

## ANT2000-23Fall 0W60

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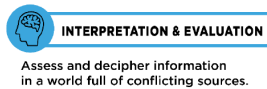
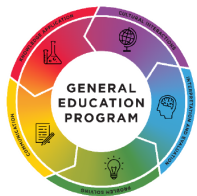

## ANT2000 General Anthropology

**Course Information****Course name:** General Anthropology**Course ID:** ANT 2000 (AW60)**Credit hours:** 3.0 hours**Semester/year:** Fall 2023**Location/time:** W - World Wide Web

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

**Professor Contact:**

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309 (occasionally 355 Research 1)**
- Virtual Office Hours: **Monday and Wednesday mornings 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- **Course GTA:** Peter Mercier, [peter.mercier@ucf.edu](mailto:peter.mercier@ucf.edu) (<mailto:peter.mercier@ucf.edu>)
- **GTA hours:** TBA
- Please only email from me or your TA using **your Knights account** or from the Webcourses email client. We cannot respond to any academic related inquiry via a non-UCF email account.)

**Course Description**

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

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

**Scope and Purpose of the Course**

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

**Student Learning Outcomes**

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

**What Skills will I develop in this course?**

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

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

**Required Texts**



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

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

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

[Exploring our World: Biological and Archaeological Essentials for General Anthropology](https://webcourses.ucf.edu/courses/1435056/files/100978229/download?download_frd=1) ([https://webcourses.ucf.edu/courses/1435056/files/100978229/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1435056/files/100978229/download?download_frd=1)), by Michael Callaghan and Lana Williams, 2020

## Other tools/items needed: None

### Course Requirements

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

### Evaluation and Grading

Item	Total Points
Exams (3 @ 100 points each)	300
Essays/Response Papers (4 @ 25 points each)	100
Reading Quizzes (14 @ 10 points each)	140
<b>Total Points</b>	<b>540</b>

#### Exams (3 @ 100 points each)

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

#### Essays and Response Papers (4 @ 25 points each)

Four short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper around 500 words, but see each assignments individual requirements, and be free of spelling or grammar errors. You must use an accepted method for citation of sources when needed, i.e., MLA, APA, Chicago, as long as you are consistent in each assignment. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

#### Quizzes (15 @ 10 points each)

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

#### Grading Scale

##### Name: Range:

A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%

**Name: Range:**

D- &lt; 64.0 % to 61.0%

F &lt; 61.0 % to 0.0%

*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.*

**Attendance/Participation and Missed Assignments**

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

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

**Please note that late assignments will suffer a point reduction.**

**A Note on Grading**

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades.

**Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.**

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

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

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

**A Note on Due Dates -a reiteration**

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

**Unauthorized Use of Websites and Internet Resources**

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

**Unauthorized Use of Websites and Internet Resources**

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

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

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

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

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

**Unauthorized Distribution of Class Notes and Materials**

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

## Turnitin.com

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

## Policy Statements

### Statement Regarding COVID-19

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

### Campus Safety Statement for Students in Online-Only Courses

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

### Diversity and Inclusion

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

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

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

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

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

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

## Academic Integrity

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

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/> (Links to an external site.) (<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/> (Links to an external site.) (<http://sas.sdes.ucf.edu/>) > (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu) (mailto:sas@ucf.edu)), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience

## 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> [Links to an external site.](https://policies.ucf.edu/documents/4-401.pdf) (<https://policies.ucf.edu/documents/4-401.pdf>) >

### Religious Observances

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

### Copyright

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

### Third-Party Software and FERPA

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

### UCF Cares

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

### University Writing Center









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

### In-Class Recording Statement

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

### Syllabus Content Subject to Change

## Course Summary:

Date	Details	Due
Fri Aug 25, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118908">Quiz 1: Academic Engagement and Perspectives Chapter 1</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118908">https://webcourses.ucf.edu/courses/1435056/assignments/8118908</a> )	due by 11:59pm
Fri Sep 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118921">Quiz 2</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118921">https://webcourses.ucf.edu/courses/1435056/assignments/8118921</a> )	due by 11:59pm
Fri Sep 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118906">Quiz 3</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118906">https://webcourses.ucf.edu/courses/1435056/assignments/8118906</a> )	due by 11:59pm
Fri Sep 15, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118922">Quiz 4</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118922">https://webcourses.ucf.edu/courses/1435056/assignments/8118922</a> )	due by 11:59pm
Mon Sep 18, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118923">Assignment 1 Apes</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118923">https://webcourses.ucf.edu/courses/1435056/assignments/8118923</a> )	due by 11:59pm
Fri Sep 22, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118918">Quiz 5</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118918">https://webcourses.ucf.edu/courses/1435056/assignments/8118918</a> )	due by 11:59pm
Tue Sep 26, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118913">Exam 1</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118913">https://webcourses.ucf.edu/courses/1435056/assignments/8118913</a> )	due by 11:59pm
Thu Sep 28, 2023	 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118915">Quiz 6</a> ( <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118915">https://webcourses.ucf.edu/courses/1435056/assignments/8118915</a> )	due by 11:59pm

Date	Details	Due
Fri Oct 13, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118912">Quiz 7 (https://webcourses.ucf.edu/courses/1435056/assignments/8118912)</a>	due by 11:59pm
Fri Oct 20, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118909">Quiz 8 (https://webcourses.ucf.edu/courses/1435056/assignments/8118909)</a>	due by 11:59pm
Mon Oct 23, 2023	📎 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118924">Assignment 2 Self Ethnography (https://webcourses.ucf.edu/courses/1435056/assignments/8118924)</a>	due by 11:59pm
Fri Oct 27, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118917">Quiz 9 (https://webcourses.ucf.edu/courses/1435056/assignments/8118917)</a>	due by 11:59pm
Fri Nov 3, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118914">Quiz 10 (https://webcourses.ucf.edu/courses/1435056/assignments/8118914)</a>	due by 11:59pm
Mon Nov 6, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118919">Quiz 12 Old not used (https://webcourses.ucf.edu/courses/1435056/assignments/8118919)</a>	due by 11:59pm
Tue Nov 7, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118920">Exam 2 (https://webcourses.ucf.edu/courses/1435056/assignments/8118920)</a>	due by 11:59pm
Fri Nov 10, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118911">Quiz 11 (https://webcourses.ucf.edu/courses/1435056/assignments/8118911)</a>	due by 11:59pm
Fri Nov 17, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118916">Quiz 12 (https://webcourses.ucf.edu/courses/1435056/assignments/8118916)</a>	due by 11:59pm
Tue Nov 21, 2023	📎 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118925">Assignment 3 An extraterrestrial perspective (https://webcourses.ucf.edu/courses/1435056/assignments/8118925)</a>	due by 11:59pm
Fri Nov 24, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118907">Quiz 13 (https://webcourses.ucf.edu/courses/1435056/assignments/8118907)</a>	due by 11:59pm
Tue Nov 28, 2023	📎 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118926">Assignment 4 - Global Shopper (https://webcourses.ucf.edu/courses/1435056/assignments/8118926)</a>	due by 11:59pm
Fri Dec 1, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118910">Quiz 14 (https://webcourses.ucf.edu/courses/1435056/assignments/8118910)</a>	due by 11:59pm
Fri Dec 8, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435056/assignments/8118905">Exam 3 (https://webcourses.ucf.edu/courses/1435056/assignments/8118905)</a>	due by 11:59pm

# Course Syllabus

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## General Anthropology

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



### Course Information

<b>Course name:</b>	General Anthropology
<b>Course ID:</b>	ANT 2000 (0W01)
<b>Credit hours:</b>	3.0 hours
<b>Semester/year:</b>	Fall 2023
<b>Location/time:</b>	Online
<b>Course GTA:</b>	Annalise Pforr
<b>GTA hours:</b>	Please contact TA to set up meeting via chat or zoom
<b>GTA e-mail:</b>	via WebCourses Inbox

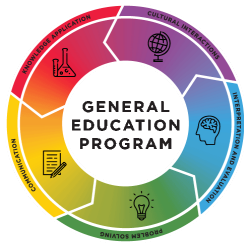
### Professor Contact

<b>Instructor:</b>	Dr. Brigitte Kovacevich
<b>Main office:</b>	Howard Phillips Hall 409P
<b>Phone:</b>	407-823-6554
<b>Office Hours</b>	T and Th 10-11:30 and by appointment (all hours are virtual but I can meet in person with advanced notice! During these hours I can either chat via email or send you a zoom link to meet virtually)
<b>E-mail:</b>	brigitte.kovacevich@ucf.edu

### University Catalog Description

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





## INTERPRETATION & EVALUATION

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

This is a [UCF](#)  
[General](#)  
[Education](#)

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

## *What is this course about?*

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

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

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

## *What skills will I develop in this course?*

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

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

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

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

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

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

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

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.

- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

## *What reading materials and supplies will I need?*

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

Open Educational Resources include:

*Exploring our World: Biological and Archaeological Principles of General Anthropology* (Michael Callaghan and Lana Williams, 2020) (available as PDF chapters in this course) and full version here:

[Callaghan and Williams 2019\\_OER ANT 2000.pdf](#)

<https://webcourses.ucf.edu/courses/1435175/files/100208496?wrap=1> ↓

[https://webcourses.ucf.edu/courses/1435175/files/100208496/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1435175/files/100208496/download?download_frd=1)

[Perspectives: An Open Invitation to Cultural Anthropology](#) ↗

[\(http://perspectives.americananthro.org/\)](http://perspectives.americananthro.org/) (Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

## *How should I plan my time for this course?*

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 16 weeks, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films**. You should also plan on setting aside at least **one to two hours each week for completing assignments** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

\*\*\*You are welcome to travel during this course! It is wonderful that people can take advantage of online courses to get out and see the world. HOWEVER. You are still responsible to meet deadlines, have access to computers/internet, make any remaining comments on discussion posts that are needed while you are away. Traveling/being out of town/not having access to computer/internet are not valid excuses for missing assignments during the course. You must assure you are able to do these things throughout the duration of the course and you can work ahead in most cases aside from discussion comments which are short and can be done on a phone with the app.

## *How do I get started in the course?*

Navigate to the "[WEEK 0: GETTING STARTED](#)"

(<https://webcourses.ucf.edu/courses/1354726/modules/2017048>) module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the [DISCUSSION: Welcome Discussion](#) ([https://webcourses.ucf.edu/courses/1354726/discussion\\_topics/5951732](https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)) so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

## *What are the course requirements?*

### *Summary*

Over the period of this course (roughly 16 weeks), you will be expected to:

- complete a required academic activity at the start of the course
- review learning module materials, including any assigned media, learning activities and readings
- complete 9 out of 11 online quizzes
- complete 3 online exams
- complete 10 out of 12 online assignments

### *Academic Activity Assessment (week 1 only)*

This is a short discussion available through the webcourse page and will be counted as part of your assignments. It is an easy 10 points and please don't forget to do it! **Failure to complete this assessment will result in delay of financial aid disbursements.**

## *Modules*

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

## *Readings*

It is imperative that you do the readings **before** assignments and quizzes, so that you will be prepared to understand the assignments.

## *Reading Quizzes (20% of final grade)*

You will be assigned **11 reading quizzes** of which 9 **will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings from each module/week. The quizzes are open book/article, meaning you can use the readings while you take the quiz, but if you have not read them ahead of time you probably won't have enough time to look up the answers and understand meanings.

## *Online Assignments (20% of final grade)*

You will be assigned **12 online assignments** (including the introduction discussion) of which 10 **will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experienced. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

## *Online Exams (60% of final grade)*

**Three exams** will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Friday December 8 at 11:59 PM.**

## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Reading Quizzes (9 of 11)	90	20%
Exams (3)	300	50%
Assignments (10 of 12)	100	30%
Total	490	100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur (usually 1 week or 5 business days). When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released** (I will not answer a question about Quiz 1 in the final week of class).

In this class we have three assignment groups (A (quizzes), B (assignments), and C (exams)) weighted at 20%, 30%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. For example if you have 100% in Group A, 77% in Group B, and 92% in Group C, the final score would be calculated as  $(1.0 \times .20) + (.77 \times .30) + (.92 \times .50) = 89.1\% = B+$ .

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

Letter Grade	Percentage	Letter Grade	Percentage
A	93.5 - 100%	C+	76.5 - 79.4%
A-	89.5- 93.4%	C	69.5 - 76.4%
B+	86.5 - 89.4%	D	59.5 - 69.4%
B	83.5 - 86.4%	F	59.4% or less
B-	79.5 - 83.4%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade.

Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

**FINAL GRADES ARE FINAL.** I will not discuss or revisit grades the last week of class, I am generous with extra credit so none will be offered to improve scores at the end of the semester. I suggest that if you are concerned about your grade that you talk to me early in the semester to form a plan to improve!

## *What if I miss an assignment, quiz, or exam due date?*

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. Having said that, we understand that sometimes missing deadlines can happen for various reasons. Therefore, I allow you to submit late work for a **penalty of 10% per day** after the due date but only for **7 DAYS** after the due date, then the assignment closes for good, not to be reopened **UNDER ANY CIRCUMSTANCE**. For example, if you miss a quiz and take it within the 24 hours (day 1) after it is due, 1 point will be deducted, and then a second point for 48 hours (day 2), and so on.

If you have a **valid, verifiable excuse** the **penalty will be waived**, but it must be something beyond struggling with work/saving kittens/being out of the country/forgetting password/internet lapse (you can submit with your phone or library computer). I am adamant about this because you have the whole semester to complete work, you can work ahead, and in a large class it is hard to keep track of numerous excuses and late work. Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work. **If you have a valid excuse you must contact me in the 7 day period after the due date for the excuse to be accepted.**

Also remember that you can drop your two lowest scores on quizzes and assignments, so if you miss one it can be counted as one of these!

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.

## *Is the course accessible for students with disabilities?*

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who

need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

## *How is respect for diversity maintained?*

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

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


## *How is academic integrity maintained?*


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

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



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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>  (<http://academicintegrity.org>).

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

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

## *Artificial Intelligence (Chat Bots)*

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

## *GroupMe*

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

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class

you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe that does not include me or the TAs, please report it to me; again, you will remain anonymous.

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

## *Why should I use WebCourses Inbox?*

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

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

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

FM: partaymnstr18@gmail.com

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

Sent from iPhone.

## *What are the technology and software requirements?*

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

You are expected to have compatible versions of Adobe Reader, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. You may also need zoom for the course and it would be wise to have it downloaded and ready. Please visit the following websites to access and install or upgrade to the most current versions of these products:



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



<http://www.microsoft.com/en-eg/download/details.aspx?id=13>  
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)



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

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

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

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

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

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

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

## *What if there is an Emergency on campus?*

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

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

[You CAN Survive an Active Shooter](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)  [\\_\(https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be\)](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)



[\\_\(https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be\)](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)

## What is the course and assignment schedule?



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


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

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module with links and there are also separate links to the same readings within the module.


Week	Due Date	Topic	Readings	Ass
1	25-Aug	What is Anthropology?		<a href="#">DIS</a> (htt
		What are the different kinds of Anthropologists?	<a href="#">Callaghan and Williams (chapter 1, pp. 1-7)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208384/download?wrap=1">_(https://webcourses.ucf.edu/courses/1435175/files/100208384/download?wrap=1)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208384/download?download_frd=1">_(https://webcourses.ucf.edu/courses/1435175/files/100208384/download?download_frd=1)</a>	
2	1-Sept	What is Culture?	<a href="#">Callaghan and Williams (chapter 1, pp. 8-20)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208384/download?wrap=1">_(https://webcourses.ucf.edu/courses/1435175/files/100208384/download?wrap=1)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208384/download?download_frd=1">_(https://webcourses.ucf.edu/courses/1435175/files/100208384/download?download_frd=1)</a>	<a href="#">QU</a> (htt
		Is Cultural Relativity	<a href="#">Miner, 1956.pdf</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208446/download?">_(https://webcourses.ucf.edu/courses/1435175/files/100208446/download?)</a>	<a href="#">AS</a> (htt

		Possible?	<a href="#">wrap=1)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208446/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208446/download?download_frd=1</a> ) ; <a href="#">Kratz, 2002.pdf</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208460/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208460/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208460/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208460/download?download_frd=1</a> )	
3	8-Sept	Why is Evolutionary Theory Important?	<a href="#">Callaghan and Williams (chapter 2, pp. 21-52)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208491/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208491/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208491/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208491/download?download_frd=1</a> )	<a href="#">Qu</a> ( <a href="#">htt</a>
		Can we Reconcile Evolution and Faith?	<a href="#">Callaghan and Williams (chapter 2, pp. 52-58)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208491/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208491/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208491/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208491/download?download_frd=1</a> ) ; <a href="#">Collins, 2007.pdf</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208492/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208492/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208492/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208492/download?download_frd=1</a> ) ; <a href="#">Penn State.pdf</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208493/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208493/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208493/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208493/download?download_frd=1</a> )	<a href="#">AS</a> ( <a href="#">htt</a>
4	15-Sept	Who were the Earliest Hominids?	<a href="#">Callaghan and Williams (chapter 4, pp. 104-119)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208498/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208498/download?wrap=1</a> ) ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208498/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208498/download?download_frd=1</a> )	<a href="#">QU</a> ( <a href="#">htt</a>  <a href="#">QU</a> ( <a href="#">htt</a>
		What's it like to find Fossil Hominids?	<a href="#">The Atlantic</a> ⇨ <a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/</a> ), <a href="#">Scientific American</a> ⇨ <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/</a> ).  <b>Film: Dawn of Humanity</b> ⇨ ( <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a> )	<a href="#">AS</a> ( <a href="#">htt</a>

