Archaeological Method and Theory* 7:1-38.

Read up pg. 24. Beyond that, it's optional.

Deetz, James

1968 The inference of residence and descent rules from archaeological data. In *New perspectives in archaeology*, edited by S.R. Binford and L.R. Binford. Pp. 41 - 48. Aldine, Chicago.

Harris, Oliver J.T. and Craig N. Cipolla

2017 *Archaeological Theory in the New Millennium: Introducing Current Perspectives*. London and New York, Routledge.

Chapter 4

Johnson, Matthew

2019 *Archaeological Theory, An Introduction*. 3rd ed. Wiley-Blackwell, Malden.

Chapter 2

7--October 5 The Postprocessual Critique

Harris, Oliver J.T. and Craig N. Cipolla

2017 *Archaeological Theory in the New Millennium: Introducing Current Perspectives*. London and New York, Routledge.

Chapter 5

Hodder, Ian

2000 [1992] Symbolism, Meaning and Context, in *Interpretive Archaeology: a Reader*, edited by Julian Thomas, pp.86-96. Leicester University Press, London.

*Overholzer, Lisa and Wesley D. Stoner

2011 Merging the social and the material: Life histories of ancient mementos from Central Mexico. *Journal of Social Archaeology* 11:171-193.

Shanks, Michael and Christopher Tilley

1987 *Re-Constructing Archaeology: Theory and Practice*. Cambridge University Press, Cambridge.

Chapter 2

8--October 12

Processual, Processual-plus, and Marxist Archaeologies (reading and assignment only--NO CLASS)

Fowles, Severin M.

2013 *An Archaeology of Doings: Secularism and the Study of Pueblo Religion*. SAR Press, Santa Fe.

Chapter 3

Gibbon, Guy

2014 *Critically Reading the Theory and Methods of Archaeology*. AltaMira Press, Lanham.

Chapters 4, 12, 16

Leone, Mark P., Parker B. Potter, Jr., and Paul A. Shackel

1987 Toward a Critical Archaeology. *Current Anthropology* 28:283-302

Scarborough, Vernon and Fred Valdez

2014 The Alternative Economy: Resilience in the Face of Complexity from the Eastern Lowlands. *Resilience and Vulnerability of Ancient Landscapes: Transforming Maya Archaeology Through IHOPE*, edited by Arlen Chase and Vernon Scarborough. Archaeological Papers of the American Anthropological Association 28:124-141.

9--October 19

Agency and Agency-Related Approaches (annotated bibliography due this week)

Barrett, John C.

2001 Agency, the Duality of Structure, and the Problem of the Archaeological Record.

In *Archaeological Theory Today*, edited by Ian Hodder, pp. 141-164. Polity, Cambridge.

Dobres, Marcia-Anne and John E. Robb

2000 Agency in Archaeology: Paradigm or Platitude?
In *Agency in Archaeology*, edited by Marcia-Anne
Dobres and John E. Robb, pp. 3-17. Routledge,
London.

Harris, Oliver J.T. and Craig N. Cipolla

2017 Archaeological Theory in the New
Millennium: Introducing Current Perspectives.
London and New York, Routledge.

Chapter 3

Pauketat, Timothy R. and Susan M. Alt.

2005 Agency in a postmodern? Physicality and the
archaeology of culture-making. *Journal of
Archaeological Method and Theory* 12(3):213-236.

10--October 26 Identities and Intersectionality

Blackmore, Chelsea

2011 How to Queer the Past Without Sex: Queer
Theory, Feminisms and the Archaeology of
Identity. *Archaeologies: Journal of the World
Archaeological Congress* 7:75-96.

Geller, Pamela L.

2009 Bodyscapes, Biology, and
Heteronormativity. *American Anthropologist* 111:504-
516.

Gibbon, Guy

2014 *Critically Reading the Theory and Methods of Archaeology*. Altamira Press, Lanham.

Chapter 20

Lightfoot, Kent G., Antoinette Martinez, and Ann M. Schiff

1998 Daily Practice and Material Culture in Pluralistic Social Settings: an Archaeological Study of Culture Change and Persistence from Fort Ross, California. *American Antiquity* 63(2):199-222.

11--November 2 Landscape and Phenomenology

Dennehy, Timothy J., Benjamin W. Stanley and Michael E. Smith

2016 Social Inequality and Access to Services in Premodern Cities. In *Archaeology of the Human Experience*, Edited by Michelle Hegmon. *Archaeological Papers of the American Anthropological Association* 27:143-160.

Harris, Oliver J.T. and Craig N. Cipolla

2017 *Archaeological Theory in the New Millennium: Introducing Current Perspectives*. London and New York, Routledge.

Chapter 6

Sassaman, Kenneth

2016 Constellation of Practice in the Experience of Sea-Level Rise. In *Knowledge in Motion:*

Constellations of Learning Across Time and Place,
edited by Andy Roddick and Ann B. Stahl. Pp. 271-
298. The University of Arizona Press, Tucson.

Thomas, Julian

2001 Archaeologies of Place and Landscape.
In *Archaeological Theory Today*, edited by Ian
Hodder, pp. 165-186. Polity, Cambridge.

12--November 9 Curation, Stakeholders, and the Public

Atalay, Sonya

2012 Community-Based Archaeology: Research
with, by, and for Indigenous and Local Communities.
Berkeley, University of California Press.

