Syllabus Fall 2023

The Anthropology of American Television Ant 3011 0w60
Vance Geiger, PhD
Department of Anthropology
Office: Howard-Philips Hall Rm 311C
Email: vance.geiger@ucf.edu
Office hours: Monday, Wednesday, Friday 12 – 2
GTA:
email
Mode: Online

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

Grading
Five Assignments 20 points each   100
Two online exams 100 points each   200
One analysis projects 50 points each   50
Total   350
Grading Scale
A 90 - 100%; B 80 - 89%; C 70 79%; D 60 - 69%
*

Students will have two exams covering the material presented in class. Students will have five assignments based on the online material and in some assignments episode of TV shows that illustrate ideas discussed in class. Students will have one power point analysis projects where they will be required to analyze a TV show relying on aspects of American culture reflected back to the audience in the show content.

Integrity

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

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

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

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

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

Accessibility

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

Safety

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pkLinks to an external site.

▷

    >).

Campus Safety Statement for Students in Online-Only Courses

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucfLinks to an external site.> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Military

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

Make Up

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

Religious Observance

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

Invitational Rhetoric

The nature and intent of this course is one that invites open dialogue about complex, difficult, and often controversial topics. Through these conversations it is tempting to

debate through the lens of traditional rhetoric, which has the end goal of persuading others.

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

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

Diversity and Inclusion

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

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

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

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

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

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

UCF Cares

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

Schedule

Week 1 8/21: Anthropology and Culture.
Reading: online material
*
Week 2 8/28: American Culture and The Power of Cultural Narratives
Reading: American Culture: American Cultural Narratives; Gunfighter Nation Introduction
Wittebols - Soap: Introduction and Chapter 2
*
Week 3 9/4: Infrastructure - Electricity and Broadcasting
Reading: Powerline ch 1; Stay Tuned chapter 1 - 3;
*
Week 4 9/11: A Brief History of TV The Transition from Radio to TV, Soaps and Westerns;
and Why so many Cops, Doctors and Lawyers.
Reading: stay Tuned chapter 7 - 9. Three Eras (online in week 4 module)
*
Week 5 9/18: Planting the Flag (the Culture): Americans Always and Everywhere: Gilligan's
Island, Seinfeld: Americans in Space – Star Trek
Reading: Cantor: Chapter 1; Geraghty: Chapters 1 - 4; Modernization Theory
*
Week 6 9/25: Planting the Flag (the Culture) cont'd: Americans at War: MASH
Reading: Wittebols – MASH: Chapters 1, 2 and 10; Turow chapter 11 (in week 6 module)

*
Week 7 10/2: Prime Time: The Working World on TV
Reading: Prime Time Part 3
*

Exam 1 Saturday 9/7 8 am - Monday 10/9 11 55 pm
*

Week 8 10/9: Gendered TV: Soaps, Matrifocal Moments: Roseanne
Reading: Hayward: Chapters 1
*

Week 9 10/16: Gendered TV: Patrifocal Moments.
Reading: Wittebols – Soap: Chapter 3
*

Week 10 10/23: Gilligan's Island Redux - trapped on an urban island: Friends, Seinfeld, It's Always Sunny in Philadelphia
Reading: online material in Week 10

*

Week 11 10/30: Economics and Religion: Witnessing: Business TV, Religious Broadcasting
Reading: Your Instructor: Alter Calls and Individual Choices: Economic and Religious; brightsided
*

Week 12 11/6: Power on TV: The West Wing; CSPAN
Reading: Lichter et al: Chapter 11; no duty to retreat, schizmogenesis; Shifting Television News
*

Week 13 11/13: Streaming
*

Week 14 11/20: Thanksgiving Holiday 4/22 - 4/25
*

Week 15 11/27: Student presentations and Summing up: The Persistence of American Culture
and Why We Watch.
*

Exam 2 12/1 8 am - 12/2 11 55 pm
*

Last Day of class 12/2 - No submissions accepted after this day.
*

Class Reading Material
Cantor, Paul A.
2001 Gilligan Unbound: Pop Culture in the Age of Globalization. Rowman & Littlefield, Lanham Md.
Comstock, George and Erica Scharrer
1999 Television: What's On, Who's Watching and What It Means. Academic Press, San

Diego Calif.