				
			<a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>	
5	22-Sept	When did Homo Sapiens Evolve?	<a href="#">Callaghan and Williams (chapter 4, pp. 126-146)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208498/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208498/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208498/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208498/download?download_frd=1</a>	QU (htt
		Are Humans still Evolving and are there Human "Races"?	<a href="#">Callaghan and Williams (chapter 3)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208507/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208507/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208507/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208507/download?download_frd=1</a>	AS (htt
6	29-Sept	<b>Exam 1</b>		Exa (%2
7	6-Oct	How de we do Archaeology?	<a href="#">Callaghan and Williams (chapter 5)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208517/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208517/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208517/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208517/download?download_frd=1</a>	QU (htt
		Where did Ancient States Come from and were they Inevitable?	<a href="#">Callaghan and Williams (chapter 6, pp. 169-186)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1</a>	AS (htt
8	13-Oct	What did the Ancient Maya believe?	<a href="#">Callaghan and Williams (chapter 6, pp. 186-197)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1</a>	QU (htt
		What was life like for the Ancient Maya, and where did they go?	<a href="#">Callaghan and Williams (chapter 6, pp. 197-210)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?download_frd=1</a>  <a href="https://www.dailymotion.com/video/x5ihx72">https://www.dailymotion.com/video/x5ihx72</a>	AS (htt


9	20- Oct	How did Archaeologists Decipher Maya Hieroglyphs?	<a href="#">Cracking the Maya Code</a>  <a href="https://www.dailymotion.com/video/x5ihx72">https://www.dailymotion.com/video/x5ihx72</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208510/download?wrap=1</a>	QU (htt
		What is Human Language?	<a href="#">Perspectives (chapter 4)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208520/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208520/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208520/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208520/download?download_frd=1</a>	AS (htt
10	27- Oct	Why is the Sapir-Whorf Hypothesis still important?	<a href="#">Thomson (1975)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208523/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208523/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208523/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208523/download?download_frd=1</a>	QU (htt
		Why do we Miscommunicate if we speak the same Language?	Tannen ( <a href="#">1990</a> ) <a href="https://webcourses.ucf.edu/courses/1435175/files/100208488/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208488/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208488/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208488/download?download_frd=1</a> , <a href="#">1994</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208524/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208524/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208524/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208524/download?download_frd=1</a> )	AS (htt
		What can language tell us about culture?		
11	3- Nov	<b>Exam 2</b>		Exa (%2
12	10- Nov	How do Cultural Anthropologists Study Living Groups?	<a href="#">Perspectives (chapters 3)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208503/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208503/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208503/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208503/download?download_frd=1</a> ; <a href="#">Sterk (2000)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208504/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208504/download?wrap=1</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208504/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208504/download?download_frd=1</a>	QU (htt



		How and When do we Learn our Culture?	<a href="https://webcourses.ucf.edu/courses/1435175/files/100208494/download?wrap=1">Henry (1963)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208494/download?download_frd=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208494/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208494/download?wrap=1</a>)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208494/download?download_frd=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208494/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208494/download?download_frd=1</a>)</a> ; <b>Kindergarten Education</b> <a href="https://webcourses.ucf.edu/courses/1435175/modules/items/17060402">(<a href="https://webcourses.ucf.edu/courses/1435175/modules/items/17060402">https://webcourses.ucf.edu/courses/1435175/modules/items/17060402</a>)</a>	AS: (htt
13	17-Nov	How do Boys become Men and Girls become Women?	<a href="https://webcourses.ucf.edu/courses/1435175/files/100208495/download?wrap=1">Perspectives (chapter 10)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208495/download?wrap=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208495/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208495/download?wrap=1</a>)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208495/download?download_frd=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208495/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208495/download?download_frd=1</a>)</a>	QU (htt
		Who are The Sambia of Papua New Guinea?	<a href="https://video.alexanderstreet.com/watch/guardians-of-the-flutes">Film Guardians of the Flutes</a>  <a href="https://video.alexanderstreet.com/watch/guardians-of-the-flutes">(<a href="https://video.alexanderstreet.com/watch/guardians-of-the-flutes">https://video.alexanderstreet.com/watch/guardians-of-the-flutes</a>)</a>	AS: (htt
14	N/A	Thanksgiving Break-Short Module on Gender	Films	
			Nothing Due-Thanksgiving Holiday <a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1</a>)</a>	
15	1-Dec	How do Boys become Men in Sambia Culture?	<a href="https://webcourses.ucf.edu/courses/1435175/files/100208461/download?wrap=1">Herdt (1983)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208461/download?wrap=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208461/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208461/download?wrap=1</a>)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208461/download?download_frd=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208461/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208461/download?download_frd=1</a>)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208422/download?wrap=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208422/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208422/download?wrap=1</a>)</a>	Qu (htt
		Where do our Relatives come from and why does it Matter?	<a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1">Perspectives (chapter 8)</a> <a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1">https://webcourses.ucf.edu/courses/1435175/files/100208521/download?wrap=1</a>)</a> ↓ <a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?download_frd=1">(<a href="https://webcourses.ucf.edu/courses/1435175/files/100208521/download?download_frd=1">https://webcourses.ucf.edu/courses/1435175/files/100208521/download?download_frd=1</a>)</a>	AS: (htt
16	8-Dec	<b>Exam 3</b>		Exa

# Course Summary:

Date	Details	Due
Fri Aug 25, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065239">DISCUSSION: Welcome Discussion</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065239">           (https://webcourses.ucf.edu/courses/1435175/assignments/8065239)         </a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065235">ASSIGNMENT Week 2: Cultural Relativity</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065235">           (https://webcourses.ucf.edu/courses/1435175/assignments/8065235)         </a>	due by 11:59pm
Fri Sep 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053769">QUIZ: Reading Quiz Week 2</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053769">           (https://webcourses.ucf.edu/courses/1435175/assignments/8053769)         </a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082090">Week 2 Extra Credit: Social Norms</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082090">           (https://webcourses.ucf.edu/courses/1435175/assignments/8082090)         </a>	due by 11:59pm
Fri Sep 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065789">Quiz: Reading Quiz Week 3</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065789">           (https://webcourses.ucf.edu/courses/1435175/assignments/8065789)         </a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053773">ASSIGNMENT Week 3: Reconciling Faith and Evolution</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053773">           (https://webcourses.ucf.edu/courses/1435175/assignments/8053773)         </a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065791">QUIZ Week 4A (Hominin Matching Timeline)</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065791">           (https://webcourses.ucf.edu/courses/1435175/assignments/8065791)         </a>	due by 11:59pm
Fri Sep 15, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065792">QUIZ Week 4B (Early Hominin Location Labeling)</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065792">           (https://webcourses.ucf.edu/courses/1435175/assignments/8065792)         </a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053778">ASSIGNMENT Week 4: Documenting a Popular Paleo-find</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053778">           (https://webcourses.ucf.edu/courses/1435175/assignments/8053778)         </a>	due by 11:59pm
Fri Sep 22, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082089">Week 5 Extra Credit: Hominin</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082089">           (https://webcourses.ucf.edu/courses/1435175/assignments/8082089)         </a>	due by 11:59pm
	 <a href="#">ASSIGNMENT Week 5: Evolution, Human Biology, and</a>	due by 11:59pm

Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065790">Race</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065790">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8065790">https://webcourses.ucf.edu/courses/1435175/assignments/8065790</a>)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053757">QUIZ: Reading Quiz Week 5</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053757">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053757">https://webcourses.ucf.edu/courses/1435175/assignments/8053757</a>)</a>	due by 11:59pm
Fri Sep 29, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053765">EXAM: Exam 1</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053765">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053765">https://webcourses.ucf.edu/courses/1435175/assignments/8053765</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082088">Week 7 Extra Credit: Archaeology</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082088">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082088">https://webcourses.ucf.edu/courses/1435175/assignments/8082088</a>)</a>	due by 11:59pm
Fri Oct 6, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053779">ASSIGNMENT Week 7: Archaeology of a Room</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053779">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053779">https://webcourses.ucf.edu/courses/1435175/assignments/8053779</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053764">QUIZ: Reading Quiz Week 7</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053764">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053764">https://webcourses.ucf.edu/courses/1435175/assignments/8053764</a>)</a>	due by 11:59pm
Fri Oct 13, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053780">ASSIGNMENT Week 8: Materializing Myth</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053780">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053780">https://webcourses.ucf.edu/courses/1435175/assignments/8053780</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053766">QUIZ: Reading Quiz Week 8</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053766">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053766">https://webcourses.ucf.edu/courses/1435175/assignments/8053766</a>)</a>	due by 11:59pm
Fri Oct 20, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053771">ASSIGNMENT Week 9: Dialect Lexicons</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053771">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053771">https://webcourses.ucf.edu/courses/1435175/assignments/8053771</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053758">QUIZ: Reading Quiz Week 9</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053758">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053758">https://webcourses.ucf.edu/courses/1435175/assignments/8053758</a>)</a>	due by 11:59pm
Fri Oct 27, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053770">ASSIGNMENT Week 10: Worlds Shaped by Words</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053770">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053770">https://webcourses.ucf.edu/courses/1435175/assignments/8053770</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082087">Week 10 Extra Credit: Linguistics</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082087">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082087">https://webcourses.ucf.edu/courses/1435175/assignments/8082087</a>)</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053759">QUIZ: Reading Quiz Week 10</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053759">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053759">https://webcourses.ucf.edu/courses/1435175/assignments/8053759</a>)</a>	due by 11:59pm
Fri Nov 3, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053767">EXAM: Exam 2</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053767">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053767">https://webcourses.ucf.edu/courses/1435175/assignments/8053767</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082091">Week 12- Extra Credit-Cultural Anthropology</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082091">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082091">https://webcourses.ucf.edu/courses/1435175/assignments/8082091</a>)</a>	due by 11:59pm
Fri Nov 10, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053774">ASSIGNMENT Week 12: Socialization through Stories</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053774">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053774">https://webcourses.ucf.edu/courses/1435175/assignments/8053774</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053762">QUIZ: Reading Quiz Week 12</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053762">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053762">https://webcourses.ucf.edu/courses/1435175/assignments/8053762</a>)</a>	due by 11:59pm
Fri Nov 17, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053775">ASSIGNMENT Week 13: "Playing" with Gender: Creating Gender through Toys</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053775">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053775">https://webcourses.ucf.edu/courses/1435175/assignments/8053775</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053760">QUIZ: Reading Quiz Week 13</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053760">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053760">https://webcourses.ucf.edu/courses/1435175/assignments/8053760</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066185">Quiz: Reading Quiz Week 15</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066185">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066185">https://webcourses.ucf.edu/courses/1435175/assignments/8066185</a>)</a>	due by 11:59pm
Fri Dec 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082086">Week 15 Extra Credit: Cultural Anthropology</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082086">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8082086">https://webcourses.ucf.edu/courses/1435175/assignments/8082086</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066184">ASSIGNMENT Week 15: Make a Kinship Chart</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066184">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8066184">https://webcourses.ucf.edu/courses/1435175/assignments/8066184</a>)</a>	due by 11:59pm
Fri Dec 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053763">EXAM: Exam 3</a> <a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053763">(<a href="https://webcourses.ucf.edu/courses/1435175/assignments/8053763">https://webcourses.ucf.edu/courses/1435175/assignments/8053763</a>)</a>	due by 11:59pm

# Course Syllabus



## ANT 2000 - General Anthropology

Department of Anthropology, College of Sciences

Dr. Rachael Root

Section 0M01: Tuesdays @ 4:30, HS1 119

# Section 0M02: Mondays & Wednesdays @ 12:30, ENG2 102

## Course Information

- **Course Name:** General Anthropology
- **Course ID:** ANT 2000 - 0M01 & ANT 2000 - 0M02
- **Credit Hours:** 3
- **Term:** Fall 2023
- **Delivery:** Mixed-Mode (in-person and online components)
- **Location, Days & Times 0M02:** Mondays & Wednesdays, ENG2 102, 12:30 -1:20
- **Location, Days & Times 0M01:** Tuesdays, HS1 119, 4:30 - 5:50

## Professor Contact

- **Professor:** Dr. Rachael Root
- **Office Location:** Howard Phillips Hall 309
- **Office Hours:**
  - **Mondays:** 1:30 - 3:00 pm
  - **Wednesdays:** 10:30 - 11:30 am
  - **Thursdays:** 1:00 - 3:30 pm
- **Department phone:** 407-823-2227
- **E-mail contact:** rachael.root@ucf.edu
- **GTA:** TBD

## UCF Catalog Description

General Anthropology; ANT 2000; Three credit hours.

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

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

## Course Overview

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human

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

We will explore these topics and issues through readings from the textbook, lectures, discussions, activities, and a variety of media. You will be assessed through participation, assignments, chapter quizzes, and exams. Please note that some of these will utilize Webcourses.

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

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

## Course Objectives and Learning Outcomes

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will be developing intellectual and practical skills needed in your higher level university study and future employment opportunities. After successful completion of this course, you should be able to:

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



## How does this course relate to my Gen-

## Ed Experience?

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

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

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

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

In this course, our primary outcome focus is Interpretation & Evaluation, while our secondary focus is on Cultural Interactions.



**INTERPRETATION & EVALUATION****Primary Outcome:**

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

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

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

**CULTURAL INTERACTIONS****Secondary Outcome:**

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

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

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

## Required Textbook

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

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

***Book 1: Perspectives***

By: Nina Brown, Thomas McIlwraith, and Laura Tubelle de Gonzalez

Published January 2020

Free online

access: <https://pressbooks.pub/perspectives/>

[↪ \(https://pressbooks.pub/perspectives/\)](https://pressbooks.pub/perspectives/)

Print copies available for purchase at cost on Amazon

***Book 2: Exploring Our World:  
Biological and Archaeological  
Principles of General  
Anthropology***

By: Lana Williams and Michael Callaghan

Published August 2020

Free online

access: <https://stars.library.ucf.edu/oer/5/>

[\(https://stars.library.ucf.edu/oer/5/\)](https://stars.library.ucf.edu/oer/5/)

## Course Expectations and Requirements

To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions.

Over this period, you will be expected to:

- attend class and participate in class activities
- have stable internet access for online components and textbook access
- review course materials, including assigned video or audio content and readings

- complete a required online discussion activity at the start of the course
- complete all assigned tasks and assessments (see below for details)
- stay up-to-date with class schedule
- contact the professor if you are struggling to understand the material or stay current with the class

## Important Dates:

- Friday, August 25: Drop/Swap/Add Deadline; Last day for full refund
- Monday, September 4: Labor Day (No Classes)
- Friday, October 27: **Withdrawal Deadline**
- Friday, November 10: Veterans Day (No Classes)
- Wednesday, November 22 - Saturday, November 25: Thanksgiving (No Classes)
- Saturday, December 2: **Last Day of Class / Last Day to submit all class work**
- Monday, December 4 - Friday, December 9: **Final Exam Week**

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

**All written work submitted for grading will be evaluated for plagiarism, cheating, and use of artificial intelligence (such as Chat GPT) during the grading process.**

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

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

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the **[COURSE INTRO: Things I Should Know](https://webcourses.ucf.edu/courses/1439475/modules/2557310)** (<https://webcourses.ucf.edu/courses/1439475/modules/2557310>), which can be accessed using the provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.

## Why should I use WebCourses Inbox?

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

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

All communication between student and professor (or GAA assistant) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox or UCF Knight's Mail systems**. If sending an email, please put ANT 2000 in the subject line and please include your full name as it appears in Webcourses so we can correctly identify you.

## How do I get started in the course?

After reading through the course syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **[COURSE INTRO: Things I Should Know \(https://webcourses.ucf.edu/courses/1439475/modules/2557310\)](https://webcourses.ucf.edu/courses/1439475/modules/2557310)**, which includes an introduction to your professors, details about course communication and office hours, and a guide for studying biological anthropology. If you have not already done so, **please obtain the required textbooks as soon as possible**.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **[REQUIRED ACTIVITY: Getting Started \(https://webcourses.ucf.edu/courses/1439475/assignments/8152922\)](https://webcourses.ucf.edu/courses/1439475/assignments/8152922)** in the COURSE INTRO: Things I Should Know by the end of the first week of classes or as soon as possible after adding the course. **Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.**

## Evaluation and Grading

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

address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

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

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

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

### Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79.99%
A-	90 - 93.99%	C	70 - 75.99%
B+	87 - 89.99%	D	60 - 69.99%
B	84 - 86.99%	F	59% or less
B-	80 - 83.99%		

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

**No late work will be accepted after the last day of scheduled classes. No exceptions.**

## Course Schedule

Changes to the lecture and assignment schedules are not expected but may occur (for example, in the event of a hurricane). Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses and verbally in class. Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left. **Assigned readings and due dates for graded work** are listed in each module INTRODUCTION page. There are weekly assigned readings in the textbook and a quiz for each chapter, in addition to assignments, activities, and exams.

## Activities and Required Assessments:

It is my policy to provide more frequent, low-stakes assignments to enable students ample opportunities to learn and practice course concepts and related skills. There will be in-class activities and discussions that students are expected to participate in. Some of these may be opportunities to earn extra credit.

Final grades will be determined out of a possible 500 points. These assessments are:

### Getting Started Activities: 20 points total

These two low-stakes assignments will help you become familiar with the syllabus, the textbooks for this class, the concepts we will cover this semester, and the discipline of anthropology. Detailed instructions can be found on the assignment page. **Due the first Friday of class at 11:59:00 pm.** These include a) a syllabus quiz (5 points) and b) a discussion based on the textbooks (15 points).

### Chapter Quizzes: 120 points total (10 points each)

There are 12 chapter quizzes each worth 10 points. Quizzes are based on content in the assigned chapter and are open-book and open-notes but NOT open-friend or open-AI. All quizzes will be completed online in Webcourses.

### Assigned Tasks: 210 points total (35 points each)

There are 6 assignments for students to complete as homework outside of class time. Details regarding each assignment will be provided in the assignment pages and modules.

### Midterm 1, Midterm 2, and Final Exams: 150 points total (50 points each)

The exams will be given online through Webcourses. The midterms exams cover the first and second half of the course, respectively. The final exam is cumulative.

### Extra Credit and Rounding of Final Grades:

Extra credit may be randomly given during class time throughout the semester, and quizzes and/or exams may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance. Rounding of any grade, especially final grades, is rarely done and solely at the professor's discretion. Communication, consistent and/or improved attendance and participation\*, and performance will be considered if making the decision whether to round final grades on a case-by-case basis. This gives the professor an opportunity to quantitatively recognize students' dedication, work ethic, determination, initiative, and efforts to improve performance over the semester (which are not easily quantifiable).