Grima, Reuben

2016 But Isn't All Archaeology 'Public'
Archaeology? *Public Archaeology* 15:1, 50-58.

Sullivan, Lynne P. and S. Terry Childs

2003 Curating Archaeological Collections: From
the Field to the Repository. Walnut Creek, CA,
Altamira Press.

13--November 16 Archaeology Today (final weekly writing assignment
due this week)

Harris, Oliver J.T. and Craig N. Cipolla

2017 Archaeological Theory in the New Millennium: Introducing Current Perspectives. London and New York, Routledge.

Chapters 9, 10

Kasper, Kimberly, Dwight Fryer, Jamie Evans, and Claire Norton

2022 The Intersections of Structural Violence and Social Agency in Plantation Geographies. *Archaeologies: Journal of the World Archaeological Congress* 18:161-199

Logan, Amanda L.

2016 "Why Can't People Feed Themselves?": Archaeology as Alternative Archive of Food Security in Banda, Ghana. *American Anthropologist* 118:508-524.

14--November 30 Presentations

15--December 5 Presentations (final paper due this week)

Course Summary:

Date	Details	Due
	Calendar Event Virtual Office Hours	2pm to 4pm

Date	Details	Due
Thu Sep 23, 2021	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Sep 30, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Oct 7, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event Virtual Office Hours	3pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Oct 14, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event Virtual Office Hours	3pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Oct 21, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event Virtual Office Hours	3pm to 4pm

Date	Details	Due
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
	Calendar Event Virtual Office Hours	2pm to 4pm
Thu Oct 28, 2021	Calendar Event Virtual Office Hours	3pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Nov 4, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Nov 11, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Nov 18, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Nov 25, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm

Date	Details	Due
Thu Dec 2, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Dec 9, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Dec 16, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Dec 23, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Thu Dec 30, 2021	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm

Date	Details	Due
Thu Jan 6, 2022	Calendar Event Virtual Office Hours	2pm to 4pm
	Calendar Event ANG6110-20Fall 0001	6pm to 9pm
Fri Aug 25, 2023	Assignment Week 1 Writing Assignment	due by 11:59pm
Fri Sep 1, 2023	Assignment Week 3 2022 Assignment	due by 11:59am
	Assignment Week 2 Writing Assignment	due by 11:59pm
Fri Sep 8, 2023	Assignment Week 4 Writing Assignment	due by 11:59am
Fri Sep 15, 2023	Assignment Term Paper Topics	due by 11:59pm
	Assignment Week 4 Writing Assignment	due by 11:59pm
Fri Sep 22, 2023	Assignment Week 5 Writing Assignment	due by 11:59am
Wed Sep 27, 2023	Assignment Week 6 Writing Assignment--Ian Modification	due by 11:59am
Thu Sep 28, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Sep 29, 2023	Assignment Week 7 Writing Assignment	due by 11:59am

Date	Details	Due
Thu Oct 5, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Oct 6, 2023	Assignment Week 8 Writing Assignment	due by 11:59am
Thu Oct 12, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Oct 13, 2023	Assignment Week 9 Writing Assignment	due by 11:59am
	Assignment Bibliography	due by 11:59pm
Thu Oct 19, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Oct 20, 2023	Assignment Week 10 Writing Assignment	due by 11:59am
Thu Oct 26, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Oct 27, 2023	Assignment Week 11 Writing Assignment	due by 11:59am
Thu Nov 2, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Mon Nov 6, 2023	Assignment Week 12 Writing Assignment	due by 11:59pm
Thu Nov 9, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm

Date	Details	Due
Fri Nov 10, 2023	Assignment Week 13 Writing Assignment	due by 11:59am
Thu Nov 16, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Thu Nov 23, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
Fri Nov 24, 2023	Assignment Class Participation	due by 11:59pm
	Assignment Discussion Leadership	due by 11:59pm
Thu Nov 30, 2023	Calendar Event ANG6110-22Fall 0001 Zoom Backup	6pm to 9pm
	Assignment Presentation	due by 6pm
Fri Dec 1, 2023	Assignment Final Paper	due by 10:30am
Wed Dec 6, 2023	Assignment Final Grade	due by 12pm
	Assignment Week 1	
	Assignment Week 10	
	Assignment Week 11	

Date	Details	Due
	Assignment Week 12	
	Assignment Week 13	
	Assignment Week 2	
	Assignment Week 3	
	Assignment Week 4	
	Assignment Week 5	
	Assignment Week 6	
	Assignment Week 7	
	Assignment Week 8	
	Assignment Week 9	



Welcome to:

Public & Applied Anthropology – ANG 6701

Fall 2023

Wednesdays: 6:00 – 8:50 pm in room HPH 409M

~~~~~  
**Professor: Joanna Mishtal, PhD**

Professor of Cultural and Medical Anthropology

**Office Hours & Location:** Mon 12 – 1 pm and if needed by appointment; HPH 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) – this is the preferred email

~~~~~  
Course Description: This course will explore how anthropology can be relevant to important present-day cultural, political, social, economic, and environmental issues. Anthropological knowledge, skills, theories, and methods have proven to be vital tools in bringing attention to contemporary human concerns related to health, globalization, inequalities, migration, human rights, environmental damage, and poverty. Public and applied (or public interest) anthropologists' engagement with these concerns, working inside and outside of academia, is driven by the commitment to social justice, equity, diversity, and inclusivity. This includes bringing attention to the experiences of marginalized and invisible communities. In other words, public anthropology addresses public problems. We will also examine the ways in which research can be designed to address important social problems and used in informing and/or re-framing public and policy debates.