Geraghty, Lincoln

2007 Living With Star Trek. I.B. Taurus, London, NY

Hayward, Jennifer

1997 Consuming Pleasures: Active Audiences and Serial Fictions from Dickens to Soap Opera. University Press of Kentucky, Lexington

Lichter, S. Robert, Linda S. Lichter and Stanley Rothman

1994 Prime Time: How TV Portrays American Culture. Regnery Publishing, Washington D.C.

Lury, Karen

2005 Interpreting Television. Hodder Arnold, London

Nadel, Alan

1997 Flatlining On The field of Dreams. Rutgers University Press, New Brunswick NJ.

Turow, Joseph

1989 Playing doctor: Television, Storytelling and Medical Power. Oxford University Press, Oxford.

Wittebols, James, H.

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

Wittebols, James, H.

2004 Soap Opera Paradigm. Rowman & Littlefield, Lanham MD
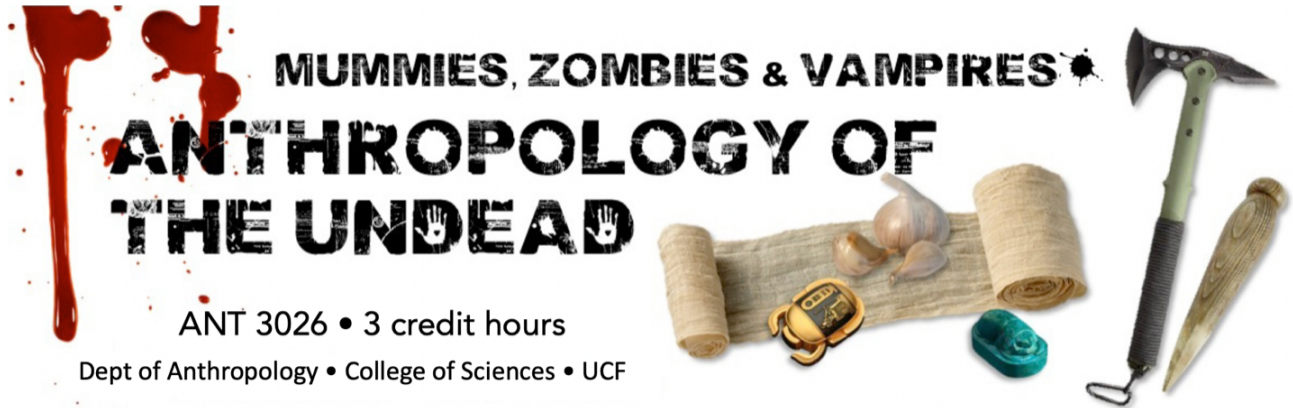
ANT3026 (0W60) Mummies, Zombies & Vampires • Dr. Sandra Wheeler • 3 Credit Hours • Fully Online for Fall 2023!

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Thursdays in Chat from 2-3:30pmfor online office hours and by appointment for virtual meeting
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Kelly McGehee, Brenna Raisor, and Melissa Marks
Office Hours: Kelly: Wednesdays 10-11am in Chat;
Contact: Inbox or Discussions.

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

UCF Catalog Description

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

Course Description

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

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

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

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

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

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

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

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

Learning Objectives

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

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.

- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

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

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

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

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

Grading Scale (+/- letter grades)

A: 94-100%
A-: 90-93%
B+: 87-89%
B: 84-86%
B-: 80-83%
C+: 77-79%
C: 70-76%

D+: 67-69%
D: 60-66%
F: >59%

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

Student Evaluation

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

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

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

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

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

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

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

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. This is a **3-credit hour course;** therefore, there should be an expectation that you will spend about **9 hours per week** on the course. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

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

What About Make-Up Work?

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

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

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

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

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

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

Who Should Take This Online Course?