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

# Attendance, Participation, and Late/Missing Work

Attendance and participation are intrinsic expectations. Being engaged both during and outside of class is expected of all students. Students are always expected to pay attention in class and to actively participate in class discussions and activities. These will vary week to week depending on the topic and may include group activities, class discussions, or outings around campus. Details will be provided in class on a weekly basis, and you are welcome to contact the instructor in advance to plan a way to participate to ensure you are confident and prepared. Attendance is not taken every class and is not worth any points towards your final grade. However, rounding of grades is at the professor's discretion, and attendance and participation record may be one of the factors contributing to my decision.

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

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

**Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class.** I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. The rules are the same for everyone, and I have to follow the course guidelines equitably for all and adhere to all university and course policies.

## Authorized Absences:

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

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

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

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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit **UCFCares.com** [\(http://ucfcares.com/\)](http://ucfcares.com/) if you are seeking resources and support, or if you are worried about a friend or classmate.

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) (<mailto:ucfcares@ucf.edu>) with questions or for additional assistance.

You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. **If you are in immediate distress at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

## Artificial Intelligence, Academic Dishonesty, Student Conduct and Accessibility

Your professor is committed to ensuring all students in this course have the tools, materials, and assistance you need to succeed and to ensure the class is fair for everyone. This section reviews expectations for student behavior when submitting assignments, participating, and interacting with classmates, the professor, and the graduate teaching assistant. We utilize programs to check submissions for violations of UCF policy, including plagiarism and unauthorized use of artificial intelligence.

### Artificial Intelligence:

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

### Academic Dishonesty:

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



documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.

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

## Student Conduct:

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

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

## Electronics:

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

**Recording Lectures:** Students are requested to inform the instructor that they are taping the lecture before class begins. This enables the instructor to alert other students they may be recorded so they can make informed decisions about how to participate in class.

## Withdrawal Policy:

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

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

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

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

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

## Accessibility:




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

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

## COVID Policy and Campus Safety

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>  (<https://centralflorida-prod.modolabs.net/student/safety/index>).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, click [here](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](http://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>).

## Receiving an "Incomplete"

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

## Deployed Active-Duty Military

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

# Syllabus Fall 2023

Welcome to Ant 2000H - 0201 Fall 2022

To access the class you can use either MyUcf or [webcourses@ucf.edu](mailto:webcourses@ucf.edu)

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

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

## Syllabus

Instructor: Vance Geiger, PhD

Office Hours: M, W, Fr 12 -2

Office: Howard Philipps Hall 311C

Office Phone: 407-823-3779

E Mail: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu)

Class – face to face BA 1 0122

Prerequisites - permission of honors

Course description - Extensive honors work in the field of anthropology. Expectations, requirements, and standards are greater than for standard General Anthropology.

## Texts

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

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

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

A War of Witches available as pdf

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

## Explanations for Texts:

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

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

Perspectives is an introduction to cultural anthropology

A War of Witches, is an ethnography that illustrates points made in the cultural anthropology section of the course.

Grading: Three 100 point exams = 300 points

17 On-line Assignments (one is worth 20) = 180 points

Total Possible: 480 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

### Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit. There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

### Grading

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

There are three regular exams in the course. There is also a Make Up Exam that will open on the Saturday after the last day of class – The Make Up Exam is to make up a missed exam (Exam 1, Exam 2 or Exam 3) and to provide students an opportunity, if they choose to improve their exam score (if they have taken Exam 1, 2 and Exam 3).

**On-Line Assignments:** the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it

and then post it to the assignment.

There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them.

Late assignments will receive 1/2 credit.

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

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

Important note - NEVER USE PAGES!!!! PAGES IS UNREADABLE IN CANVAS.

### Academic Integrity

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

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

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

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

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

### Plagiarism

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

### Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but

who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

#### Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

#### Unauthorized Use of Class Materials

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

#### Unauthorized Use of Class Notes

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

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

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

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.

### Course Accessibility Statement

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

### Campus Safety Statement

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

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

\* Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

\* Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

\* If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)

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

\* If you have a special need related to emergency situations, please speak with me during office hours.

\* Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

### Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special

accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### Religious Observances

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

Student Responsibilities (some of these apply only to online courses, but others apply to all courses)

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.
7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu) and can be found in the syllabus you are required to read. Asking questions about issues that

occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

## Schedule

Week 1: 8/21:

Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, Callaghan and Williams chapter 1

Syllabus quiz due 8/25

Week 1 assignments due 8/28

Week 2: 8/28

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

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

Week 2 assignment due 9/4

Week 3: 9/4 Hominid Evolution.

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

Week 3 assignment due 9/11

Week 4: 9/11 Homo Habilis and Homo Erectus.

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

Week 4 assignment due 9/18

Week 5: 9/18 Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material

Week 5 assignment due 9/25

Exam 1 9/23 8 am – 9 /25 11 55 pm

Week 6: 9/25 Modern Human Diversity and the Issue of Race.

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

Week 6 assignment due 10/2

Week 7: 10/2 Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material

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

Week 7 assignment due 10/9

Week 8: 10/9 Linguistic Anthropology

Reading: Section 8 online material, Perspectives chapter 4

Week 8 assignment due 10/16

Week 9: 10/17 Subsistence

Reading: Section 9 online material, Perspectives chapter 5

Week 9 assignment due 10/23

Week 10: 10/23 Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, Perspectives chapter 8

Week 10 assignment due 10/30

Exam 2 10/28 8 am – 10/30 11 55 pm

Week 11: 10/30 Economics

Reading: online material, Perspectives chapter 6

Begin reading “A War of Witches”

Week 11 assignment due 11/6

Week 12 11/6 Religion and (online material)

Reading: Section 12 online material, Perspectives chapter 11, A War of Witches

Week 12 assignment due 11/13

Week 13: 11/13 Cultural change

Reading: section 13 online material

Week 13 assignment due 11/20

Week 14: 11/20 Applied Anthropology – Refugees

Reading: Online material, chapter 18 in Perspectives

Week 14 assignment due 11/27

Week 15 11/27 Globalization

Week 15 and War of the Witches assignments due 12/2

Exam 3 12/1 8 am – 12/2 11 55 pm

12/2 Last day of class all assignments on-time or late due 11 55 pm

Make Up Exam 12/3 8 am – 12/4 11 55 pm

## Course Syllabus

[Jump to Today](#) 

# INTRODUCTION TO ARCHAEOLOGY

ANT2140



## Course Information

- Course Name: INTRODUCTION TO ARCHAEOLOGY
- Course ID & Section: ANT2140
- Credit Hours: 3
- Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.
- Semester/Year: Fall 2023
- Location: Webcourses

## Professor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309 (occasionally 355 Research 1)**
- Virtual Office Hours: **Mondays and Wednesdays morning 10-noon. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email is best way to contact me)
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Atakan Atabas [atakan.atabas@ucf.edu](mailto:atakan.atabas@ucf.edu) (<mailto:atakan.atabas@ucf.edu>)
- Virtual Office hours: TBA
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

## Course Description

Catalog description: Introduction to the history of archaeological thought, theories, methods, and events in the development of human society from early modern humans to the first civilizations.

Scope and purpose of the course:

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states. This course is fully online will not meet at a scheduled time, thus asynchronous. You will be self-paced but please be aware of Quiz, Assignment, and Exam due dates.

## Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

## Required Text



- [Archaeology Essentials 4th Edition](#), by Colin Renfrew and Paul Bahn.
- To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day™. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in UCF Webcourses. Click on the Course Materials navigation link on the sidebar.

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

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

## Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book.

There will be **five written assignments**. There will also be **five required group discussions** in which you will participate.

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

## Attendance/Participation and Missed Assignments

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

- 1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL-Jan19.pdf> (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL-Jan19.pdf>) >.
- 2) Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf> (<https://policies.ucf.edu/documents/4-401.pdf>)>
- 3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.
- 4) Jury duty – copy of jury summons is required.
- 5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.**

**Please note that late assignments will suffer a point reduction. See below.**

## Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 405, then your grade would be  $325/405=0.802$  which is 80.2%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Group Discussions (5 at 10 points each)	50
Exams (3 at 50 points each)	150
Total number of points	405

Letter:	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 60.0%
F	< 60.0 % to 0.0%



Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments.

**!!! LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION !!!**

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

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

#### A Note on Grading

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

## Unauthorized Use of Websites and Internet Resources

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

## Unauthorized Use of Websites and Internet Resources

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

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

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


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

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

## Unauthorized Distribution of Class Notes and Materials

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

## Turnitin.com

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

## Email Policy

In this class our official mode of communication is through email and Webcourses. All communication between student and me/TA and between student and student should be respectful and professional. As of 2023, students are issued an official @ucf.edu email address. Communications will be sent only to these official UCF addresses. Students are responsible for checking their email accounts regularly. See <https://it.ucf.edu/studentemailmigration/project/support/> (<https://it.ucf.edu/studentemailmigration/project/support/>) for further information. Also, we, especially I, get a lot of emails. We will try to respond to yours within 24 hours during the week. On weekends, I may not be accessing my email. If you do not get a reply within 24 hours during, please don't hesitate to send me another email. There is a chance I simply missed yours, please don't take it personally!

## Policy Statements

### Statement Regarding COVID-19

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

### Campus Safety Statement for Students in Online-Only Courses

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

## Diversity and Inclusion














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

from the course and subject to action by the Office of Student Conduct. If you have questions about what may be appropriate you may contact the professor.

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

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

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

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

**Association of Black Anthropologists  
John Gwaltney Scholarship** <http://aba.americananthro.org/the-gwaltney-scholarship-fund> [\(http://aba.americananthro.org/the-gwaltney-scholarship-fund/\)](http://aba.americananthro.org/the-gwaltney-scholarship-fund/)

**Association of Black Anthropologists  
Johnnetta B. Cole Student Travel Award** <http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award> [\(http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/\)](http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

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

## Academic Integrity

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

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

### Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

## Course Accessibility Statement

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

## Deployed Active Duty Military Students

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

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

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

## Religious Observances

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

## Copyright

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

## Third-Party Software and FERPA

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

## UCF Cares

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

## University Writing Center

















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

## In-Class Recording Statement

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

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

## Course Summary:

Date	Details	Due
Fri Aug 25, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112451">Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1435055/assignments/8112451)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112449">CH 01 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112449)</a>	due by 11:59pm
Fri Sep 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112454">Discussion Post 1: Introduce yourself (https://webcourses.ucf.edu/courses/1435055/assignments/8112454)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112448">CH 02 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112448)</a>	due by 11:59pm
Fri Sep 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112455">Discussion 2 (https://webcourses.ucf.edu/courses/1435055/assignments/8112455)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112445">CH 03 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112445)</a>	due by 11:59pm
Fri Sep 15, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112459">Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1435055/assignments/8112459)</a>	due by 11:59pm
Mon Sep 18, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112441">EXAM 1 (https://webcourses.ucf.edu/courses/1435055/assignments/8112441)</a>	due by 11:59pm
Fri Sep 22, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112440">CH 04 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112440)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112442">CH 05 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112442)</a>	due by 11:59pm
Fri Oct 6, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112456">Discussion 3 Practicing Burial Analysis (https://webcourses.ucf.edu/courses/1435055/assignments/8112456)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112460">Assignment 2 (https://webcourses.ucf.edu/courses/1435055/assignments/8112460)</a>	due by 11:59pm
Mon Oct 9, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112452">CH 06 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112452)</a>	due by 11:59pm
Fri Oct 13, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112461">Assignment 3: Analyzing Prehistoric Diets (https://webcourses.ucf.edu/courses/1435055/assignments/8112461)</a>	due by 11:59pm
Mon Oct 16, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112438">CH 07 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112438)</a>	due by 11:59pm
Fri Oct 20, 2023	 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112457">Discussion 4 (https://webcourses.ucf.edu/courses/1435055/assignments/8112457)</a>	due by 11:59pm

Date	Details	Due
Fri Oct 27, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112453">EXAM 2 (https://webcourses.ucf.edu/courses/1435055/assignments/8112453)</a>	due by 11:59pm
Fri Nov 3, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112447">CH 08 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112447)</a>	due by 11:59pm
Mon Nov 6, 2023	📎 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112462">Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1435055/assignments/8112462)</a>	due by 11:59pm
Fri Nov 10, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112439">CH 09 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112439)</a>	due by 11:59pm
Fri Nov 17, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112444">CH 10 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112444)</a>	due by 11:59pm
Mon Nov 20, 2023	📎 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112463">Assignment 5 (https://webcourses.ucf.edu/courses/1435055/assignments/8112463)</a>	due by 11:59pm
Fri Nov 24, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112450">CH 11 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112450)</a>	due by 11:59pm
Fri Dec 1, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112446">CH 12 QUIZ (https://webcourses.ucf.edu/courses/1435055/assignments/8112446)</a>	due by 11:58pm
	📎 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112458">Discussion 5 (https://webcourses.ucf.edu/courses/1435055/assignments/8112458)</a>	due by 11:59pm
Fri Dec 8, 2023	🔗 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112443">EXAM 3 (https://webcourses.ucf.edu/courses/1435055/assignments/8112443)</a>	due by 11:59pm
	📎 <a href="https://webcourses.ucf.edu/courses/1435055/assignments/8112464">Inquisitive practice not for grade (https://webcourses.ucf.edu/courses/1435055/assignments/8112464)</a>	

# Syllabus

## Syllabus Ant 2410 Cultural Anthropology 0w60 Spring 2023

### Syllabus

#### Instructor Contact

<b>Instructor</b>	Vance Geiger, PhD
<b>Office</b>	Philips Hall 311C
<b>Office Hours</b>	M, T , FR 12 - 2 pm
<b>Online Office Hours</b>	Tuesday 7 - 9 pm in the class chat
<b>Phone</b>	407-823-3779
<b>Email</b>	vance.geiger@ucf.edu

#### Course Information

Cultural Anthropology	
ANT2410 - 0w60	

3	
Fall 2023	
Online	

## Course TA - Email -

Prerequisites - none

## Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course catalogue description - An introduction to human diversity as exemplified among various cultures and ethnic groups.

## Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

### Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.

- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

## Required Text

Refugee Camp Readings provided in Webcourses

Perspectives Introduction to Cultural Anthropology provided in webcourses

The Big gamble \_ provided as pdf in websourses

## Course Requirements

**Important Information:** There is a syllabus quiz that you need to take before Friday 8/26 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are [modules](#). The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the [Schedule](#) for more details.

## Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60
Total	510 points



## Online Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have two hours to complete it. At the end of 3 hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get two hours.

## Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Perspectives text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

## Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.



It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

<b>Letter Grade</b>	<b>Percentage</b>
---------------------	-------------------

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.

Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.

There is a Make up Exam during finals week to make up a missed exam. You can also take the make up to try to improve your exam score. If you have taken all 3 regular exams and then also take the make up and score higher than on one of the regular exams I will use the higher score.

There is no Extra credit

## Academic Integrity

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

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

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

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

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes.

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

## In-Class Recording Policy

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.

## Course Accessibility Statement

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

sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## Campus Safety Statement

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

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



[site.](#) [\(Links to an external site.\)](#)

) about how to manage an active

shooter situation on campus or elsewhere.

## Deployed Active Duty Military Students

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

Religious observances

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

# Schedule Fall 2023

## Schedule

Week/Dates	Topics
Week 1 8/21	<ul style="list-style-type: none"><li>• Course Orientation</li><li>• Introduction Anthropology and to the Concept of Culture</li><li>• Definitions of Culture</li><li>• Characteristics of Culture</li><li>• Aspects of Culture.</li><li>• *What is anthropology?</li><li>• *What aspects of anthropology are unique and different from other natural social sciences?</li><li>• *The scientific method.</li><li>• *The sub-disciplines within anthropology and what they study.</li></ul>
Week 2 8/28	Ethnography
Week 3 9/4	<ul style="list-style-type: none"><li>• Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading)</li><li>• Research Questions and Methods</li><li>• Some History</li><li>• The Research Setting</li><li>• Aspects of Vietnamese Culture</li></ul>

Week 4 9/11	The Big Gamble
Week 5 9/18	Language <ul style="list-style-type: none"><li>• Language and Linguistics</li><li>• Design Characteristics of Human Language</li><li>• Language Acquisition</li><li>• Language and Culture</li><li>• Some Examples from Vietnamese Language</li></ul>
Week 6 9/25	<ul style="list-style-type: none"><li>• Subsistence Systems</li><li>• Environments</li><li>• Hunter Gatherers</li><li>• Horticulture</li><li>• Pastoralism</li><li>• Agriculture</li><li>• Intensive Agriculture</li></ul>
Week 7 10/2	<ul style="list-style-type: none"><li>• Social Organization</li><li>• Kinship and Descent</li><li>• Vietnamese Refugee Cases</li></ul>
Week 8 10/9	Sex and Marriage; Enculturation

Week 9 10/16	<ul style="list-style-type: none"><li>• Political Organization and Social Control</li><li>• Bands</li><li>• Tribes</li><li>• Chiefdoms</li><li>• States</li><li>• A Riot in A Refugee Camp</li></ul>
Week 10 10/23	<ul style="list-style-type: none"><li>• Economic Systems</li><li>• Reciprocity</li><li>• Refugee Camp Examples</li></ul>
Week 11 10/30	<ul style="list-style-type: none"><li>• Religion</li><li>• Magical Thinking</li><li>• cognitive capabilities</li></ul>
Week 12 11/6	<ul style="list-style-type: none"><li>• Cultural Change</li><li>• Cultural Conservatism</li><li>• Innovation</li><li>• Diffusion</li><li>• Revitalization</li></ul>



Week 13 11/13	<ul style="list-style-type: none"> <li>• Applied Anthropology,</li> <li>• Applied Anthropology and Refugees</li> </ul>
Week 14 11/20 Thanksgiving 11/22 - 11/25 Week 15 11/27 12/2	Globalization  Globalization and Refugees  <b>Last day of class - all discussions due, nothing accepted after this day</b>
Make Up Exam	make up exam - this is to make up a missed exam or try to improve your exam

# Syllabus

Fall 2023

## Instructor Contact

<b>Instructor</b>	Vance Geiger, PhD
<b>Office</b>	Philips Hall 311C
<b>Online Office Hours</b>	Monday 7 - 9 pm in the class chat
<b>in office HPA 311 C</b>	M, T, Fr 12 - 2 pm
<b>Phone</b>	407-823-3779
<b>Email</b>	vance.geiger@ucf.edu

## Course Information

Cultural Anthropology	
ANT2410	
3	
Fall 2023	
online	

Course TA -  
Email -

## Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

## Course Objectives

- Students gain an appreciation of how culture impacts human behavior.

- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

### Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

## Required Text

The Big Gamble - available as a pdf in Webcourses

Refugee Camp Readings provided in Webcourses

Core Concepts in Cultural Anthropology by Lavenda and Schultz ISBN 9780190924768 - ebook; 9780190924751 - paperback

## Course Requirements

**Important Information:** There is a syllabus quiz that you need to take before **Friday 8/27 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are [modules](#). The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the [Schedule](#) for more details.

# Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60
Total	510 points

## Online Exams

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

## Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Core Concepts text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

## Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke

an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.



It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## GEP Pre/Posttests:

In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first 2 weeks of the semester. The Posttest will be available the last 3 weeks of the semester (an extra week due to Spring Break). The scores you earn on the GEP pretest and the GEP posttest are **NOT** included in your total points or final grade. The GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

# Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

**Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.**

**Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.**

**There is no Extra credit**

## Covid policy

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

## Academic Integrity

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

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

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

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

5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

## Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test

questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes.

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

## In-Class Recording Policy

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

## Course Accessibility Statement

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

## Campus Safety Statement

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

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



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



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

shooter situation on campus or elsewhere.

) about how to manage an active

## Deployed Active Duty Military Students

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

# Schedule

Week/Dates	Topics
Week 1 8/21	<ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• Introduction Anthropology and to the Concept of Culture</li> <li>• Definitions of Culture</li> <li>• Characteristics of Culture</li> <li>• Aspects of Culture.</li> <li>• *What is anthropology?</li> <li>• *What aspects of anthropology are unique and different from other natural and social sciences?</li> <li>• *The scientific method.</li> <li>• *The sub-disciplines within anthropology and what they study.</li> </ul>
Week 2 8/28	Ethnography
Week 3 9/4	<ul style="list-style-type: none"> <li>• Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading)</li> <li>• Research Questions and Methods</li> <li>• Some History</li> <li>• The Research Setting</li> <li>• Aspects of Vietnamese Culture</li> </ul>
Week 4 9/11	The Big Gamble

Week 5 9/18	Language <ul style="list-style-type: none"><li>• Language and Linguistics</li><li>• Design Characteristics of Human Language</li><li>• Language Acquisition</li><li>• Language and Culture</li><li>• Some Examples from Vietnamese Language</li></ul>
Week 6 9/25	<ul style="list-style-type: none"><li>• Subsistence Systems</li><li>• Environments</li><li>• Hunter Gatherers</li><li>• Horticulture</li><li>• Pastoralism</li><li>• Agriculture</li><li>• Intensive Agriculture</li></ul>
Week 7 10/2	<ul style="list-style-type: none"><li>• Social Organization</li><li>• Kinship and Descent</li><li>• Vietnamese Refugee Cases</li></ul>
Week 8 10/9	Sex and Marriage; Enculturation

Week 9 10/16	<ul style="list-style-type: none"><li>• Political Organization and Social Control</li><li>• Bands</li><li>• Tribes</li><li>• Chiefdoms</li><li>• States</li><li>• A Riot in A Refugee Camp</li></ul>
Week 10 10/23	<ul style="list-style-type: none"><li>• Economic Systems</li><li>• Reciprocity</li><li>• Refugee Camp Examples</li></ul>
Week 11 10/30	<ul style="list-style-type: none"><li>• Religion</li><li>• Magical Thinking</li><li>• cognitive capabilities</li></ul>
Week 12 11/6	<ul style="list-style-type: none"><li>• Cultural Change</li><li>• Cultural Conservatism</li><li>• Innovation</li><li>• Diffusion</li><li>• Revitalization</li></ul>

<p>Week 13 11/13</p>	<ul style="list-style-type: none"> <li>• Applied Anthropology,</li> <li>• Applied Anthropology and Refugees</li> </ul>
<p>Week 14 11/20</p> <p>Thanksgiving 11/22 - 11/25</p> <p>Week 15 11/27</p> <p>12/2</p>	<p>Globalization</p> <p>Globalization and Refugees</p> <p><b>Last day of class - all discussions due, nothing accepted after this day</b></p>
<p>Make Up Exam</p>	<p>make up exam - this is to make up a missed exam or try to improve your exam</p>



**ANT 2410: Cultural Anthropology, 84351**  
**Global Perspectives, Local Contexts**  
**Section: 0002-LEC Regular, 3 Credits**  
*Fall 2023: August 21<sup>st</sup> to December 9<sup>th</sup>*  
*Tuesdays & Thursdays, 12pm-1:20pm*  
*MSB (Mathematical Sciences Building) 0360*  
*Department of Anthropology, College of Sciences*

## Course Syllabus

**Instructor:** Monica E. Rodriguez

**Phone:** (407) 823-3163

**Office Location:** Howard Phillips Hall, Room 309E

**E-mail:** [monica.rodriguez2@ucf.edu](mailto:monica.rodriguez2@ucf.edu)

**Office Hours:** Tuesdays: 9am-11am; Wednesdays: 10am-3pm; Thursdays online via Teams, 7-8pm, and by appointment.

### Required Texts

Both of the required texts are available online free of charge. The Brown et al. (BMT) text may be purchased from the web page if you prefer a paper copy.

[Brown, Nina, Thomas McIlwraith, Laura Tubelle de González. 2020. Perspectives: An Open Introduction to Cultural Anthropology, 2/E. Arlington, VA: American Anthropological Association.](#)

Listed as "BMT" in the remainder of this syllabus.

[Shore, Chris and Sarah Haggart, eds. 2015. Mundane Events, Big Issues: Exploring Everyday Life in Aukland. Aukland: University of Aukland RAL-Student Publication Series.](#)

Listed as "S&H" in the remainder of this 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 following calendar under "Readings, Films, and other activities."

### Course Description

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

From Instructor: Anthropology is the holistic study of human diversity, exploring humanity's similarities and differences by looking at the intersection of culture and biology through time and space. In doing so, anthropologists look at what makes us uniquely human by focusing on culture, biology, language, and the things humans leave their imprint on. Anthropologists contribute to our understanding of what it means to be human, and in this class, we will focus on the cultural aspect of humanity from a cultural anthropological perspective. Topics we will explore include race, ethnicity, marriage, gender, how people organize themselves, and how they make a living, among others. While broad in scope, you will have a basic understanding of what anthropology is, the topics anthropologists focus on, and their contributions to society.

## Student Learning Outcomes

By the end of the semester, students will:

- Recognize the connections between culture and biology.
- Demonstrate a basic understanding of anthropological theories and methods.
- Recognize universals and particular aspects of culture.
- Examine cross-cultural differences locally and globally.

## Course Prerequisites

There are no prerequisites for this course.

**Syllabus subject to change** – Sometimes things happen over the course of a semester, minor or major in nature, that require 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.

## 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 on your personal device. 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. **\*\*\*IMPORTANT\*\*\*** The 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 a pool of questions, so you may get different questions each time you attempt the quiz. There will be 12 quizzes worth 10 points each. You are required to complete 10 of these quizzes. The remaining two quizzes will be considered extra credit if you exceed the amount of required points. You may take the quizzes up to 3 times before the due date. The highest score will be recorded. 10 quizzes X 10 points = 100 points.
3. **Exams (E#):** There will be three exams (the third exam is the final exam). 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.

**Mini-Ethnographic Assignment (ME)** – The specific instructions for this assignment will be posted on Canvas. Details will also be discussed in class. This assignment will include different components with individual grades after the first exam. You will notice in the Calendar that I have assigned a class day for you to work on this project. 30 points (total for all of the components).

**Participation and Attendance (PA)** – Attendance will be taken using the *UCF Here* mobile app. You will check in during class using your smartphone. Instructions for downloading the app for your individual phone are below. At some point during class, I will show a QR code that will show up on the screen in front of the class and you will point your phones at it as if taking a picture. You will receive immediate confirmation of your attendance on the phone. I may do this at any point in class. If you are not present when I show the QR code, you will be marked as absent.

While attendance is important, 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 physically 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. I may assess participation in different ways during class separately and points will be adjusted if you are not participating. 20 points.

**iPhone:**

<https://itunes.apple.com/us/app/ucf-here/id1450015124>

**Android Smartphone:**

[Installation Instructions](#)

Learn more about setting up and using UCF Here at the following student guide:

<https://cdl.ucf.edu/support/webcourses/guides/ucf-here-student-guide/>

If you have any questions or problems downloading the app, please contact [Webcourses@UCF Support](mailto:Webcourses@UCFSupport) or visit the student guide.



**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**

Syllabus Quiz	10 points	3.6%
Weekly Quizzes	10 quizzes X 10 points = 100 points	35.7%
Exams	3 exams X 40 points = 120 points	42.9%
Mini-ethnography	30 points	10.7%
Participation & Attendance	20 points	<u>7.1%</u>
TOTAL	280 points	100%

**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. Also, keep in mind that extra credit is built into this class. If you complete all the quizzes, the last two are extra credit.

***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 by UCF 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*

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Course Calendar: See modules on Canvas for readings.

W	Meetings	Topic	Readings- Read <b>BEFORE</b> coming to class	Due 11:59pm Sunday
<b>Part One</b>				
1	T-8/22	Introductions		
1	Th-8/24	Introductions	Syllabus, BMT-1	8/27 Q1, SQ
2	T-8/29	Culture	BMT-2, Sup-Miner (discuss in class)	
2	Th-8/31	Culture	S&H-2,3,15, Sup-Oring, Sup-Galanti (excerpt)	9/3 Q2, (Week 1 late assignments allowed this week only without penalty)
3	T-9/5	Culture/Methods	Read BMT-3, S&H Intro	
3	Th-9/7	Methods	Sup-AAA: Statement on Ethics, Sup-Tuskegee	9/10 Q3
4	T-9/12	Race & Ethnicity	Read BMT-9 Sup: Gravlee: Race and Biology Sup: Mishan: Cultural Appropriation	
4	Th-9/14	Race & Ethnicity		9/17 Q4
5	T-9/19	Exam Review		
5	Th-9/21	Exam #1		
<b>Part Two</b>				
6	T-9/26	Language	Read BMT-4, Sup: Fox: "Village of the Deaf"	
6	Th-9/28	Language	Sup: Holmes: Whistled Languages	10/1 Q5
7	T-10/3	Making a living	BMT-5,6 (excerpts)	
7	Th-10/5	Making a living	Sup: Cunningham et al.: Hunter Gatherers	10/8 Q6
8	T-10/10	Political Systems	BMT-7 Li: Gift exchange/Funerals	
8	Th-10/12	Political Systems	Kan: Tlingit Potlatch	10/15 Q7
9	T-10/17	Exam #2 Review		
9	Th-10/19	Exam #2		
<b>Part Three</b>				
10	T-10/24	Kinship Charts	Read BMT-8	
11	Th-10/26	Marriage & Family	Rahimzadeh: Fraternal Polyandry	10/29 Q8
12	T-10/31	Marriage & Family	Read BMT-10, S&H-8	
12	Th-11/2	Sex & Gender	Sup: Guevedoces Sup: Gender Pay Gap Sup: Two Spirit	11/5 Q9
13	T-11/7	Sex & Gender	Read BMT-11	

13	Th-11/9	Religion		11/12 Q10
14	T-11/14	Religion	Read BMT-17, 18, 19 (excerpts)	
14	Th-11/16	Applied Anthro		11/19 Q11
15	T-11/21	Mini Ethnography	Work Day – no class meeting Instructor will be in her office	
15	W-11/22	Thanksgiving	No classes-Office hours will be online	
15	Th-11/23	Thanksgiving	No class meeting	
16	11/28	Applied Anthro		
16	11/30	Review for Final		12/1 Last day to submit work Q12 DUE
17	Final Exam – Thursday, December 7 <sup>th</sup> , 10am-12:50pm Refer to the registrar's office web page for any changes in the exam schedule.			

## Key to Calendar

- W – Week; T – Tuesday, Th – Thursday
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- Ch.# - the chapter in the required textbook.
- BMT – Brown, McIlwraith and Tubelle de Gonzalez textbook
- S&H – Shore and Haggard 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
WQ1		10
WQ2		10
WQ3		10
WQ4		10
WQ5		10
WQ6		10
WQ7		10
WQ8		10
WQ9		10
WQ10		10
WQ11ec		0
WQ12ec		0
ME		30
E1		40
E2		40
E3		40
P		20
EC		0
EC		0
EC		0
TOTAL	Points earned here	280

To calculate your total grade:

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

(2) Divide that answer by 280,

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

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



**ANT 2410: Cultural Anthropology,  
Global Perspectives, Local Contexts, 84021**  
**Section: 0002-LEC Regular, 3 Credits**  
*Fall 2023: August 21<sup>st</sup> to December 9<sup>th</sup>*  
*Thursdays (face-to-face), 9am-10:20am*  
*MSB (Mathematical Sciences Building) 0360*  
*Department of Anthropology, College of Sciences*

## Course Syllabus

**Instructor:** Monica E. Rodriguez

**Phone:** (407) 823-3163

**Office Location:** Howard Phillips Hall, Room 309E

**E-mail:** [monica.rodriguez2@ucf.edu](mailto:monica.rodriguez2@ucf.edu)

**Office Hours:** Tuesdays: 9am-11am; Wednesdays: 10am-3pm; Thursdays online via Teams, 7-8pm, and by appointment.

### Required Texts

Both of the required texts are available online free of charge. The Brown et al. (BMT) text may be purchased from the web page if you prefer a paper copy.

[Brown, Nina, Thomas McIlwraith, Laura Tubelle de González. 2020. Perspectives: An Open Introduction to Cultural Anthropology, 2/E. Arlington, VA: American Anthropological Association.](#)

Listed as "BMT" in the remainder of this syllabus.

[Shore, Chris and Sarah Haggart, eds. 2015. Mundane Events, Big Issues: Exploring Everyday Life in Aukland. Aukland: University of Aukland RAL-Student Publication Series.](#)

Listed as "S&H" in the remainder of this 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 following calendar under "Readings, Films, and other activities."

### Course Description

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

From Instructor: Anthropology is the holistic study of human diversity, exploring humanity's similarities and differences by looking at the intersection of culture and biology through time and space. In doing so, anthropologists look at what makes us uniquely human by focusing on culture, biology, language, and the things humans leave their imprint on. Anthropologists contribute to our understanding of what it means to be human, and in this class, we will focus on the cultural aspect of humanity from a cultural anthropological perspective. Topics we will explore include race, ethnicity, marriage, gender, how people organize themselves, and how they make a living, among others. While broad in scope, you will have a basic understanding of what anthropology is, the topics anthropologists focus on, and their contributions to society.



## Student Learning Outcomes

By the end of the semester, students will:

- Recognize the connections between culture and biology.
- Demonstrate a basic understanding of anthropological theories and methods.
- Recognize universals and particular aspects of culture.
- Examine cross-cultural differences locally and globally.

## Course Prerequisites

There are no prerequisites for this course.

**Syllabus subject to change** – Sometimes things happen over the course of a semester, minor or major in nature, that require 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.

## Teaching Style

This course is offered as a Mixed-Mode delivery course. This means that we only meet in person one day a week and you are responsible for additional work on your own time. Additional work can include readings, films, activities and other things not listed here to be completed on your own time. When we meet in person, you may be required to present in front of the class, work in groups, use technology like Canvas, the internet, and the library on your personal device. 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 only meets in person once 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. **\*\*\*IMPORTANT\*\*\*** The 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 a pool of questions, so you may get different questions each time you attempt the quiz. There will be 12 quizzes worth 10 points each. You are required to complete 10 of these quizzes. The remaining two quizzes will be considered extra credit if you exceed the amount of required points. You may take the quizzes up to 3 times before the due date. The highest score will be recorded. 10 quizzes X 10 points = 100 points.
3. **Exams (E#):** There will be three exams (the third exam is the final exam). 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.

**Discussion Boards (DB)** – There are 6 discussion boards throughout the semester focusing on different topics. To receive full credit, you must follow the instructions provided for each prompt. In general, this includes answering the question asked. Unless otherwise noted, your post should be a minimum of 50 words, maximum of 200 words. It should be in paragraph form with full sentences and minimal spelling and grammatical errors. You will also provide a substantial comment on one classmate's post. Simply stating "good job" or "I agree" is not enough to give you points for this assignment. 6DB X 10 = 60 pts.

**Mini-Ethnographic Assignment (ME)** – The specific instructions for this assignment will be posted on Canvas. Details will also be discussed in class. This assignment will include different components with individual grades after the first exam. 30 points (total for all of the components).

**Participation and Attendance (PA)** – Attendance will be taken using the *UCF Here* mobile app. You will check in during class using your smartphone. Instructions for downloading the app for your individual phone are below. At some point during class, I will show a QR code that will show up on the screen in front of the class and you will point your phones at it as if taking a picture. You will receive immediate confirmation of your attendance on the phone. I may do this at any point in class. If you are not present when I show the QR code, you will be marked as absent.

While attendance is important, 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 physically 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. I may assess participation in different ways during class separately and points will be adjusted if you are not participating. 10 points.

**iPhone:**

<https://itunes.apple.com/us/app/ucf-here/id1450015124>

**Android Smartphone:**

[Installation Instructions](#)

Learn more about setting up and using UCF Here at the following student guide:

<https://cdl.ucf.edu/support/webcourses/guides/ucf-here-student-guide/>

If you have any questions or problems downloading the app, please contact [Webcourses@UCF Support](mailto:Webcourses@UCF) or visit the student guide.

### 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

Syllabus Quiz	10 points	3.0 %
Weekly Quizzes	10 quizzes X 10 points = 100 points	30.3%
Discussion Boards	6 DBs X 10 points = 60 points	18.2%
Exams	3 exams X 40 points = 120 points	36.4%
Mini-ethnography	30 points	9.1%
<u>Participation &amp; Attendance</u>	<u>10 points</u>	<u>3.0 %</u>
TOTAL	330 points	100%

### 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. Also, keep in mind that extra credit is built into this class. If you complete all the quizzes, the last two are extra credit.