Learning outcomes - upon completion of the course, the students will:

- 1.) understand how anthropological work and concepts are relevant to current social, political, economic, and environmental issues
- 2.) gain familiarity with ethical considerations for public/applied anthropology work
- 3.) gain insight about applications of anthropological analyses of social justice issues
- 4.) understand anthropology's role in contemporary public policy and policy debates

Prerequisites: graduate standing at MA or PhD level

Modality: face-to-face class on Wednesdays

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**COVID-19 disclosures:**

Students are free to mask or to not mask. It's their choice and no judgment against anybody will be tolerated.

**My COVID-19 Status:** I am fully vaccinated! to protect myself and you. Please vaccinate! If you think you're infected with COVID-19: get tested immediately at the UCF Wellness Center (keep documentation for records) and refrain from coming to class. Remember, not

all students may be vaccinated, and some people have weaker immunity for a variety of reasons.

In general, the public health COVID-19 emergency has ended in May 2023, as per CDC: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/end-of-phe.html>

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

The World Health Organization “MythBusters” about COVID:

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

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

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

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

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Required Books:

1.) Javier Auyero and Debora Alejandra Swistun, 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford University Press.
[\$4 on Amazon; on UCF Library 4-hour Reserve]

2.) Donna Goldstein. *Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown*. UC Press: Berkeley, 2003 [with 2013 Preface]. (received the prestigious Margaret Mead Award)
[\$5 on Amazon; UCF Library e-book]

3.) Claire Wendland. *Partial Stories: Maternal Death from Six Angles*. Chicago: University of Chicago Press; 2022.
[\$25 on Amazon; UCF Library e-book]

4.) Nassir Udin. *The Robingya: An Ethnography of 'Subhuman' Life*. Oxford University Press.
[\$24 on Amazon; UCF Library e-book]