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

This class is fully online so we will never meet in person. However, if you are on campus feel free to pop by the Anthropology Main Office (HPH 309) and say hello! We can also schedule a virtual Zoom meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

Course Requirements

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

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

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

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

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

More Important Things!

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

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

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

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

Non-Academic Services and Resources

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

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

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

Academic Responsibility and Integrity

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

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

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

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

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

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

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

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

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456 and/or to change your preferred name (You can change your preferred name at home under myUCF. » 1) Log in to myUCF from any device. » 2)Go to "Student Center". » 3) Scroll down to the "Personal Information" section of the page. » 4) Select "Preferred name". » 5) Enter your preferred first name and select "Save".)

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

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

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

Title IX

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

Student Accessibility Services (SAS)

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

Deployed Active Duty Military Students

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

Religious Observances

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

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you are not on campus, use your common sense and stay safe.

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, another zoonotic epidemic!). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

ANT3026W Required Readings and Assignments for Fall 2023

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

Module 1: Death and Decay

Required Text Readings

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

Required Additional Readings

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

Assignments

- Getting Started Activities: due by FRIDAY
- Quiz 1: due by SEP 3

Module 2: Curses and Cures

Required Additional Readings

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

Assignments

- Quiz 2: due by SEP 3

Module 3: Living with the Dead

Required Additional Readings

- Daily Mail article, Indonesian Villagers Dig Dead Relatives

Assignments

- Supernatural Perceptions Discussion: due FRIDAY, SEP 1 with response by MONDAY, SEP 4 on posted due dates
- Quiz 3: due by SEP 10

Module 4: Mummy Mania

Required Additional Readings

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

Assignments

- Quiz 4: due by SEP 17

Module 5: 20th and 21st Century Mummies

Required Additional Readings

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

Assignments

- Quiz 5: due by SEP 24

--Exam 1 (opens 8:00am on Friday, SEP 22 and closes 11:59pm on Sunday, SEP 24, 2023)--

Module 6: Vampire Origins and Folklore

Required Text Readings

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

Assignments

- Quiz 6: due by posted due date
- Mummy assignment: due by OCT 8

Module 7: Search and Destroy

Required Text Readings

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

Required Additional Readings

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

Assignments

- Quiz 7: due by OCT 15

Module 8: Vampire Archaeology

Required Text Readings

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

Required Additional Readings

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

Assignments

- Quiz 8: due by OCT 22

Module 9: Coffins and Counts – Vampire Pop Culture

Required Text Readings

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

Assignments

- Quiz 9: due by OCT 29

--Exam 2 (opens 8:00am on Friday, OCT 27 and closes 11:59pm on Sunday, OCT 29, 2023)--

Module 10: Zombie Origins

Required Text Readings

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

Assignments

- Quiz 10: due by NOV 12
- Vampire assignment: due by posted due date

Module 11: Evil and Undead Zombies

Required Additional Readings

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

Assignments

- Quiz 11: due by NOV 19

Module 12: Zombie in Film and Pop Culture

Required Text Readings

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

Required Additional Reading

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

Assignments

- Quiz 12: due by DEC 3
- Supernatural Reflections Discussion: due FRIDAY, NOV 17 with response by MONDAY, NOV 19 on posted due dates

Module 13: Zombie Globalization

Required Text Readings

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

Assignments

- Quiz 13: due by DEC 3

--Exam 3 (opens 8:00am on Monday, DEC 4 and closes 11:59pm on Friday, DEC 8, 2023)--

Syllabus

ANT 3163: Mesoamerican Archaeology

Dr. Brigitte Kovacevich

Syllabus

Instructor Contact

Instructor	 Dr. Brigitte Kovacevich **brigitte.kovacevich@ucf.edu** **(mailto:brigitte.kovacevich@ucf.edu)**
Office	HPH 309P
Office Hours (Virtual and Phone)	<u>Various methods for contacting me during office hours:</u> 1. Email/Inbox (during office hours, I will respond quickly!)

2. Schedule a phone call (so you don't have to see my face!)

3. Schedule a zoom call (if you do want to see my face!)

<u>Office hours:</u> Tuesdays and Thursdays 10 AM-11:30 AM

For phone or virtual calls, please make an appointment first!!