### ***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 by UCF 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 Assistant 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.

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4	Th-9/14	Race & Ethnicity	Read BMT-9 Sup: Gravlee: Race and Biology Sup: Mishan: Cultural Appropriation	
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<b>Part Two</b>				
6	Th-9/28	Language	Read BMT-4, Sup: Fox: "Village of the Deaf" Sup: Holmes: Whistled Languages	10/1 Q5, DB4
7	Th-10/5	Making a living	BMT-5,6 (excerpts) Sup: Cunningham et al.: Hunter Gatherers	10/8 Q6
8	Th-10/12	Political Systems	BMT-7 Li: Gift exchange/Funerals Kan: Tlingit Potlatch	10/15 Q7
9	Th-10/19	Exam #2 Review	Review at home!	Exam #2 in class
<b>Part Three</b>				
11	Th-10/26	Kinship Charts	Read BMT-8 Rahimzadeh: Fraternal Polyandry	10/29 Q8
12	Th-11/2	Marriage & Family	Read BMT-10, S&H-8 Sup: Guevedoces Sup: Gender Pay Gap Sup: Two Spirit	11/5 Q9, DB5
13	Th-11/9	Sex & Gender	Read BMT-11	11/12 Q10
14	Th-11/16	Religion	Read BMT-17, 18, 19 (excerpts)	11/19 Q11
15	W-11/22	Thanksgiving	No classes-Office hours will be online	
15	Th-11/23	Thanksgiving	No class meeting	
16	11/30	Applied Anthro		12/1 Last day to submit work Q12 & DB6 DUE

17 Final Exam – Thursday, December 7<sup>th</sup>, 10am-12:50pm  
Refer to the registrar’s office web page for any changes in the exam schedule.

#### Key to Calendar

- W – Week; T – Tuesday, Th – Thursday
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SQ		10
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WQ2		10
WQ3		10
WQ4		10
WQ5		10
WQ6		10
WQ7		10
WQ8		10
WQ9		10
WQ10		10
WQ11ec		0
WQ12ec		0
DB1		10
DB2		10
DB3		10
DB4		10
DB5		10
DB6		10
E1		40
E2		40
E3		40
ME		30
P		10
EC		0
EC		0
EC		0
TOTAL	Points earned here	330

To calculate your total grade:

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

(2) Divide that answer by 330,

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

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





# The Human Species

ANT 2511 (0W61) ▪ Fall 2023

Department of Anthropology ▪ College of Sciences  
University of Central Florida

## *Course Information*

**Course Name:** The Human Species  
**Course ID:** ANT 2511 (0W61) / Fall 2023  
**Credit Hours:** 3.0 hours  
**Location/time:** 100% Online (W), asynchronous

## *Professor Contact*

**Professor:** Dr. Sarah Freidline  
**Main Office:** UCF Main Campus - Howard Phillips Hall 409I  
**Phone:** 407-823-2124  
**Office Hours:** Wednesday 3:00 - 4:30 PM EST via WebCourses Chat or Zoom  
(or by scheduled appointment)  
**E-mail:** via WebCourses Inbox messaging

## *Teaching Assistant Contact*

**GTA:** Jenn Barritt  
**Main Office:** UCF Main Campus - Howard Phillips Hall  
**Office Hours:** Mondays 9:00-10:00 AM via WebCourses Chat or Zoom  
(or by scheduled appointment)  
**E-mail:** via WebCourses Inbox messaging

## *University Catalog Description*

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):**  
None

This is a [UCF General Education Program \(GEP\)](#) course, and it satisfies the Knowledge Application Foundation GEP 12 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

### *What is this course about?*

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

From genetics and gorillas, to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the development and diversity of our species, our place in the natural world, and issues that we face in our rapidly changing world, including our understanding of new fossils, race, environment, and world health. Our primary goal is to explore, understand and respond meaningfully to the diversity of past, present, and future as the human species.

### *What skills will I develop in this course?*

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation and adaptation.** After successfully completing this course, you should be able to:

- Explain and identify basic concepts and theoretical developments in biological anthropology.
- Compare and contrast adaptations and variations among modern humans from an evolutionary perspective.
- Summarize our relationship to modern living primates and the potential threats to their survival.
- Examine and evaluate fossil evidence used in understanding our evolutionary past.
- Apply concepts of biological anthropology to contemporary issues and your own behaviors.

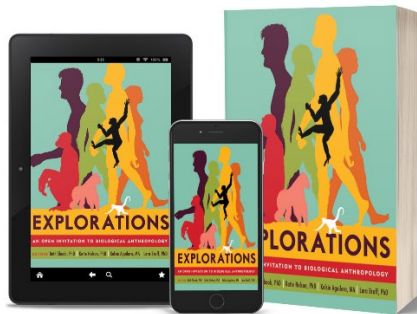
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

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

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

## *What textbook will I need?*

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course! **All textbook materials are free and supplied directly in your course** learning modules through [WebCourses@UCF](mailto:WebCourses@UCF).



### **OER Course Materials (free educational resources)**

**NOTE:** Individual chapters and complete text are supplied in digital .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

**Print copies** also available via [Amazon](https://www.amazon.com)

## *What is WebCourses@UCF?*

**WebCourses@UCF** is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) and then the “Online Course Tools” tab. This is your learning forum and will be used to supplement your course content, to submit your assignments and to communicate with your instructor, graduate teaching assistants (GTAs) and peers in the course. [Knight's Online](http://knightsonline.com) has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't

worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## *How should I plan my course work schedule?*

Biological anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the methods and theories applied in this research may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

During the next 15 weeks of the Fall 2023 term, you should expect to spend around **three hours of class time each week with in-class lectures and assigned media, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to review your notes, complete your assigned reading, and complete your graded work assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-level course. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit office hours held by your instructor **on Wednesdays from 3:00-4:30pm EST via 'Chat' in WebCourses**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an appointment as needed.

## *Is the course accessible for students with disabilities?*

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

For students connected with SAS, a Course Accessibility Letter may be created and sent to instructors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and

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

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

## *What are the course requirements?*

The Fall 2023 semester begins on **August 21st, 2023** and ends on **December 9th, 2023**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- view course content materials for each module, including: Introduction Page, Video Lecture, and assigned reading and media content
- use the provided handouts and study guides;
- complete 13 Quizzes (two lowest scores are dropped);
- complete 3 Activity Assignments (lowest score dropped);
- complete 3 Exams

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

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

## *How do I get started in the course?*

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [\*\*COURSE INTRO: Things You Should Know\*\*](#), which includes an introduction to your instructor, details about course communication and office hours, computer and/or mobile device use, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some

helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Just Another Species?](#) in the COURSE INTRO module by **11:59 PM EST** on **August 25th, 2023**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

## *How will I be evaluated and graded?*

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required activity (1) & Quizzes (11)	120	30%
Activity assignments (2)	30	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>450 points</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human evolution. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to complete 13 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 13 possible grades.**
- **Activity assignments:** These activity and discussion assignments are designed to help you think critically, contribute to discussions in a meaningful and scholarly manner, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. **You are required to submit 3 activity assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 3 possible grades.**
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning

modules. Exams are non-cumulative in format and will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams.** Each exam will be open for 4 days.

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

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

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

### *How do I view my grades?*

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

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

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

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

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

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

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact your me via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied. **For each day an assignment is late 10% of the grade will be deducted**, unless a late submission is properly approved by me. It is your responsibility to check the course schedule for assignment and exam due dates.

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify me** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a [courtesy class absence notification](#) letter for online, mixed-mode and face-to-face courses. Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the due date in order for a make-up to be considered. A broken computer is not a valid excuse.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).
- If an error occurs while taking a quiz or exam, you **MUST** take a screen shot or video of your computer desktop which shows the error. **IMPORTANT:** Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.

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

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



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

## *How is academic integrity maintained?*

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

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

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z' grade** for the entire course). All academic integrity issues will be subject to appropriate referral to [Student Conduct and Academic Integrity \(SCAI\)](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information.

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

### **Discussion Board Appropriateness**

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

### **Student Non-Solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussion Board. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

### **Online Technology**

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student assumes the responsibility of finding a stable connection (for example, going to a local coffee shop, hotspotting your phone, campus library, or friend's house, etc.).

### **Quiz Audit Log**

For each quiz and exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the [WebCourses@UCF](mailto:WebCourses@UCF) quiz audit log for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

## ***How can I use study groups and external materials responsibly?***

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

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

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

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

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

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

**WARNING: If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

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

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

### **Unauthorized Use of Technology for Graded Work**

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, or exam, when opened on WebCourses. The completion of graded work in an online course should be considered a formal

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

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

### **Unauthorized Use of Websites and Internet Resources**

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

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

***What academic and career resources are available to me?***

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

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

## *Why should I use WebCourses Email Inbox?*

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

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

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

## *What are the technology and software requirements?*

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

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

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

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

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

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

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

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

## *What resources are available to help me with life challenges?*

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

[ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607.

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

Other resources at UCF include:

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

## *How is respect for diversity and inclusion maintained?*

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

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



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

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

## *What do I do if there is a campus emergency?*

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

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

## *What is my course lecture and assignment schedule?*

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

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

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

## 2511 (0W61) Course Schedule

<b>Module</b>	<b>Unlocks</b>	<b>Topic</b>	<b>Assignments</b>	<b>Due Dates</b>
<b>Getting Started Module</b>	<b>8/21</b>	Orientation	Required Activity	8/25 at 11:59pm EST
<b>Module 1</b>	<b>8/21</b>	Introduction to Biological Anthropology	CHAPTER 1 QUIZ 1	9/3 at 11:59pm EST
<b>Module 2</b>	<b>8/21</b>	Evolution	CHAPTER 2 QUIZ 2	9/10 at 11:59pm EST
<b>Module 3</b>	<b>9/11</b>	Molecular Biology & Genetics	CHAPTER 3 QUIZ 3 ACTIVITY 1 (PART 1)	9/17 at 11:59pm EST
<b>Module 4</b>	<b>9/11</b>	Forces of Evolution	CHAPTER 4 QUIZ 4 ACTIVITY 1 (PART 2)	9/24 at 11:59pm EST
<b>Exam 1</b>	<b>9/28</b>	Modules 1 - 4		10/1 at 11:59pm EST
<b>Module 5</b>	<b>9/25</b>	Meet the Living Primates	CHAPTER 5	10/1 at 11:59pm EST
<b>Module 6</b>	<b>9/25</b>	Primate Ecology & Behavior	CHAPTER 6 QUIZ 5 & 6	10/8 at 11:59pm EST
<b>Module 7</b>	<b>10/9</b>	Understanding the Fossil Context	CHAPTER 7 QUIZ 7 ACTIVITY 2 (PART 1)	10/15 at 11:59pm EST
<b>Module 8</b>	<b>10/9</b>	Primate Evolution	CHAPTER 8	10/22 at 11:59pm EST

			QUIZ 8 ACTIVITY 2 (PART 2)	
<b>Exam 2</b>	<b>10/26</b>	Modules 5-8		10/29 at 11:59pm EST
<b>Module 9</b>	<b>10/23</b>	Early Hominins	CHAPTER 9	10/29 at 11:59pm EST
<b>Module 10</b>	<b>10/23</b>	Early Members of the Genus Homo	CHAPTER 10 QUIZ 9 & QUIZ 10	11/5 at 11:59pm EST
<b>Module 11</b>	<b>11/6</b>	Archaic Homo	CHAPTER 11 QUIZ 11	11/12 at 11:59pm EST
<b>Module 12</b>	<b>11/6</b>	Modern Homo sapiens	CHAPTER 12 QUIZ 12 ACTIVITY 3 (PART 1)	11/19 at 11:59pm EST
<b>Module 13</b>	<b>11/20</b>	Human Variation	CHAPTER 13 ACTIVITY 3 (PART 2)	11/26 at 11:59pm EST
<b>Module 14</b>	<b>11/20</b>	Human Adaptation	CHAPTER 14 QUIZ 13	11/29 at 11:59pm EST
<b>Exam 3</b>	<b>12/4</b>	Modules 9-14		12/8 at 11:59pm EST

# Course Syllabus



## The Human Species

**ANT 2511 - 0003**

**Fall 2023**

## Course Information

- **Course Name:** The Human Species
- **Course ID:** ANT 2511-0003
- **Credit Hours:** 3.0

- **Term:** Fall 2023
- **Delivery:** Regular/in-person
- **Location:** CB2 207
- **Days & Times:** Tuesdays & Thursdays 10:30 - 11:50 am
- **Department of Anthropology phone:** 407-823-2227

## Professor Contact

- **Professor:** Rachael Root, PhD
- **Office Location:** Howard Phillips Hall 309
- **Office Hours:**
  - **Mondays:** 2:30 - 4:30 pm
  - **Tuesdays:** 2:30 - 4:00 pm
  - **Wednesdays:** 10:30 - 11:30 am
  - **Thursdays:** 2:30 - 4:00 pm
  - During these times, I will be available to meet in-person and will respond promptly to emails and Webcourses Inbox messages.
  - During these times, you can also request a private Zoom meeting - tell me specific times and I will send a Zoom link through Webcourses Inbox.
  - If you want to meet but cannot during these times due to scheduling conflicts, let me know.
- **E-mail contact:** [rachael.root@ucf.edu](mailto:rachael.root@ucf.edu) (<mailto:rachael.root@ucf.edu>) or Webcourses Inbox

## Graduate Teaching Assistant Contact

- **GTA:** Juan Ancona, MSc
- **Email contact:** [juan.ancona@ucf.edu](mailto:juan.ancona@ucf.edu)
- **or Webcourses Inbox**

## UCF Catalog Description

The Human Species; ANT 2511; Three credit hours.

Human biological variation in an evolutionary perspective.

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

# Course Overview

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

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally in the last section we will look at the emergence and evolution of modern humans and the future of our species.

We will explore these topics and issues through readings from the textbook, lectures, discussions, activities, and films. You will be assessed through participation, assignments, chapter quizzes, and exams. Please note that these will utilize Webcourses to contain all student submissions and grading information.

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

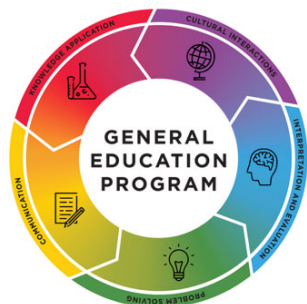
**Organization:** Each week of this class has a corresponding [Module](https://webcourses.ucf.edu/courses/1419526/modules) (<https://webcourses.ucf.edu/courses/1419526/modules>). Each module contains an overview page that introduces the topic, learning objectives and outcomes, assignment and quiz due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

## Course Objectives and Learning Outcomes

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

- Describe the basic concepts and methods in biological anthropology.
- Explain the history and modern synthesis of evolutionary thought.
- Identify structures and processes of modern genetics and evolutionary forces.
- Interpret the adaptations and variations among modern humans from an evolutionary perspective.
- Compare and contrast our place in nature through the biology, habitats and behavior of living primates.
- Evaluate fossil evidence used in understanding our evolutionary past.

- Formulate knowledgeable questions about our past and our future as we continue to adapt in our ever-changing environment.



## GEP Foundation Learning Outcomes:



### KNOWLEDGE APPLICATION

#### Primary Outcome:

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

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

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



### INTERPRETATION & EVALUATION

#### Secondary Outcome:

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

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

1. Demonstrate mastery of discipline specific vocabulary and concepts.
2. Recognize social, political, or economic problems and evaluate solutions to those problems.
3. Understand how to collect, evaluate, or interpret data to draw conclusions.
4. Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

5. Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

## Required Textbook

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

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

### *Explorations*

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

Published December 2019

ISBN: 978-1-931393-62-0

Free online access:

<https://pressbooks-dev.oer.hawaii.edu/explorationsbioanth/>  (<https://pressbooks-dev.oer.hawaii.edu/explorationsbioanth/>)

Print copies available for purchase at Amazon



## Course Expectations and Requirements

To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions. Most of the information you need to successfully write your exams will be covered in these



class times.

Over this period, you will be expected to:

- attend class and participate in class activities
- have stable internet access for online components (you can access UCF WiFi on campus; computers are available throughout campus labs and in the Library)
- review course materials, including assigned video or audio content and readings
- complete a required online discussion activity at the start of the course
- complete all assigned tasks and assessments (see below for details)
- stay up-to-date with class schedule
- contact the professor if you are struggling to understand the material or stay current with the class

## Important Dates:

- Friday, August 25: Drop/Swap/Add Deadline; Last day for full refund
- Monday, September 4: Labor Day (No Classes)
- Friday, October 27: Withdrawal Deadline
- Friday, November 10: Veterans Day (No Classes)
- Thursday, November 23 - Saturday, November 25: Thanksgiving (No Classes)
- Saturday, December 2: Last Day of Class / Last Day to submit all class work
- Monday, December 4 - Friday, December 9: Final Exam Week

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

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

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

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

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the **[COURSE INTRO: Things I Should Know](https://webcourses.ucf.edu/courses/1439475/modules/2557310)** (<https://webcourses.ucf.edu/courses/1439475/modules/2557310>), which can be accessed using the

provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.

## Why should I use WebCourses Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system**. It is your responsibility to check your WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professors. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email (please indicate both your preferred term of address AND how your name appears in Webcourses).

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

All communication between student and professor (or GAA assistant) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox or UCF Knight's Mail systems**. If sending an email, please put ANT 2511 in the subject line and please include your full name as it appears in Webcourses so we can correctly identify you.

## How do I get started in the course?

After reading through the course syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **[COURSE INTRO: Things I Should Know \(https://webcourses.ucf.edu/courses/1439475/modules/2557310\)](https://webcourses.ucf.edu/courses/1439475/modules/2557310)**, which includes details about course communication and a guide for studying biological anthropology. Once you have progressed through this module, Module 1 will unlock and become available for viewing.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **[REQUIRED ACTIVITY: Getting Started \(https://webcourses.ucf.edu/courses/1439475/assignments/8152922\)](https://webcourses.ucf.edu/courses/1439475/assignments/8152922)** in the COURSE INTRO: Things I Should Know by the end of the first week of classes or as soon as possible after adding the course. **Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.**

## Evaluation and Grading

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

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

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

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

#### Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79.99%
A-	90 - 93.99%	C	70 - 75.99%
B+	87 - 89.99%	D	60 - 69.99%
B	84 - 86.99%	F	59% or less
B-	80 - 83.99%		

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

**No late work will be accepted after the last day of scheduled classes under any circumstances.**

## Course Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses and verbally in class. Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left. **Assigned readings and due dates for graded work** are listed in each module INTRODUCTION page. There are weekly assigned readings in the textbook and a quiz for each chapter, in addition to assignments, activities, and exams.