Required Articles: I’m making these available for to you as PDFs on Canvas or you can locate them yourself via the UCF library databases.

~~~~~  
**Seminar Structure:**

Graduate seminars are normally discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. We may also have some small group work. Occasionally, short overviews of the week’s topic will be provided, while discussions will focus on specific readings assigned for that week. We’ll take a 15-minute break at halftime.

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Course Requirements:

1. Reaction Papers: 3 Questions/Comments [4 points each week]

Each student is expected to read all assigned material for a given week in advance of the class and write 3 substantive questions and/or comments in a word document for our class discussion based on those readings.

There will be 10 papers; 2 lowest scores will be dropped and will not count toward the grade.

Each question or comment must include:

- a.) **analytical and substantive thinking**, see below for additional description [1 point]
- b.) **provide to page numbers or sections** of the texts so ideas can be located [1 point]
- c.) **a direct quote from the text** to which the question/comment relates to, together with a page number for it [1 point]

What is analytical or substantive thinking? Please think deeply about the topic, make connections between ideas, raise important questions, identify potential contradictions, etc. Remember, thinking takes time. It is not sufficient to re-state the author's definitions, for example, this would be too superficial. These questions/comments should be thoughtful reflections and reactions to the ideas in the texts that can help us generate discussion. For example, your questions and/or comments can be related to:

- The strengths of the paper (remember that all texts assigned have strengths and merit because, first of all, they have gone through a peer review process and been published, but also because I have selected them as meaningful texts for this class)
- Any weaknesses or critiques of the paper (it's possible for you to develop a critique of a text but this will have to be well substantiated, i.e., just saying you didn't like an article isn't a meaningful or scholarly critique)
- Which argument or points or examples did you find interesting or surprising regarding the study or arguments made, and why?
- Etc.

Please submit this document to via Canvas by midnight the day before the class (i.e., Tuesday), and read other students' entries before coming to class the next day. We will use your questions and/or comments during class to move our discussion along.

Due: Tuesdays, by midnight, via Canvas [on time submission: 1 point]

2. Discussions, Participation, and Attendance

Much of the success of this class as well as a portion of your grade will depend on the quality of your participation in every class discussion. In class discussions I will stress shared learning by encouraging you to interact with each other based on the comments and questions. Each student will need to participate, but please don't dominate the discussion either. Let's find a good balance.

➤ **Respectful attitude:**

Respectful behavior is the norm in all class discussions, including toward your fellow peers as well as me. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may be directed at other individuals (or to oneself).* Any such behavior will result in ejection from the class and further academic conduct consequences. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and academia.

Let's make our seminar productive and enjoyable.

➤ **Discussion Leaders**

To help our discussions move along each class meeting 2-3 students will be assigned the role of Discussion Leaders. These students are expected to meet ahead of time in person or via Zoom and work together to create a plan of key ideas that will stimulate and guide the discussion. Please use (selectively) questions submitted by the students and you may also prepare your own questions for the purpose of generating discussion or to introduce additional information obtained from relevant websites or print media (if you feel a video is necessary, please select only very short videos and they have to be approved by me ahead of class time). I will open the class at the start and introduce the leaders, following which the Leaders will take over, but I will also help facilitate the discussion during the class to assist the Leaders. Power Points with a map or some other visuals may be used, but is not necessary. The Leaders should let the discussion evolve organically when possible. The work of the Leaders should be interesting and enjoyable.

➤ **Leaders, please come to my office 15 minutes before class time on your leading day so we can debrief beforehand.**

Attendance is expected in every class at the graduate level (like in a job), unless there are clear extenuating circumstances preventing the student from attending and documented in some manner with me, and when possible ahead of the class. We are relying on your role in each class, which may be as the leader of the discussion, a participant in discussions, or a presenter. This class is a community effort that we will share and build together.

Allowance: 2 absences – these can be used for emergencies or a wellness day. (A student taking a wellness day is allowed to submit the reaction paper for that week.) Any additional absence will have a negative impact on the student's final grade.

3. Community Project & Report

Much of public/applied anthropological work involves working with community organizations. Increasingly, experience with a community organization is not only the key factor for successfully seeking jobs in non-academic settings, but is central to engaged citizenship, regardless of your future career or educational direction. Thus, this class requires the completion of a minimum of 18-hour Community Service Project (could consist of a few events) with an approved community organization.

There are 2 main ways of arranging this: (1) you can develop your own contact and project – feel free to talk with me about your ideas and I can make suggestions based on previous students' experiences, and (2) seek assistance from the Volunteer UCF office; browse their links with local organizations and pursue from there:

<http://osi.ucf.edu/vucf/>

Products:

Personal Log of Activities:

Please keep track of the hours and activities in your community service project, and turn this document to me with the Report below, including the contact information of the supervisor for potential verification.

Report will be a 3,500 – 4,000 (7-8 pages) word paper, not including references, discussing the project experiences and incorporating class material related to

anthropological theories, concepts, skills, and/or methods using references from the course as much as possible and further references.

Due 12/6/2023, Wednesday, by midnight. (Can submit earlier.)

4. Proposal for a Project (or a set of events)