## Activities and Required Assessments:

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

Final grades will be determined out of a possible 500 points. These assessments are:

### Getting Started Discussion: 10 points

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

### Practice: 50 points total (10 points per activity)

These are assorted small activities, some of which will take place during class time, and are associated with each chapter covered. Only the 5 highest scores out of 13 will be kept (the rest will be dropped). In some cases, an attendance sheet may be passed around (such as for a discussion) so students can receive credit. Types of activities may include discussions, group work, responding to writing prompts, observations, or other similar types of activities. Students who chose not to participate for valid reasons (religious, health, etc.) have the option to complete an alternative activity.

### Chapter Quizzes: 130 points total (10 points each)

There are 13 chapter quizzes each worth 10 points. Quizzes are based on content in the assigned chapter and are open-book and open-notes but NOT open-friend or open-AI. All quizzes will be completed online in Webcourses.

### Assigned Homework: 180 points total (30 points each)

There are 6 assignments for students to complete as homework outside of class time to connect course concepts to real world topics and events. Details regarding each assignment will be provided in the assignment pages and modules.

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

The exams will be given online through Webcourses, and students are welcome to take the exam during class time with the instructor. The midterm exam will cover information from the first half of the semester.

The final exam will cover information from the second half and is not cumulative.

### Extra Credit and Rounding of Final Grades:

Extra credit may be randomly given during class time throughout the semester, and quizzes and/or exams may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance. Rounding of any grade, especially final grades, is rare, and solely at the professor's initiative and discretion. Communication, consistent and/or improved attendance and participation\*, and performance will be considered if making the decision whether to round final grades on a case-by-case basis. This gives the professor an opportunity to quantitatively recognize students' dedication, work ethic, determination, initiative, and efforts to improve performance over the semester (which are not easily quantifiable).

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

## Attendance and Participation

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

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

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

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

### Authorized Absences:

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

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

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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://ucfcares.com) [\(http://ucfcares.com/\)](http://ucfcares.com/) if you are seeking resources and support, or if you are worried about a friend or classmate.

Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) (<mailto:ucfcares@ucf.edu>) with questions or for additional assistance.

You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. **If you are in immediate distress at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

## Artificial Intelligence, Academic Dishonesty, Student Conduct, and Accessibility

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

### Artificial Intelligence:

While artificial intelligence (AI) programs and apps, such as ChatGPT-4, may be useful in formulating responses for your assignments, **your responses must be in your own words**, except when used as directed in assignments. You are permitted to use AI only in the manner and means described in the assignments. We utilize programs to check responses for misuse of AI-generated content. Any submissions containing AI-generated content in ways not specifically outlined in class assignments will be subject to the same actions as plagiarism. **If you need AI to assist you in completing assignments**, please contact your professor immediately so we can review guidelines for use. I also strongly suggest you contact Student Accessibility Services (see below) to initiate protocols that may enable you to use AI in future classes.

Please note: Some types of digital tools, such as Grammarly, may flag as AI-generated content. These types of tools are permissible, as they do not generate content. Any types of generative AI tools - such as ChatGPT-4 - are prohibited unless specifically outlined. Please contact your instructor with any questions.

## Academic Dishonesty:

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

**Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated** and will result **at least in an '0' grade for that assignment** (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically reviewed** for plagiarism and use of artificial intelligence during the grading process.

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

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

## Student Conduct:

This class will deal with topics that may be considered sensitive in nature to some students. To benefit from conversational exchange and exploration, various academic viewpoints will be given equal time and consideration (this is called "civil discourse." You can learn more about civil discourse [here \(https://sja.sdes.ucf.edu/\)](https://sja.sdes.ucf.edu/)). Disagreement with another persons' ideas or opinions is necessary to foster analysis, critique, and debate; however, personal attacks will not be tolerated. Always be considerate and listen to other students. Embrace the opportunity to experience different points of view at college. Per UCF policy, hateful or intimidating speech of any nature will not be tolerated and will result in

ejection from the classroom. Remember, we are asking you to listen respectfully, understand, and evaluate evidence and arguments; belief is personal and optional.

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

## Electronics:

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

**Recording Lectures:** Under Florida law, students are not required to notify the instructor if they are recording the lecture. However, the law does NOT permit the recording of other students without their permission. Therefore, any undisclosed recordings during class must NOT record other students, as this is a violation of their right to privacy under FERPA. Class discussion is woven into the lecture, so anyone recording must pause the recording when students are speaking.

Students are requested to inform the instructor that they are recording before class begins, so the instructor is able to alert other students.

## Withdrawal Policy:

Per UCF policy, a student who withdraws from class before the **withdrawal deadline** will receive a grade of "W." **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc. Please note: new students are subject to the new Withdrawal Policy, which states students can only withdraw from the same course twice. Students should speak with an academic advisor before deciding to withdraw from any class. If a student seeks to enroll in the same course a third time, they must do so through an academic advisor. Students can access information on both policies [here \(https://undergrad.ucf.edu/withdrawal-policy/\)](https://undergrad.ucf.edu/withdrawal-policy/).

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

## Accessibility:






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

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

## COVID Policy and Campus Safety

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version [here](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, click [here](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](http://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](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>).

## Receiving an "Incomplete"

Per college policy, an incomplete “I” grade may be assigned if you are progressing satisfactorily and for valid, well documented, reasons (emergencies such as serious illness requiring hospitalization), cannot complete the work of a course within the term. You should be aware that I rarely give incompletes; they are reserved for only the most exceptional circumstances. Proper documentation must be provided, no exceptions. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Students cannot graduate from UCF with a grade of “I” on their transcripts. The “I” must be changed within one year of receipt; otherwise it will automatically be changed to “F” by the Registrar’s Office.

## Deployed Active-Duty Military

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

# Syllabus Part 1: Course Objectives, Assessment, and Policies

**ANT 2511 The Human Species**

**Section 0M01**

**Fall 2023 (3 credits)**

## **1. Course Information**

Room: HS1 0119

Modality: M mode

Dates: August 21 - December 9, 2023

Class Times: Mondays and Wednesdays 11:30-12:20 pm

Prerequisites: None

Final Exam Time: Wednesday 12/6 at 10:00 am to 12:50 pm.

## **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

2a. Contacting the professor:

- Office hours in HPH 309C:

Tuesdays 10:00-11:50 AM

Wednesdays: 10:00-11:20 AM

Thursdays: 10:00-11:50 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, you can call the office at 407-823-2227, send me an email at [peter.sinelli@ucf.edu](mailto:peter.sinelli@ucf.edu), or message me through Webcourses. I will always respond within 24 hours.

2b. GTAs: Contact via email or through webcourses message, or visit them in person during Office Hours held in **HPH 309**:

**Caroline Jasiak:**

**Wednesday:** 1:30 - 3:30

**C. Trent:** Hours TBA

**Raynaliz Velazquez:**

Tuesdays: 1:30 - 3:30

### **3. Course Description:**

Catalog Description: Human biological variation in an evolutionary perspective.

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

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

### **4. Learning Outcomes:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **5. Course Schedule:**

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

## **6. Course Evaluation:**

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

6a. Assessments and Point Values:

- *Three Midterm Exams—300 points total (100 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)



- Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5 )

Homework assignments are entirely web-based, and you will access and submit them through Webcourses. Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

## Grading Scheme

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

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

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—**NO EXCEPTIONS**. The only acceptable form of documentation for illness is a doctor's statement of clinical

lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. It is your responsibility to ensure that you have the technology and tools you need, and that files upload properly, on time, and in the prescribed and readable file format.

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

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the

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

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

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

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

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

## 7. Course Textbook

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

**[EXPLORATIONS: Links to an external site.An Open Invitation To Biological](#)**

**[AnthropologyLinks to an external site.](#)** is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly Modules on Webcourses. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

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

## Syllabus Part 2: University Policies and Protocols

### **ANT 2511 The Human Species**

#### **8. University Core Policies**

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

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

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

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

**8b. Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell

Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

provider, click “Apply” to save the changes, and then click “OK.”

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

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

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

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

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



please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

#### 8i. Recording policy

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

### 9. Protocols

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

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

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

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

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

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

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

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

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

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

## **10. Policy on Constructive Dialogue.**

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

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

**Fall 2023 ANT 2511-0M01 (MW 11:30-12:20 pm) COURSE SCHEDULE:**

**All Modules will open on Monday at 7:00 am in the week they are listed.**

The course schedule is tentative, and I reserve the right to make reasonable modifications should unforeseen events occur (hurricanes, etc.)

Week	Classroom Lecture Topic In class <b>Quizzes</b> In class <b>Exams</b>	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1	M 8/21: Course Introduction W 8/23: <i>Introduction to Biological Anthropology</i>	MODULE 1:  READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 1: Introduction to Biological Anthropology</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>• Quiz 1 Online Course Activity <b>Due FRIDAY Aug 25 at 11:59pm for Course Activity.</b></li> </ul>	Nothing this week!
Week 2	M 8/28: <i>Meet Charles Darwin</i> W 8/30: <i>Natural Selection</i>	MODULE 2:  VIEW THIS LECTURE: <ul style="list-style-type: none"> <li>• <i>Before Darwin, the Rise of Science,</i></li> </ul>	Nothing this week!

		<i>Sections 1-6</i>	
Week 3	M 9/4: Labor Day! No Class! W 9/6: <i>Natural Selection, cont.</i>	<p>MODULE 3:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 4: Forces of Evolution</li> </ul> <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> <li>• <i>The Nature of Science, Sections 1-3</i></li> </ul>	<p>Homework 1: The Nature of Science.  <b>Opens with Module 3 on Monday 9/4 at 7 am and is due Sunday 9/10 at 11:59 pm</b></p>
Week 4	M 9/11: <i>Population Genetics</i> M 9/13: <i>Population Genetics, cont.</i> and <b>Quiz 2.</b>	Nothing this week!	Nothing this week!
Week 5	M 9/18: <b>Exam 1 in class</b> W 9/20: "The Living Primates"	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 5: Meet the Living Primates</li> </ul>	Nothing this week!
Week 6	M 9/25: <i>Primate Anatomy</i> W 9/27: <i>Primate Anatomy, cont.</i>	<p>MODULE 5:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 6: Primate Behavior and Ecology</li> </ul>	<p>Homework 2: Primate Behavior and Sociality  <b>Opens with Module 5 on Monday 9/25 at 7 am and is due Sunday 10/1 at 11:59 pm</b></p>
Week 7	M 10/2: <i>Primate Evolution</i> W 10/4: <i>Primate Evolution, cont.</i> and <b>Quiz 3</b>	Nothing this week!	Nothing this week!
Week 8	M 10/9: <b>Exam 2 in class</b> W 10/11: <i>Hominin Adaptations</i>	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 7: Understanding the Fossil Context</li> </ul>	Nothing this week!

Week 9	M 10/16: <i>Hominin Adaptations, cont.</i> W 10/18: <i>Ardipithecus</i>	<p>MODULE 7:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 9: Early Hominins</li> </ul> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Protohominins</i></li> </ul>	Nothing this week!
Week 10	M 10/23: <i>Lucy</i> W 10/25: <i>Other A. afarensis</i>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Early East African Australopithecus</i></li> </ul>	Nothing this week!
Week 11	M 10/30: <i>A. ghari</i> W 11/1: <i>East African robust hominins</i> and Quiz 4	<p>MODULE 9:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>South African Australopithecines: A. africanus</i></li> <li>• <i>South African Australopithecines: A. robustus and A. sediba</i></li> </ul>	Nothing this week!
Week 12	M 11/6: Exam 3 in class W 11/8: <i>Early Homo</i>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 10: Early Members of the Genus <i>Homo</i>.</li> </ul>	Nothing this week!
Week 13	M 11/13: <i>Intro to Homo erectus and Homo heidelbergensis</i> W 11/15: <i>Neanderthals</i>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 11: Archaic <i>Homo</i>.</li> </ul> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Dminisi</i></li> </ul>	Nothing this week!

		<ul style="list-style-type: none"> <li>• <i>Homo erectus in Asia</i></li> <li>• <i>Homo erectus in Europe</i></li> <li>• <i>Homo erectus culture</i></li> </ul>	
Week 14	<p>M 11/20: <i>Neanderthals, cont.</i></p> <p>W 11/22: Thanksgiving! No Class!</p>	Nothing this week!	Nothing this week!
Week 15	<p>M 11/27: <i>Neanderthals, Denisovans, and You</i></p> <p>W 11/29: Wrap up and <b>Quiz 5</b></p>	<p>MODULE 12:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 12: Modern <i>Homo sapiens</i></li> </ul> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> <li>• “How would you spot a Neanderthal on a bus?”</li> <li>• “Making Neanderthal tools”</li> </ul>	Nothing this week!
Week 16 Finals Week	<b>Final Exam: Wednesday 12/6 10:00 am to 12:50 pm in our usual classroom</b>		

## IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 21-25
- Withdrawal deadline for this course: October 27



# Syllabus Part 4: Course Policy FAQs

**Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?**

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?**

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?**

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

**Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?**

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. **DON'T WORRY**, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so **BE PATIENT**...your score will be corrected as soon as we collect the scantrons and fix the error.

**Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?**

A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. **BE PATIENT**...your exam score will be posted as soon as we receive and grade it.

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

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

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

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

*Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.*

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

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

**Q: Can I make up pop quizzes I missed to get extra credit?**

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

*There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.*

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

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

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

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

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

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

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

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

**Q: Do you drop our lowest test or homework or scheduled quiz score?**

A: No. Every assessment counts and nothing is dropped.

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

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

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



# Syllabus Part 1: Course Objectives, Assessment, and Policies

**ANT 2511 The Human Species**

**Section 0M02**

**Fall 2023 (3 credits)**

## **1. Course Information**

Room: HS1 0119

Modality: M mode

Dates: August 21 - December 9, 2023

Class Times: Mondays and Wednesdays 12:30-1:20 pm

Prerequisites: None

Final Exam Time: TBA

## **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

2a. Contacting the professor:

- Office hours in HPH 309C:

Tuesdays 10:00-11:50 AM

Wednesdays: 10:00-11:20 AM

Thursdays: 10:00-11:50 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, you can call the office at 407-823-2227, send me an email at [peter.sinelli@ucf.edu](mailto:peter.sinelli@ucf.edu), or message me through Webcourses. I will always respond within 24 hours.

2b. GTAs: Contact via email or through webcourses message, or visit them in person during Office Hours held in **HPH 309:**

**Caroline Jasiak:**

**Wednesday:** 1:30 - 3:30

**C. Trent:** Hours TBA

**Raynaliz Velazquez:**



**Tuesdays: 1:30 - 3:30**

### **3. Course Description:**

Catalog Description: Human biological variation in an evolutionary perspective.

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

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

### **4. Learning Outcomes:**

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

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

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

- *Related Assessments:*

- Homework 1: The Nature of Science

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **5. Course Schedule:**

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

## **6. Course Evaluation:**

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

### **6a. Assessments and Point Values:**

- *Three Midterm Exams—300 points total (100 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

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

Homework assignments are entirely web-based, and you will access and submit them through Webcourses. Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. **They are always for extra credit.** These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

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

#### Grading Scheme

Name:	Range:
A	100 % to 94.0%
A-	< 94.0 % to 90.0%

## Grading Scheme

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

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

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket

invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I couldn't make it to class" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. It is your responsibility to ensure that you have the technology and tools you need, and that files upload properly, on time, and in the prescribed and readable file format.

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

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

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

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

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

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

## 7. Course Textbook

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

[EXPLORATIONS: Links to an external site.An Open Invitation To Biological](#)

[AnthropologyLinks to an external site.](#) is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. You may click on the title to access the book. You can also download PDFs of any chapters or access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. For your convenience, PDFs of all assigned chapters also are posted in the weekly



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

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

## Syllabus Part 2: University Policies and Protocols

### **ANT 2511 The Human Species**

#### **8. University Core Policies**

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

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

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

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

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

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about

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

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

#### 8i. Recording policy

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

### 9. Protocols

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

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

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.

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

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

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

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

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

## **10. Policy on Constructive Dialogue.**

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



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

**Fall 2023 ANT 2511-0M02 (MW 12:30-1:20 pm) COURSE SCHEDULE:**

**All Modules will open on Monday at 7:00 am in the week they are listed.**

The course schedule is tentative, and I reserve the right to make reasonable modifications should unforeseen events occur (hurricanes, etc.)

Week	Classroom Lecture Topic In class <b>Quizzes</b> In class <b>Exams</b>	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1	M 8/21: Course Introduction W 8/23: <i>Introduction to Biological Anthropology</i>	MODULE 1:  READ: <ul style="list-style-type: none"> <li>• Explorations Chapter 1: Introduction to Biological Anthropology</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>• Quiz 1 Online Course Activity <b>Due FRIDAY Aug 25 at 11:59pm for Course Activity.</b></li> </ul>	Nothing this week!
Week 2	M 8/28: <i>Meet Charles Darwin</i> W 8/30: <i>Natural Selection</i>	MODULE 2:  VIEW THIS LECTURE:	Nothing this week!

		<ul style="list-style-type: none"> <li>• <i>Before Darwin, the Rise of Science, Sections 1-6</i></li> </ul>	
Week 3	<p>M 9/4: Labor Day! No Class!</p> <p>W 9/6: <i>Natural Selection, cont.</i></p>	<p>MODULE 3:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 4: Forces of Evolution</li> </ul> <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> <li>• <i>The Nature of Science, Sections 1-3</i></li> </ul>	<p>Homework 1: The Nature of Science.  <b>Opens with Module 3 on Monday 9/4 at 7 am and is due Sunday 9/10 at 11:59 pm</b></p>
Week 4	<p>M 9/11: <i>Population Genetics</i></p> <p>M 9/13: <i>Population Genetics, cont.</i> and <b>Quiz 2.</b></p>	<p>Nothing this week!</p>	<p>Nothing this week!</p>
Week 5	<p>M 9/18: <b>Exam 1 in class</b></p> <p>W 9/20: "The Living Primates"</p>	<p>MODULE 4:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 5: Meet the Living Primates</li> </ul>	<p>Nothing this week!</p>
Week 6	<p>M 9/25: <i>Primate Anatomy</i></p> <p>W 9/27: <i>Primate Anatomy, cont.</i></p>	<p>MODULE 5:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 6: Primate Behavior and Ecology</li> </ul>	<p>Homework 2: Primate Behavior and Sociality  <b>Opens with Module 5 on Monday 9/25 at 7 am and is due Sunday 10/1 at 11:59 pm</b></p>
Week 7	<p>M 10/2: <i>Primate Evolution</i></p> <p>W 10/4: <i>Primate Evolution, cont.</i> and <b>Quiz 3</b></p>	<p>Nothing this week!</p>	<p>Nothing this week!</p>
Week 8	<p>M 10/9: <b>Exam 2 in class</b></p> <p>W 10/11: <i>Hominin Adaptations</i></p>	<p>MODULE 6:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 7: Understanding the Fossil Context</li> </ul>	<p>Nothing this week!</p>

Week 9	M 10/16: <i>Hominin Adaptations, cont.</i> W 10/18: <i>Ardipithecus</i>	<p>MODULE 7:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 9: Early Hominins</li> </ul> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Protohominins</i></li> </ul>	Nothing this week!
Week 10	M 10/23: <i>Lucy</i> W 10/25: <i>Other A. afarensis</i>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Early East African Australopithecus</i></li> </ul>	Nothing this week!
Week 11	M 10/30: <i>A. ghari</i> W 11/1: <i>East African robust hominins</i> and Quiz 4	<p>MODULE 9:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>South African Australopithecines: A. africanus</i></li> <li>• <i>South African Australopithecines: A. robustus and A. sediba</i></li> </ul>	Nothing this week!
Week 12	M 11/6: Exam 3 in class W 11/8: <i>Early Homo</i>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 10: Early Members of the Genus <i>Homo</i>.</li> </ul>	Nothing this week!
Week 13	M 11/13: <i>Intro to Homo erectus and Homo heidelbergensis</i> W 11/15: <i>Neanderthals</i>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 11: Archaic <i>Homo</i>.</li> </ul> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> <li>• <i>Dminisi</i></li> </ul>	Nothing this week!

		<ul style="list-style-type: none"> <li>• <i>Homo erectus in Asia</i></li> <li>• <i>Homo erectus in Europe</i></li> <li>• <i>Homo erectus culture</i></li> </ul>	
Week 14	<p>M 11/20: <i>Neanderthals, cont.</i></p> <p>W 11/22: Thanksgiving! No Class!</p>	Nothing this week!	Nothing this week!
Week 15	<p>M 11/27: <i>Neanderthals, Denisovans, and You</i></p> <p>W 11/29: Wrap up and <b>Quiz 5</b></p>	<p>MODULE 12:</p> <p>READ:</p> <ul style="list-style-type: none"> <li>• Explorations Chapter 12: Modern <i>Homo sapiens</i></li> </ul> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> <li>• “How would you spot a Neanderthal on a bus?”</li> <li>• “Making Neanderthal tools”</li> </ul>	Nothing this week!
Week 16 Finals Week	<b>Final Exam: TBA</b>		

## IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 21-25
- Withdrawal deadline for this course: October 27

## Syllabus Part 4: Course Policy FAQs

**Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?**

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?**

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?**

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

**Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?**

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. DON'T WORRY, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so BE PATIENT...your score will be corrected as soon as we collect the scantrons and fix the error.

**Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?**

A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. BE PATIENT...your exam score will be posted as soon as we receive and grade it.

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

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

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

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

*Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.*

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

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

**Q: Can I make up pop quizzes I missed to get extra credit?**

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

*There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.*

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

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

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

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



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

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

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

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

**Q: Do you drop our lowest test or homework or scheduled quiz score?**

A: No. Every assessment counts and nothing is dropped.

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

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

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



# Syllabus Part 1: Course Objectives, Assessment, and Policies

**ANT 2511 The Human Species**

**Section 0W62**

**Fall 2023 (3 credits)**

## **1. Course Information**

Modality: W mode

Dates: August 21 - December 10, 2023

Prerequisites: None

Final Exam Time: Due 12/10 at 11:59 pm

## **2. Instructor and GTA Information**

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: [Peter.sinelli@ucf.edu](mailto:Peter.sinelli@ucf.edu)

### 2a. Contacting the professor:

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

Methods for contacting Prof. Pete:

- Office hours in HPH 309C:

Tuesdays 10:00-11:50 AM

Wednesdays: 10:00-11:20 AM

Thursdays: 10:00-11:50 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, you can call the office at 407-823-2227, send me an email at [peter.sinelli@ucf.edu](mailto:peter.sinelli@ucf.edu), or message me through Webcourses. I will always respond within 24 hours.

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

GTAs:

**Caroline Jasiak**

**Wednesday: 1:30 - 3:30**

C. Trent Office Hours: TBA

**Raynaliz Velazquez:**

**Tuesdays: 1:30 - 3:30**

### **3. Course Description:**

Catalog Description: Human biological variation in an evolutionary perspective.

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

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

### **4. Learning Outcomes:**

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

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

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

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

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

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

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

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

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

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

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

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

- *Related Assessments:*

- Homework 2: Primate Behavior and Sociality

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

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

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

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

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

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

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

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

## **5. Course Schedule:**

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

## **6. Course Evaluation:**

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

### **6a. Assessments and Point Values:**

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

There will be 4 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered according to the course schedule. Exams will close at 11:59 pm on the due date and late submissions will not be accepted. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

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

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

Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the



due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

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

There will be 5 quizzes worth 10 points each for a total of 50 points. Quiz 1 is the Course Activity Quiz that will be administered the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered according to the course schedule. Quizzes will close at 11:59 pm on the due date and late submissions will not be accepted. Makeup quizzes after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra Credit Assignment (25 points)*

There is an Extra Credit Assignment on the australopithecines. This is purely voluntary, but it is worth 25 points of extra credit...that's 5% of your overall grade! Details and submission requirements will be published in Module 10.

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

#### Grading Scheme

<b>Name:</b>	<b>Range:</b>
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%

## Grading Scheme

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

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

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via webcourses message or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans"*. You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "My computer crashed" or "I couldn't open the file"*. This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a fully online class. It is your responsibility to ensure that you have the technology and tools you need, and that files upload properly, on time, and in the prescribed and readable file format.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

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

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

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

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

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

## **7. Course Textbook**

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

**EXPLORATIONS: An Open Invitation To Biological Anthropology** is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

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

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

## Syllabus Part 2: University Policies and Protocols

### ANT 2511 The Human Species

#### 8. University Core Policies

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

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

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

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

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

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

7. Helping another violate academic behavior standards.

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

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

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

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

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

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

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

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

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



please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

#### 8i. Recording policy

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

### 9. Protocols

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

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

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

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

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

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

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

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

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

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

## **10. Policy on Constructive Dialogue.**

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

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

## Syllabus Part 3: Course Schedule for Human Species Online Fall 2023

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is <b>due as noted.</b>	Related Textbook Chapters
Week 1 August 21-27	<b>MODULE 1:</b> <i>Introduction to Biological Anthropology</i> Lecture	Quiz 1: Online Course Activity Verification <b>DUE FRIDAY 8/25 AT 11:59 PM to comply with UCF Financial Aid Requirements</b>	Chapter 1
Week 2	<b>MODULE 2</b>	Nothing This Week!	Nothing This Week!

August 28- Sept 3	<b><i>Before Darwin: The Rise of Science</i></b> Lecture		
Week 3 Sept 4 - 10	<b>MODULE 3</b> <b><i>The Nature of Science</i></b> Lecture	Homework 1: The Nature of Science <b>DUE SUNDAY SEPT 10 AT 11:59 PM</b>	Nothing This Week!
Week 4 Sept 11 - 17	<b>MODULE 4</b> <b><i>Darwin and Natural Selection</i></b> Lecture	Nothing This Week!	Chapter 4
Week 5 Sept 18 - 24	<b>MODULE 5</b> <b><i>Population Genetics</i></b> Lecture	Quiz 2: Modules 1-5 Material <b>DUE FRIDAY SEPT 22 AT 11:59 PM</b> Exam 1: Modules 1-5 Material <b>DUE SUNDAY SEPT 24 AT 11:59 PM</b>	Nothing This Week!
Week 6 Sept 25 - Oct 1	<b>MODULE 6</b> <b>WATCH THIS MOVIE: <i>The Living Primates</i></b>	Nothing This Week!	Chapter 5

<p>Week 7 Oct 2 - 8</p>	<p><b>MODULE 7</b> <i>Primate Anatomy</i> Lecture <i>Primate Behavior and Ecology NO LECTURE--BOOK CHAPTER 6 ONLY</i></p>	<p>Homework 2: Primate Behavior and Sociality <b>DUE SUNDAY OCT 8 AT 11:59 PM</b></p>	<p>Chapter 6</p>
<p>Week 8 Oct 9 - 15</p>	<p><b>MODULE 8</b> <i>Primate Evolution</i> Lecture</p>	<p>Quiz 3: Modules 6-8 Material <b>DUE FRIDAY OCT 13 AT 11:59 PM</b> Exam 2: Modules 6-8 Material <b>DUE SUNDAY OCT 15 AT 11:59 PM</b></p>	<p>Nothing This Week!</p>
<p>Week 9 Oct 16 - 22</p>	<p><b>MODULE 9</b> <i>Hominin Adaptations</i> Lecture <i>Understanding the Fossil Context NO LECTURE--BOOK CHAPTER 7 ONLY</i></p>	<p>Nothing This Week!</p>	<p>Chapter 7</p>
<p>Week 10 Oct 23 - 29</p>	<p><b>MODULE 10</b> <i>Early Hominins and Australopithecines</i> Lecture</p>	<p>Extra Credit Assignment (worth 25 points)</p>	<p>Chapter 9</p>

		<b>DUE SUNDAY OCT 29 AT 11:59 PM</b>	
Week 11 Oct 30 - Nov 5	<b>MODULE 11</b> <b>NO NEW LECTURES THIS WEEK...</b> <b>REVIEW AND STUDY FOR THE QUIZ AND EXAM!</b> <b>(and enjoy Halloween)</b>	Quiz 4: Modules 9-11 Material <b>DUE FRIDAY NOV 3 AT 11:59 PM</b>  Exam 3: Modules 9-11 Material <b>DUE SUNDAY NOV 5 AT 11:59 PM</b>	Nothing This Week!
Week 12 Nov 6 - 12	<b>MODULE 12</b> <i>Early Homo</i> Lecture	Nothing This Week!	Chapter 10
Week 13 Nov 13 - 19	<b>MODULE 13</b> <i>Homo erectus</i> Lecture <i>Homo heidelbergensis</i> Lecture	Nothing This Week!	Chapter 11
Week 14 Nov 20 - 26	<b>MODULE 14</b> <i>Neanderthals</i> Lecture <b>WATCH THESE YOUTUBE VIDEOS:</b> • <b>“How would you spot a Neanderthal on</b>	Nothing This Week!	Nothing This Week!



	<p><b>a bus?"</b></p> <ul style="list-style-type: none"> <li>• <b>"Making Neanderthal tools"</b></li> </ul>		
<p>Week 15 Nov 27 - Dec 3</p>	<p><b>MODULE 15</b></p> <p><i>Denisovans, Neanderthals, and You</i> Lecture</p> <p><b>Modern Homo sapiens NO LECTURE- -BOOK CHAPTER 12 ONLY</b></p>	<p>Quiz 5: Modules 12-15 Material <b>DUE FRIDAY DEC 1 AT 11:59 PM</b></p>	<p>Chapter 12</p>
<p>Week 16 Dec 4 - 10</p>	<p><b>MODULE 16</b></p> <p><b>FINALS WEEK: NO NEW MATERIAL</b></p>	<p>Exam 4: Modules 12-15 Material <b>DUE SUNDAY DEC 10 AT 11:59 PM</b></p>	
<p>Drop/Add Period: August 21-25</p> <p>Withdrawal Deadline: October 27</p>			

# Syllabus Part 4: Course Policy FAQs

**Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?**

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?**

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

**Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?**

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

**Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?**

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. **DON'T WORRY**, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so **BE PATIENT**...your score will be corrected as soon as we collect the scantrons and fix the error.

**Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?**

A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. **BE PATIENT**...your exam score will be posted as soon as we receive and grade it.

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

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

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

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

*Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.*

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

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

**Q: Can I make up pop quizzes I missed to get extra credit?**

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

*There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.*

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

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

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

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

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

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

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

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

**Q: Do you drop our lowest test or homework or scheduled quiz score?**

A: No. Every assessment counts and nothing is dropped.

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

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

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





# The Human Species

ANT 2511 (0W63) ■ Fall 2023

Department of Anthropology • College of Sciences  
University of Central Florida

## Course Information

**Course Name:** The Human Species  
**Course ID:** ANT 2511 (0W63) / Fall 2023  
**Credit Hours:** 3.0 hours  
**Location/time:** Online instruction via WebCourse@UCF

## Professor Contact

**Professor:** Dr. Lana Williams  
**Main Office:** UCF Main Campus - Howard Phillips Hall 309F  
**Phone:** 407-823-2227  
**Office Hours:** Tuesday 10:30AM-12:00PM EDT/EST via WebCourses Chat  
(or by scheduled Zoom appointment)  
**E-mail:** via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## Teaching Assistant Contact

**GTA:** Eliese Dziak  
**Main Office:** UCF Main Campus - Phillips Hall 309  
**Office Hours:** TBA via WebCourses Chat  
**E-mail:** via WebCourses Inbox messaging

## University Catalog Description

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):** None



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

This is a [UCF General Education Program \(GEP\)](#) course, and it satisfies the Knowledge Application Foundation (GEP 12) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs. Please **consult your academic advisor** to determine how this course applies to your degree requirements.



## *What is this course about?*

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? **Biological anthropology** is the scientific study of the evolution, variation, and adaptation of humans and their past and present relatives. Biological anthropologists research these kinds of questions using scientific and humanistic perspectives to better understand not only physical aspects but also behavioral aspects of what it means to be human.

From genetics and gorillas to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to investigate development and diversity of our species, our place in the natural world, and some issues we face in our rapidly changing world, including molecular biology and genetics, new fossil discoveries, concepts of race and human diversity, primate ecology, environmental pressures and adaptation, and human biology and health. Our primary goal is to explore, evaluate and respond in a meaningful manner to understanding the diversity of past, present, and future as members of the human species.

## *What skills will I develop in this course?*

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation, and adaptation**. After successfully completing this course, you should be able to:

- Explain and identify basic concepts and theoretical developments in biological anthropology.
- Compare and contrast adaptations and variations among modern humans from an evolutionary perspective.
- Summarize our relationship to modern living primates and the potential threats to their survival.
- Examine and evaluate fossil evidence used in understanding our evolutionary past.
- Apply concepts of biological anthropology to contemporary issues and your own behaviors.
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

As a part of the **integrated GEP at UCF in the Knowledge Application foundation**, you should be able to:

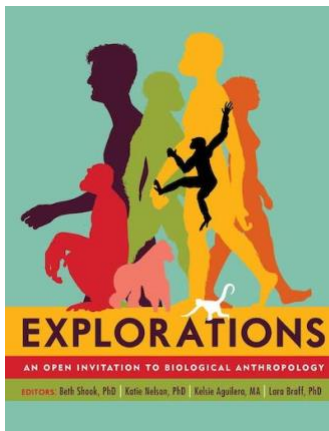
- Characterize a scientific theory as a product of objective evidence and scientific methods.
- Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
- Identify observational data as the foundation of a scientific argument.
- Employ scientific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

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

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

## *What textbook will I need?*

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course! **All textbook materials are free and supplied directly in your course** learning modules through [WebCourses@UCF](#).



OER Course Materials (**free digital** educational resources)

Available for online access through Pressbooks

(<https://pressbooks-dev.oer.hawaii.edu/explorationsbioanth/>)

**NOTE:** Individual chapters and complete text are **also provided in the course as .pdf format** for ease of download and personal use, portability among devices, and standardization when printing (if needed).

Print copies available for cost via [Amazon](#) (ISBN: 978-1931303637)

## *What is WebCourses@UCF?*

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

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

## *How should I plan my course work schedule?*

This course is based on concepts and themes from human biology and genetics, geological sciences, and primatology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful in the course.

For most students striving for a B grade or higher, you should plan on spending around **three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **three-to-four hours each week for assigned reading, studying and reviewing notes, and completing assignments**. These are 'estimates' of time that you should devote to this 2000-level course. Your study skills, prior knowledge of subjects, study environment, personal obligations, and everyday responsibilities all play a role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**. Please **plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are in the Course Summary at the end of this syllabus and in each module introduction.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily during this Fall session. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any form of assistance with course materials, assignments, or when studying for exams, please visit your instructor's **online office hours on Tuesdays from 10:30AM-12:00PM EDT/EST via WebCourses Chat**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or arrange an online Zoom appointment as needed.