Please turn in a brief statement (1-2 paragraphs is enough) to let me know your chosen path. I encourage you to chat with me if you'd like feedback ahead of this decision.

Due: 9/12/2023, Tuesday, by midnight. (Feel free to submit earlier.)

5. Presentations of Projects

During the last weeks of the semester students will present central ideas from their Community Service Projects to their colleagues in class. This is an extremely important learning experience through which additional and new topics and case studies in public anthropology will enrich to the course content. But this is also an important experience in learning how to present scholarly ideas, how to prepare for presentations, how to engage your audience, and how to field questions about your thinking and work.

You will have approximately 15 minutes for your presentation (equivalent to an academic conference presentation). We will then follow with a short Q&A at the end of your presentation. You are required to use Power Point for a portion of your presentation or the entire talk, because currently this is the primary way of scholarly presentations. We will do a friendly and constructive peer-review of presentations.

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**Writing Parameters:**

All writing assignments should be standard:

- single-spaced,
- 1” margins on all sides,
- Times New Roman or other basic font, font size 12
- left side alignment required in all papers – this is important for accessibility
- always insert page numbers in every paper, even if only a single page.

- **For Reaction Papers:** please write your name, and reaction date or paper number at the top.
- **For Final Report:** please use a cover sheet with your name, date, course number, word count with and without references, and the title of your paper.

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Grading Policy:

- 1.) 8 of 10 Reaction Papers at 4 points each: 32 points (32%)** (due every Tuesday by midnight on Canvas, so others can read them before class)
- 2.) Attendance, Discussion Leading, Participation: 10 points (10%)** (absences, lateness, low participation will reduce your grade)
- 3.) Project Proposal: 5 points (5%)**
- 4.) Presentation of Projects: 20 points (20%)**
- 5.) Final Report with Log: 30 points (30%)**

Total: 100 points (100%)

The Grade Scale:	
94 – 100 =	A
90 – 93 =	A-
87 – 89 =	B+
84 – 86 =	B
80 – 83 =	B-
77 – 79 =	C+
74 – 76 =	C
70 – 73 =	C-
67 – 69 =	D+
64 – 66 =	D
60 – 63 =	D-
0 – 59 =	F

Grading scale: see the box

Final Note about Grades:

RE the Reaction Papers: It's not the end of the world to get less than 4 points on a reaction paper, but if this happens for more than 2 weeks, please make an appointment to see me so we can strategize for your improvement.

RE Participation and Leadership work: generally, graduate students do a good job and earn full points in these areas of effort, but if I see that you have room for improvement, then I will provide that feedback. In teams, you must pull your weight evenly to earn full credit.

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## **Seminar Schedule**

**Week 1, August 23: Overview of Public & Applied Anthropology**

**Organizational Meeting:**

**Sign-Up for Discussion Leaders**

**Sign-Up for Presentations**

➤ **Reading for August 23:**

“Making Anthropology Public” by Nancy Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.

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**Week 2, August 30: Key Concepts and Approaches in Public and Applied Anthropology: Ethically-grounded research, structural vulnerability, influencing policy, social justice.**

➤ **Reading:**

1.) Scheper-Hughes, Nancy. 1995. “The Primacy of the Ethical: Propositions for a Militant Anthropology.” *Current Anthropology* 1995. 36(3):409-440.

→ Read Comments/Replies from these scholars (at the end of this article), and please choose the most compelling and the least compelling reply, and be able to explain why:

Vincent Crapanzano, Jonathan Friedman, Marvin Harris, Adam Kuper, Laura Nader, J. Tim O’Meara, Aihwa Ong, Paul Rabinow,.....and Scheper-Hughes’ reply to the above

2.) Catherine Besteman. 2010. "In and Out of the Academy: Policy and the Case of a Strategic Anthropology," *Human Organization* 69, 4: 407-417

3.) Barbara Rylko-Bauer and Paul Farmer. 2016. “Structural Violence, Poverty, and Social Suffering” *Oxford Handbook of the Social Science of Poverty*, Eds. David Brady and Linda M. Burton.

➤ **Websites relevant to public/applied anthropology (please browse):**

- National Association for the Practice of Anthropology (NAPA): <http://www.practicinganthropology.org/>
  - Society for Applied Anthropology: <https://www.appliedanthro.org/>
  - The Association for the Anthropology of Policy: <https://www.anthofpolicy.org/>
  - Center for a Public Anthropology: <http://www.publicanthropology.org/about/>
  - American Anthropological Association: <http://www.aaanet.org/>
  - National Association of Student Anthropologists (NASA): <https://nasa.americananthro.org/>
- **Journals most relevant to public and applied anthropology:**
- *Human Organization*  
<https://www.appliedanthro.org/publications/human-organization>
  - *Annals of Anthropological Practice*  
<https://anthrosource.onlinelibrary.wiley.com/journal/21539588>
  - *Practicing Anthropology*:  
<https://www.appliedanthro.org/publications/practicing-anthropology>

### **Week 3, September 6:**

#### **Global Emergencies: Covid-19, syndemics, structural vulnerabilities.**

- **Reading** (in this order):
- 1.) Ostrach, Bayla, and Singer, Merrill. 2012. “Syndemics of War: Malnutrition-Infectious Disease Interactions, and the Unintended Health Consequences of Intentional War Policies.” *Annals of Anthropological Practice* 36.2:257-273.
  - 2.) Farmer, Paul. “Diary – Ebola” 2014. *London Review of Books*. Oct. 23, 2014. Pp. 1-9.
    - Do a quick search online to refresh your memory about the Ebola pandemic before you read Farmer’s article, please.
  - 3.) Singer, Merrill, and Barbara Rylko-Bauer. 2021. “The Syndemics and Structural Violence of the COVID Pandemic: Anthropological Insights on a Crisis,” *Open Anthropological Research Journal* 1(1).
  - 4.) Jarrar, Simon. 2022. “Silence Still Equals Death: Replicating Narratives of HIV/AIDS and COVID-19,” *Practicing Anthropology* 44 (2): 52–55.
  - 5.) Willen, Sarah S, Michael Knipper, César E Abadía-Barrero, Nadav Davidovitch. 2017. “Syndemic vulnerability and the right to health,” *The Lancet* 389: 964–77.

#### **Optional:**

- Mishtal, J., S. De Zordo, I. Capelli, A. Martino, L. Rahm, G. Zanini. 2020. “Political (in)action in abortion governance during COVID-19 in Europe: a call for a harmonized EU response during public health crises.” Special Collection: “COVID-19 and Sexual and Reproductive Health/ Maternal and Newborn Health” E. Varley, and A. Strong (eds.) *Medical Anthropology Quarterly* (June)
- Darryl Stellmach, Isabel Beshar, Juliet Bedford, Philipp du Cros, Beverley Stringer. 2018. “Anthropology in public health emergencies: what is anthropology good for?”

*BMJ Global Health* 3:e000534.