## *Is the course accessible for students with disabilities?*

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

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

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

## *What are the course requirements?*

The **Fall session** begins on **AUG 21, 2023** and ends on **DEC 09, 2023**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- regularly review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 Quizzes (two lowest scores dropped - Quiz Audit system active during testing);
- submit 3 Discussion assignments;
- submit 3 Activity assignments;
- submit 3 Exams written online (Quiz Audit system active during testing)

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

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

## *How do I get started in the course?*

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your instructor, details about course communication and office hours, computer and/or mobile device use, the UCF academic integrity

policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Just Another Species?](#) in the COURSE INTRO module by **11:59 PM EST** on **AUG 25, 2023**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (12)	130	20%
Discussion assignments (3)	45	20%
Activity assignments (3)	60	25%
Exams (3)	300	35%
<i>Total Possible</i>	<i>535 points</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human evolution. No prior knowledge is expected, and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 12 possible grades.**
- **Discussion assignments:** These discussion assignments are designed to help you think critically, contribute to discussions in a meaningful and scholarly manner, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. **You are required to submit 3 discussion assignments** located in the learning modules.
- **Activity assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of biological anthropology. **You are required to submit 3 activity assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings, and scientific evidence presented in a select group of learning modules. Exams are non-cumulative in format and will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 online exams located in the learning modules.**

- **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use additional devices** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open. **Quiz Audit system will be used to monitor academic integrity.**

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

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

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

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

## *How do I view my grades?*

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

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

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

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

Question 19 1 / 1 pts

This family of Hominoids has the smallest body form, but their arms are longer than their legs:

**You Answered**

**Correct Answers** Hylobatidae  
Hylobatids

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

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

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

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

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

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

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

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

- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](#) .
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class . For more information, see the [UCF policy](#) .

## *What resources are available to help me with life challenges?*

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

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

Other resources at UCF include:

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

## *What academic and career resources are available to me?*

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

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

## *How is respect for diversity and inclusion maintained?*

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

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

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

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

## *How is academic integrity maintained?*

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

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

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



- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is

considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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

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

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

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

### *How can I use study groups and external materials responsibly?*

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

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

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

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

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

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

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

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

## *Why should I use WebCourses Email Inbox?*

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

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

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

## *What are the technology and software requirements?*

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

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

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

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

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

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

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

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

### *What do I do if there is a campus emergency?*

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

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

### *What is my course lecture and assignment schedule?*

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

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

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

### *Fall 2023 Session Schedule*

<b>Weekly Content</b>	<b>Topics</b>	<b>Text Reading</b>	<b>Complete</b>
Week 1 (Aug 21-27)			
▪ Course Intro Activity	Things You Should Know	–	Required
▪ Module 1	Biological Anthropology & Science	Chapter 1	Quiz 1
Week 2 (Aug 28-Sep 03)			
▪ Module 2	Theories of Evolution	Chapter 2	Quiz 2
Week 3 (Sep 04-10)			
▪ Module 3	The Human Genome	Chapter 3	Quiz 3 & DISC 1
Week 4 (Sep 11-17)			
▪ Module 4	Population Genetics & Change	Chapter 4	Quiz 4 & DISC 2

**EXAM 1 (Sep 15-17)****Modules 1 through 4**

Week 5 (Sep 18-24)

- Module 5 Human Variation & Adaptation Chapters 13 & 14 Quiz 5

Week 6 (Sep 25-Oct 01)

- Module 6 The Other Living Primates Chapter 5 Quiz 6

Week 7 (Oct 02-08)

- Module 7 Primate Behavior & Ecology Chapter 7 & 18 Quiz 7 & ACT 1

Week 8 (Oct 09-15)

- Module 8 Fossils, Time & Nature Chapter 6 Quiz 8 & ACT 2

Week 9 (Oct 16-22)

- Module 9 Primate Origins & Evolution Chapter 8 Quiz 9

**EXAM 2 (Oct 20-22)****Modules 5 through 9**

Week 10 (Oct 23-29)

- Module 10 The Early Hominins Chapter 9 Quiz 10

Week 11 (Oct 30-Nov 05)

- Module 11 Evolution of Early Genus *Homo* Chapter 10 Quiz 11 & ACT 3

Week 12 (Nov 06-12)

- Module 12 Archaic Genus *Homo* Chapter 11 Quiz 12 & DISC 3

Week 13 (Nov 13-19)

- Module 13 Modern Genus *Homo* Chapter 12 Quiz 13

Weeks 14 &amp; 15 (Nov 14-Dec 01)

- Module 14 Human Biology & Health Chapters 16 7 19 Quiz 14

**EXAM 3 (Dec 04-06)****Modules 10 through 14**

# Course Syllabus

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## ANT2511: The Human Species /Fall 2023

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### *Course Information*

**Course Name:** The Human Species


**Credit Hours:** 3.0 hours

**Modality:** Fully Online (W)

### *Professor Contact*

**Professor:** Dr. Emily Zavodny

**Office:** Howard Phillips Hall 309-D (UCF Main Campus)

**Office Hours:** Wednesdays 1-2:30 PM (virtual). How do online office hours work? You can easily schedule a virtual meeting with me using [this link](#) 

<https://outlook.office.com/bookwithme/user/187314962997401c8f0c8e796e7e0d30@ucf.edu?anonymous&ep=plink> OR email me- I'll be checking my inbox and responding quickly during this time.

**Email:** via Webcourses messaging or [emily.zavodny@ucf.edu](mailto:emily.zavodny@ucf.edu) (<mailto:Emily.Zavodny@ucf.edu>)

### *University Catalogue Description*

Human biological variation in an evolutionary perspective.

### *A More Detailed Description*

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present. In the first section of this course, we investigate genetics and the forces of evolution that serve as a basic context for understanding human variation. We then examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, we look at the emergence and evolution of modern humans and the future of our species. We will explore these various topics through readings, films, and other media. You will be assessed through short written activities, quizzes and exams.

This is a **UCF General Education Program (GEP)** course, and it satisfies the Knowledge Application Foundation (GEP 12) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs - consult your academic advisor for more information!

## Learning Objectives

You will be developing the analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation, and adaptation. By the end of this course you should be able to:

- Discuss basic concepts, methods, and theoretical developments in biological anthropology;
- Explain the history and modern synthesis of evolutionary thought;
- Identify structures and processes of modern genetics and evolutionary forces;
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans;
- Compare and contrast our place in nature through the biology, habitats, and behavior of living primates;
- Examine and evaluate the fossil evidence used to understand our evolutionary past;
- Apply concepts of biological anthropology to contemporary issues and your own behaviors;
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

## Course Materials



Our required text for this course is an **Open Educational Resource (OER) and FREE!** Free free. I will post relevant chapters, as well as any other readings or media, in each module for you to access.

I also highly recommend bookmarking the Smithsonian Human Origins Institute website for helpful study tools, interactive maps and images of our human ancestors.

- <http://humanorigins.si.edu/>
- [\(http://humanorigins.si.edu/\)](http://humanorigins.si.edu/)
- <http://humanorigins.si.edu/evidence/human-family-tree>
- [\(<http://humanorigins.si.edu/evidence/human-family-tree>\)](http://humanorigins.si.edu/evidence/human-family-tree)

## Course Communication

Webcourses is always the best way to communicate with me if you have any questions about readings, specific assignments, or anything else. During the work week (M-F) I will respond to emails within 24 hours of receiving them, but please note that it may take me the full 24 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline! I will generally not respond to emails over the weekend #worklifebalance

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## Course Requirements & Structure

This is a fully online (W) course, meaning that 100% of course content will be posted to our Webcourses page. **This course is also largely asynchronous- you will work through the materials at your own pace with fixed due dates for assignments, quizzes, and exams.** While this format offers a lot of flexibility - yay! - it also requires a lot of self-discipline. I would highly recommend treating this course like a regular lecture course and keeping up with lectures and assignments accordingly. Successful students are those that plan ahead and pace themselves throughout the semester instead of attempting to complete everything at the last minute.

### Course Structure

This course begins on August 21, 2023 and ends on December 9, 2023 and is worth a total of 520 points. There are 14 learning modules- each with different readings, media content, and assignments- that will be unlocked as the semester progresses. The OVERVIEW page at the beginning of each module outlines the specific expectations, readings, activities, and assignments for that section. While assignments are due weekly, I will generally unlock two (2) modules at a time so that you have more flexibility to complete the work according to your individual schedules. You may go as fast as you like as long as you finish each module by the required deadlines throughout the course. Let me repeat that- **all graded work is due weekly on an assigned schedule.** This format promotes scaffolded learning, ie. it encourages you to build knowledge over the course of the semester instead of cramming (and promptly forgetting) in December.

You will notice that all lab activities and reading quizzes are due on **Fridays by 11:59 PM (EST)**, with the exception of our first reading quiz which is due by 11:59 PM on the first Sunday of the semester (the first week of the semester is crazy, I get it). The first three exams will be due on **Sundays by 11:59 PM (EST)** so that you have the weekend if you need it. Exam 4 will be scheduled during finals week. Changes to the lecture and assignment schedules are not expected but may occur (hello, 2020). I reserve the right to make reasonable adjustments to the assignment schedule and will announce any changes via Webcourses.

Deadlines are listed in the course summary below, but you can also click here to see a detailed schedule on our [Course Snapshot \(https://webcourses.ucf.edu/courses/1436136/pages/course-snapshot\)](https://webcourses.ucf.edu/courses/1436136/pages/course-snapshot) page.



## Assignments

All of our assignments - in whatever form- are designed to help you to 1. understand the course material and then 2. engage with it in a meaningful way.

### 1. Financial Aid Activity

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 11:59 PM (EST) Sunday, Aug. 27th** for 10 points. Failure to do so will result in a delay in the disbursement of your financial aid- don't let that happen! You must complete the syllabus quiz before you will be allowed to access other modules on our Webcourses page. If you're adding the class late- you should still take the syllabus quiz for easy points!

### 2. Reading Quizzes

There will be **eight (8) reading quizzes** throughout the course worth 15 points each. Reading quizzes are a low-stakes way to demonstrate that you understand the terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. ***Your lowest quiz score will be dropped at the end of the semester!***

**Important:** Quizzes are timed and must be completed in one sitting. Once you open a quiz you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

### 3. Lab Activities:

There will be **eight (8) small written assignments** this semester- seven worth 15 points each and one worth only 5 points. Each activity will ask you to think more critically about course concepts and engage with them in a meaningful and thoughtful manner. A more detailed description and grading rubric for these assignments will be provided in the relevant modules.

### 4. Exams:

There will be **four (4) non-cumulative exams** this semester worth 75 points each. Exams consist of multiple choice, true/false, identification, fill-in-the-blank, and short answer questions. Three exams are scheduled during the regular semester and will appear in their own modules on Webcourses. Our final exam will be scheduled for finals week.

**Important!** Exams are timed and must be completed in one sitting. You will have 60 minutes to complete the exam once you begin. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

## Grading Policies

Your final grade is based on the following for a total of 520 possible points: financial aid activity (10), reading quizzes (105 points), lab activities (110 points), and non-cumulative exams (300 points). You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time (~week) to pass for the grading process to occur. When an assignment score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score after a grade has been released, please notify me using WebCourses Inbox within one week of the grade being released. **Remember that all graded work is due on an assigned schedule and subject to our class late work and make-up policy.**

Final letter grades are assigned according to the table below. I *only* round up grades to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. There are no separate extra credit assignments. If you wish to discuss your grade, please meet with me during my office hours or schedule an appointment.

Letter Grade	A	A-	B+	B	B-	C+	C	D	F
Percentage	94-100	90-93	87-89	84-86	80-83	77-79	70-76	60-69	≤ 59

### *Late Work and Make-up Policy*

This class has a very generous late work policy that allows you to turn in almost everything late within the parameters outlined below.

Assignment Type	Can I submit this late?
Reading Quiz	Yes: You can submit this up to 5 days after the due date BUT there will be a 20% deduction automatically applied for each day late.
Lab Activity	
Exams 1-3	Yes: You can submit this up to 1 day after the due date BUT there will be a 20% deduction automatically applied.
Exam 4 (Final)	NO: I have to submit final grades on time!

This lenient late-work policy also means, however, that late late-work will not be accepted and **I will only allow make-up work (ie. late submissions for full credit) in very specific circumstances.** For every situation listed below you **MUST** provide documentation (for example, doctor's note with dates and contact information) within 48 hours of the due date *at the latest*. All make-up work is at the discretion of the instructor.

- Unforeseen events or circumstances that cause you to miss deadlines or fall behind in your coursework. **University-recognized excuses** include such things as hospitalization, jury duty, family emergency, bereavement, or a catastrophic event. If this happens to you, please notify me as soon as possible so that we can work together to develop a plan for making up missed coursework.
- You are **deployed active duty military and/or National Guard** personnel and require accommodation. You should contact me as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.
- You **represent the university** in an authorized event or activity (for example, student-athletes) and are unable to meet a course deadline due to a conflict with that event. You must provide me with documentation in advance to arrange a make-up. UCF policy can be found [here](https://policies.ucf.edu/documents/4-401.pdf) (<https://policies.ucf.edu/documents/4-401.pdf>).
- You will miss a deadline for **religious observance**. You should contact me as soon as possible after the semester begins so that we can arrange an alternative date. UCF policy can be found [here](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf). (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>)
- A catastrophic **technical error** occurs while you are taking a quiz or exam. You **MUST** take a screen shot or video of your computer desktop which shows the error. **IMPORTANT:** Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline and *your score will remain a zero*.

If you have any other questions about grading generally, please consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) (<http://catalog.ucf.edu/>) for regulations and procedures such as Incomplete grades, grade changes, and grade forgiveness. If you've read this far, email me a picture of your favorite animal by August 25th for one extra credit point.

## TL; DR

The course grading and make-up policies ensure each student is treated equitably and that no one is given an unfair advantage or opportunity over the rest of the class. Please keep this in mind if you are unhappy with my response to your individual situation- I am doing my best to balance the needs of 100+ students and each of their unique situations as well.

# University Of Central Florida Policies

## *Academic Integrity*

As a teacher there are few things as disheartening as discovering a student cheating, plagiarizing, or pursuing some other academic misconduct. Our UCF creed states that integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's [Rules of Conduct](https://scai.sdes.ucf.edu/student-rules-of-conduct/) (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The

unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *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.

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

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

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. \(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student

organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. No grade is worth compromising your integrity; take the zero, not a shortcut. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

### *Copyright*

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

### *Third-Party Software and FERPA*

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

### *Course Accessibility Statement*

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

### *Campus Safety Statement for Students in Online-Only Courses*

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by offcampus emergencies. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)Links to an external site.> and logging in. On the “My Account” tab, fill out

the information, including e-mail address and cell phone number. Students with special needs related to emergency situations should speak with their instructors outside of class







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

## Course Summary:

Date	Details	Due
Fri Aug 25, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138131">Financial Aid Activity</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138131">https://webcourses.ucf.edu/courses/1436136/assignments/8138131</a> )	due by 11:59pm
Sun Aug 27, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138547">Reading Quiz: Introduction to Biological Anthropology</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138547">https://webcourses.ucf.edu/courses/1436136/assignments/8138547</a> )	due by 11:59pm
Fri Sep 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138532">Activity: The Revisionaries</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138532">https://webcourses.ucf.edu/courses/1436136/assignments/8138532</a> )	due by 11:59pm
Fri Sep 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138540">Reading Quiz: Genetics</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138540">https://webcourses.ucf.edu/courses/1436136/assignments/8138540</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8146993">Activity: Pigeon Breeding</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8146993">https://webcourses.ucf.edu/courses/1436136/assignments/8146993</a> )	due by 11:59pm
Fri Sep 15, 2023	 <a href="#">Activity: The Tuskless Elephants of Gorongosa</a>	due by 11:59pm

Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138537">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138537">https://webcourses.ucf.edu/courses/1436136/assignments/8138537</a>)</a>	
Sun Sep 17, 2023	 <a href="#">EXAM 1</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138538">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138538">https://webcourses.ucf.edu/courses/1436136/assignments/8138538</a>)</a>	due by 11:59pm
Fri Sep 22, 2023	 <a href="#">Reading Quiz: Primates</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138549">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138549">https://webcourses.ucf.edu/courses/1436136/assignments/8138549</a>)</a>	due by 11:59pm
Fri Sep 29, 2023	 <a href="#">Activity: Jane</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138541">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138541">https://webcourses.ucf.edu/courses/1436136/assignments/8138541</a>)</a>	due by 11:59pm
Fri Oct 6, 2023	 <a href="#">Activity: The Fossil Record</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138543">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138543">https://webcourses.ucf.edu/courses/1436136/assignments/8138543</a>)</a>	due by 11:59pm
Fri Oct 13, 2023	 <a href="#">Reading Quiz: Primate Evolution</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8154528">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8154528">https://webcourses.ucf.edu/courses/1436136/assignments/8154528</a>)</a>	due by 11:59pm
Sun Oct 15, 2023	 <a href="#">EXAM 2</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138533">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138533">https://webcourses.ucf.edu/courses/1436136/assignments/8138533</a>)</a>	due by 11:59pm
Fri Oct 20, 2023	 <a href="#">Reading Quiz: Early Hominins</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138551">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138551">https://webcourses.ucf.edu/courses/1436136/assignments/8138551</a>)</a>	due by 11:59pm
Fri Oct 27, 2023	 <a href="#">Activity: Lumpers vs. Splitters</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8154538">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8154538">https://webcourses.ucf.edu/courses/1436136/assignments/8154538</a>)</a>	due by 11:59pm
Fri Nov 3, 2023	 <a href="#">Reading Quiz: Archaic Homo sapiens</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138544">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138544">https://webcourses.ucf.edu/courses/1436136/assignments/8138544</a>)</a>	due by 11:59pm
Sun Nov 5, 2023	 <a href="#">EXAM 3</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138542">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138542">https://webcourses.ucf.edu/courses/1436136/assignments/8138542</a>)</a>	due by 11:59pm
Fri Nov 10, 2023	 <a href="#">Reading Quiz: Modern Humans</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138535">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138535">https://webcourses.ucf.edu/courses/1436136/assignments/8138535</a>)</a>	due by 11:59pm
Fri Nov 17, 2023	 <a href="#">Activity: Evolution of Skin Color</a> <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138546">(<a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138546">https://webcourses.ucf.edu/courses/1436136/assignments/8138546</a>)</a>	due by 11:59pm

Date	Details	Due
Fri Dec 1, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138536">Activity: Forensic Investigations</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138536">https://webcourses.ucf.edu/courses/1436136/assignments/8138536</a> )	due by 11:59pm
Fri Dec 8, 2023	 <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138548">EXAM 4</a> ( <a href="https://webcourses.ucf.edu/courses/1436136/assignments/8138548">https://webcourses.ucf.edu/courses/1436136/assignments/8138548</a> )	due by 11:59pm