- Sharon Abramowitz. 2014. "Ten Things That Anthropologists Can Do to Fight the Western African Ebola Epidemic." *Somatosphere* blog

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**Week 4, September 13:**

**Migration, "Illegality," Rights, and Mobility. Case Studies from two borders, US-Mexico and Europe-Africa.**

➤ **Read & Browse Website:**

- 1.) Willen, Sarah, J. Mulligan, and Heidi Castaneda. 2011. "Take a Stand Commentary: How Can Medical Anthropologists Contribute to Contemporary Conversations on 'Illegal' Im/migration and Health?" *S. Medical Anthropology Quarterly*, 25(3):331–356, 2011.
- 2.) Andersson, Ruben. "Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality." 2014. *American Anthropologist* 116(4):795-809.
- 3.) DeLeon, Jason. 2013. "Undocumented migration, use wear, and the materiality of habitual suffering in the Sonoran Desert" *Journal of Material Culture* 18(4).
- 4.) Become familiar please with the Undocumented Migration Project curated by anthropologist Jason DeLeon: <https://www.undocumentedmigrationproject.org/>

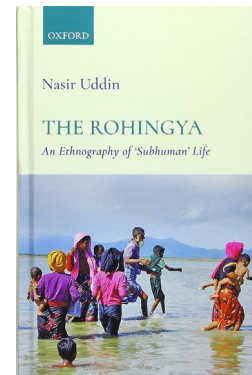
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**Week 5, September 20:**

**Refugees, Constructions of the "Ethnic Other" and Statelessness: A Case Study from Myanmar and Bangladesh.**

➤ **Reading - Book:**

Udin, Nassir. 2020. *The Rohingya: An Ethnography of 'Subhuman' Life*. Oxford University Press.



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**Week 6, September 27:**

**Explaining Death in the Context of Chronic Scarcity: A Case Study from Malawi.**

➤ **Reading - Book:**

Wendland, Claire. *Partial Stories: Maternal Death from Six Angles*. Chicago: University of Chicago Press; 2022.  
➤ Public anthropology of global health.

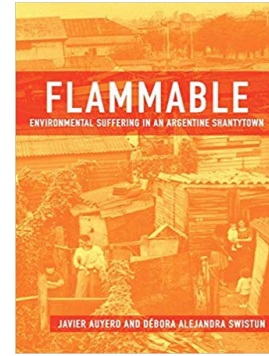


### Week 7, October 4:

#### **Environmental Issues and Public Effects: A Case Study from Argentina.**

➤ **Reading - Book:**

Javier Auyero and Debora Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford University Press.



Optional:

- Melissa Checker. 2011. "Wiped Out by the 'Greenwave': Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210-229.
- Mark J. Hudson, Mami Aoyama, Kara C. Hoover, and Junzo Uchiyama. 2012. "Prospects and challenges for an archaeology of global climate change" *Wiley Interdisciplinary Reviews* 3(4):313-328.

TED Talk to watch (recommended):

Merrill Singer, Professor of Anthropology, University of Connecticut: "Global Warming: Deconstructing our Society as we Know It." 2015

[https://www.youtube.com/watch?v=y\\_FwNQJ88PM](https://www.youtube.com/watch?v=y_FwNQJ88PM)

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### Week 8, October 11:

#### **Nuclear Risks: Human Experiences and Policies: A Case Study from Kazakhstan.**

➤ **GUEST Scholar:** Dr. Magdalena Stawkowski, PhD, Assistant Professor, Department of Anthropology, University of South Carolina

➤ **Read & Watch:**

- 1.) Stawkowski, M. Under review with the University of Toronto Press. Chapter "Introduction: Discovering Koyan" in book manuscript *Atomic Collective: Radioactive Life at the Semipalatinsk Test Site in Kazakhstan*.
- 2.) Stawkowski, M. 2016. "I am a radioactive mutant": Emergent biological subjectivities at Kazakhstan's Semipalatinsk Nuclear Test Site" *American Ethnologist* 43(1):144-157.
- 3.) Wong, Tessa. 2023 (Aug). "Fukushima: Anxiety and anger over Japan's nuclear waste water plan." BBC News <https://www.bbc.com/news/world-asia-66106162> → please make sure to watch the excellent video "What do critics say?" with the link in the middle of this article. Please refresh your memory about the 2011 Fukushima nuclear disaster, if need to.

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### Week 9, October 18:

➤ **No class** (New Delhi conference). **Please advance your Community Service Projects.**

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**Week 10, October 25:**

**Improving Quality of Healthcare: Case Study on Sexual and Gender Minority Wellbeing in the US.**

- **GUEST Scholar:** Dr. Lindsay Taliaferro, PhD, MPH, MS, Associate Professor, Department of Population Health Sciences, College of Medicine, UCF
- **Reading:**
  - 1.) Reeves, Karli, Sarah Job, Christopher Blackwell, Kyle Sanchez, Shannon Carter, Lindsay Taliaferro. 2023. "Provider cultural competence and humility in healthcare interactions with transgender and nonbinary young adults," *Journal of Nursing Scholarship* (May)
  - 2.) Taliaferro, Lindsay A., Brittany M. Harder, Nik M. Lampe, Shannon K. Carter, G. Nic Rider, and Marla E. Eisenberg. 2019. "Social Connectedness Factors that Facilitate Use of Healthcare Services: Comparison of Transgender and Gender Nonconforming and Cisgender Adolescents" *Journal of Pediatrics* 211:172-178.
  - 3.) Eisenberg, Marla, Barbara J. McMorris, Nic Rider, Amy L. Gower, Eli Coleman. "It's kind of hard to go to the doctor's office if you're hated there." 2020. A call for gender affirming care from transgender and gender diverse adolescents in the U.S," *Health & Social Care in the Community*. May ; 28(3): 1082–1089

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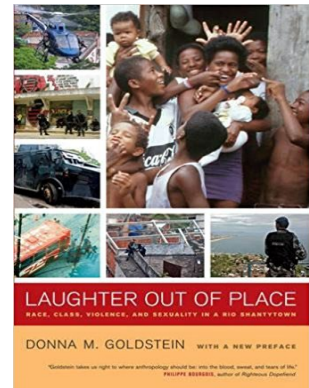
**Week 11, November 1:**

**Social Abandonment & Survival Strategies: A Case Study from Brazil – Part I**

- **Reading - Book: pages xix – 135**

Donna Goldstein. *Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown*. UC Press: Berkeley, 2003 [with 2013 Preface].

  - This book won the prestigious Margaret Mead Award (<https://www.appliedanthro.org/about/awards-prizes/margaret-mead-award>) for "politically engaged anthropology that investigates poverty, gender, race, and sexual inequality, as well as urban violence, HIV/AIDS, and human rights."



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**Week 12, November 8:**

**Social Abandonment & Survival Strategies: A Case Study from Brazil – Part II**

- **Reading - Book: pages 136 – 275.**

Donna Goldstein. *Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown*. UC Press: Berkeley, 2003 [with 2013 Preface].
- **Last 3<sup>rd</sup> of the Class: Brief Workshop of Papers and Presentation drafts.**

We will go over strategies for preparing presentations and papers, including content, types of analyses, referencing, structure, and formatting.

- Please bring questions.

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**Week 13, November 15:**

**Student Presentations Part I, Discussion & Peer-Review**

- [Schedule of presentations TBD](#)

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**Week 14, November 22:**

- **No class** – “Thanksgiving Wednesday”

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**Week 13, November 15:**

**Student Presentations Part II, Discussion & Peer-Review**

- [Schedule of presentations TBD](#)

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**Week 15, November 29:**

**Student Presentations Part III, Discussion & Peer-Review**

- [Schedule of presentations TBD](#)

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**Week 16, December 6 (Exam Week):**

- **Final Papers Due: Wednesday Dec. 6, 2023, by midnight. (Can submit early)**

~~~~~ End of Class Schedule. Have a restful winter break! ~~~~~



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**UCF Core Syllabus Statements:**

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express

written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student's own academic work. (5) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>

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

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

**Course Accessibility Statement:** UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience. If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

#### **In Case of Faculty Illness:**

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

#### **In-Class Recording**

You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in The Golden Rule.

**Campus Safety Statement:** Emergencies on campus are rare, but if one should arise during class,



everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

**In case of an emergency, dial 911 for assistance.** Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should note the guide’s physical location and review the online version [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html). Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert,” fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, please view this video <https://youtu.be/NIKYajEx4pk>

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

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

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

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ETHNOGRAPHIC RESEARCH METHODS



ANG 6801
Section 0001

Fall 2023
Monday: 6:00 pm – 8:50 pm
HPH 409M
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours (Zoom): Wednesday, 12:00pm – 1:30pm

Course Description

Ethnography is the backbone of cultural anthropology; it is our primary research method *and* genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete exercises to practice their ethnographic skills and work toward their own research goals.

Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

Prerequisites

Admission to Anthropology M.A., Integrative Anthropological Sciences Ph.D., or Consent of Instructor

Student Learning Objectives

This course has three learning objectives: 1) to expose you to major topics related to ethnographic research and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

Class Structure

Class meetings will be face-to-face and conducted primarily as seminars driven by discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

Office Hours

Office hours will be held via Zoom (link available on Webcourses). An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know to schedule an appointment.

Course Requirements

Attendance

Attendance for this course is required. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know **in advance** of any extenuating circumstance (personal/family tragedy, serious illness, conference, etc.) that may cause you to miss more than one class. Your attendance grade will be affected if you miss **more than one class** for an unapproved absence.

Reading and Participation

Because this course is structured as a seminar, reading assigned materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings but also diligently participating in discussions and activities **every week**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. They are expected to create a plan to encourage thoughtful and engaging discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be **emailed to Dr. Harris** no later than **12:00pm on the day of class**. Discussions can take many forms; you may prepare interesting or provocative questions for the purpose of generating discussion, introduce additional information obtained from websites or print media, etc. But the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words **plus** bibliography, singled-spaced, 1” margins on all sides, Times New Roman 12-point font,

Chicago Style (author-date style) citations). Reading Reflections must be submitted via Webcourses by 11:59pm on the evening prior to class. They should be insightful pieces that comment on the content of the assigned texts and draw connections between them, **not just summaries**. Failure to submit the assignment by the deadline will lower your grade. You will write 11 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Human Subjects Research-Group 2: Social Behavioral Research Investigators and Key Personnel (Basic) training for this course. This free, online program provides research ethics training to UCF students and faculty. Per UCF policy, CITI training must be completed prior to conducting any research with human subjects. If you have completed this training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e., print out/screenshot from CITI Training website, IRB, etc.). The College of Graduate Studies provides [instructions](#) for creating a CITI Training account and accessing the training site.

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three interviews (45-60 minutes each)** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Final Report. Each part is due at different points during the semester (see schedule below). The final report will be 5000-6000 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

You will give an in-class 20-30 minute presentation on your project at the end of semester. Dr. Harris will provide information on how to present on a research project as the semester progresses.

Grading Structure

| | |
|------------------------------------|--|
| Reading Reflections (10 out of 11) | 20% of total grade |
| Project | 40% of total grade |
| Project Presentation | 10% of total grade |
| Attendance | 10% of total grade |
| Participation | 20% of total grade (10% for discussion leadership, 10% for non-leadership participation) |

Grading Scale

Reading Reflections, project assignments, project presentation, attendance, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Course Policies

Respectful Behavior

Diversity is a strength of UCF. Our differences with respect to race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, and more enhance our ability to achieve UCF's core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued.

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

Open Exchange

UCF strives to create 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 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 demonstrate an understanding of them. This does not mean that you are required to believe them or agree with them.

UCF Email and Webcourses Communication

There will be important email and Webcourses communications between Dr. Harris and the class. You are responsible for checking your UCF email and Webcourses regularly (at least once a day).

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an A- but the assignment is one day late, your grade will be a B+. If it is two days late, your grade will be a B, and so on. Extensions will be given only in the case of extenuating circumstances.

Placeholder Assignments

UCF is cracking down on students who use “placeholder” assignments to buy more time to complete an assignment (i.e., intentionally submitting a corrupt or “wrong” file). However, you might upload a corrupt or wrong file inadvertently; accidents do happen. If you submit a corrupt or wrong file by the assignment deadline, I will accept one resubmission of the correct file with a small penalty. The deadline for the resubmission will be set by Dr. Harris. You will receive a zero if the assignment is not submitted by the new deadline. Dr. Harris is offering this courtesy only once for the entire semester. If you submit a corrupt or wrong file more than once, your grade for the assignment will be a zero.

Grade Disputes

Please come to Dr. Harris's office hours if you wish to dispute a grade on an assignment. If she agrees to re-read your work, be aware that her willingness to do so is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work for this course. Please familiarize yourself with [UCF's Rules of Conduct](#). According to Section 1 ("Academic Misconduct"), you are prohibited from engaging in the following:

- *Unauthorized assistance.* Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of 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 a course assignment or project.
- *Plagiarism.* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Commercial use of academic material.* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, course syllabi, instruction sheets, handouts, etc.
- *Multiple submissions.* Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards.

Use of Artificial Intelligence

Using artificial intelligence (AI) to produce writing for this course is not permitted. If Dr. Harris finds that you used AI-generated content for an assignment, you may fail the assignment and/or course.

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. Please familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, [The Golden Rule](#).

UCF faculty have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a [Z Designation](#) on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z.

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with proper documentation in advance to arrange a make-up; no penalty will be applied.

Religious Observance

You must notify Dr. Harris in advance if you will miss class for a religious observance.

In-Class Recording

You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in [The Golden Rule](#).

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You can also find the guide [online](#).
- Know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into [my.ucf.edu](#). Click on "Student Self Service" on the left side of the screen in the tool bar, scroll down to "Personal Information" on the Student Center Screen, click on "UCF Alert," fill out the information, click "Apply" to save the changes, and click "OK."
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator in one of these [locations](#).
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus, consider viewing this [video](#).

Student Accessibility

UCF is committed to providing access and inclusion to everyone. Students who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be sent to Dr. Harris to inform her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodation requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Writing Center Services

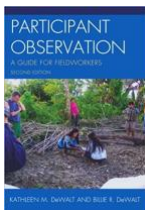
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops and host writing groups. You can learn more about the Writing Center's services and/or schedule an online or in-person appointment through their [website](#).

Academic Activity Record

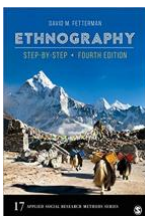
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 25**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

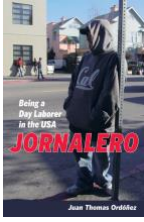
The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. 2nd Edition. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2019. *Ethnography: Step-By-Step*. 4th Edition. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the UCF bookstore. Several additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. If you have any technical issues, please contact Webcourses@UCF Support.

Course Schedule

Week 1

Monday, August 21

- TOPIC: Course Overview and Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

Fetterman, pg. 1-41

McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15: 1-10.

Week 2

Monday, August 28

Reading
Reflection #1

- TOPIC: The "Field"
- READINGS: Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." *Human Organization* 60: 40-46.

Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Passaro, Joanne. 1997. "'You Can't Take the Subway to the Field!' 'Village' Epistemologies in the Global Village." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

Week 3

Monday, September 4

- NO CLASS – LABOR DAY
-

Week 4

Monday, September 11

Reading Reflection #2
AND
CITI Training Due

- TOPIC: Participant Observation
- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage.

DeWalt and DeWalt, pg. 41-97 and 137-156

Week 5

Monday, September 18

Reading
Reflection #3

- TOPIC: Interviewing
- READINGS: Fetterman, pg. 42-78

Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies*. New York: The Free Press. (Chapters 1-4 – pg. 1-119)

Week 6

Monday, September 25

Reading
Reflection #4

- TOPIC: Ethics
- READINGS: American Anthropological Association. 2012. "AAA Statement on Ethics: Principles of Professional Responsibility." *American Anthropological Association*. Accessed August 20, 2021. <https://americananthro.org/about/policies/statement-on-ethics>

DeWalt and DeWalt, pg. 211-226

Fetterman, pg. 141-162

Librett, Mitch, and Dina Perrone. 2010. "Apples and Oranges: Ethnography and the IRB." *Qualitative Research* 10(6): 729-747.

Scheper-Hughes, Nancy. 2000. "Ire in Ireland." *Ethnography* 1(1): 117-140.

Week 7

Monday, October 2

Reading
Reflection #5

- TOPIC: Research Design
- READINGS: DeWalt and DeWalt, pg. 109-136

Rubin, Ashley T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Stanford: Stanford University Press. (Chapter 3 – pg. 35-58)

Silverman, Sydel. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32: 485-489.

Week 8

Monday, October 9

Reading
Reflection #6

- TOPIC: Gaining Trust and Access
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. (Chapter 3 – pg. 41-62)

Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

Week 9

Monday, October 16

Reading Reflection #7
AND
Research Proposal Due

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

Week 10

Monday, October 23

Reading
Reflection #8

- TOPIC: Writing
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. (Chapter 9 – pg. 191-208)

Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

Fetterman, pg. 121-140

O'Hare, Paul. 2007. "Getting Down to Writing Up: Navigating from Field to the Desk and the (Re)presentation of Fieldwork." *Anthropology Matters* 9(2): 1-9.

Week 11

Monday, October 30

Reading
Reflection #9

- TOPIC: Representation
- READINGS: Ramos, Alcida. 1987. "Reflecting on the Yanomami: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2: 284-304.

Said, Edward. 1978. *Orientalism*. New York: Vintage Books. (Introduction - pg. 1-28)

Simpson, Audra. 2014. *Mobawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. (Chapter 4 – pg. 95-114)

Week 12

Monday, November 6

Reading
Reflection #10

- NO CLASS
- TOPIC: Reflexivity

- READINGS: Berger, Roni. 2015. "Now I See It, Now I Don't: Researcher's Position and Reflexivity in Qualitative Research." *Qualitative Research* 15(2): 219-234.

McQueeney, Krista, and Kristen M. Lavelle. 2017. "Emotional Labor in Critical Ethnographic Work: In the Field and Behind the Desk." *Journal of Contemporary Ethnography* 46: 81-107.

Pillow, Wanda S. 2003. "Confession, Catharsis, or Cure?: Rethinking the Uses of Reflexivity as Methodological Power in Qualitative Research." *Qualitative Studies in Education* 16(2): 175-196.

Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66: 711-731.

Week 13

Monday, November 13

- TOPIC: Ethnography Example
- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

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| Reading Reflection #11
AND
Data Collection and Analysis Due |
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Week 14

Monday, November 20

- Student presentations – Part 1

Week 15

Monday, November 27

- Student presentations – Part 2

Finals Week

Monday, December 4

| |
|---------------------------------|
| Project Report due at
7:00pm |
|---------------------------------|