I can meet in person if you would like, but please do let me know ahead of time!

Phone	Office Phone: 823-6554
E-mail/Response time	brigitte.kovacevich@ucf.edu **(when emailing, please include the class title in your subject!)** I have two young daughters, As such, I will respond to emails from 9am to 5pm on weekdays (quickest during office hours) and sporadically on evenings and weekends when I have time. I will respond within 12-36 hours, unless you are notified otherwise.
GTA	Annalise Pforr
GTA Email	via webcourses inbox
GTA Office Hours	*Please contact the TA to arrange a "meeting" place: via email, zoom, etc.

Course Information

Course Name	ANT 3163- Mesoamerican Archaeology
Credit Hours	3 hrs
Prerequisites	Sophomore standing
Corequisites	none
Semester/Year	Fall 2023
Location	100% Online (Asynchronous-no set class meetings)

Course Description

This survey course is designed to provide a broad introduction to the prehistory of the peoples of Mesoamerica, a culture area that includes all of Guatemala and Belize and parts of Mexico, El Salvador, and Honduras. The class will move chronologically; we will begin with earliest human occupation in this region and end with the arrival of the Spanish. Some examples of cultural groups we will discuss include the Olmec, the Maya, the peoples of Teotihuacan and Tula, and the Aztec Empire. Furthermore, we will explore the archaeological record of this region to discuss topics such as religion, increasing complexity, hieroglyphics, and fascinating artifacts, to name a few. As a Gordon Rule course, students will engage in scientific writing; for example, learning how to write artifact descriptions, abstracts, and an analysis of a pyramid.

Course Catalog Description: An introduction to the prehistory of Mexico. Guatemala and upper Central America from earliest times through the Spanish conquest.

Course Objectives

The specific objectives for this course are that students:

- develop a geographic understanding of Mesoamerica,
- learn the temporal diversity of Mesoamerica,

- understand the various different cultures that comprise Mesoamerica, and
- understand the dynamic field of Mesoamerican archaeology, especially how archaeologists gather information and interpret the past.

Required Text

(available at the bookstore & used copies may be available at Amazon.com):
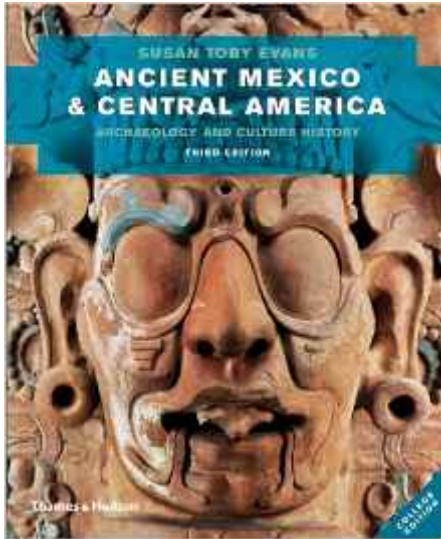
Title: *Ancient Mexico and Central America: Archaeology and Culture History* **_3rd edition_**
Publisher: Thames and Hudson
Year: 2013   ISBN: 978-0500290651

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended but can be used)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read)
3. Headphones (if working in a public space so that video clips may be watched)
4. Access to Microsoft word (You can download FOR FREE from UCF Apps: **https://it.ucf.edu/ucf-apps/ (https://it.ucf.edu/ucf-apps/)**)

Course Requirements

This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules close weekly on Sundays, see schedule below). **This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date on Sundays)… **I will**

not, under any circumstances, open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to take the exam once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

<u>**You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You have unlimited attempts at this quiz only, allowing you the opportunity to earn the 10.**</u>

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

Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	-	**10***	**5**	**August 25**
1	**1 & 2**	**5**	**10**	**September 3**
2	**3 & 4**	**5**	**10**	**September 10**
Exam 1	-	**100**	-	**September 17**
3	**5 & 6**	**5**	**10**	**September 24**
4	**7 & 8**	**5**	**10**	**October 1**
5	**9**	**5**	**10**	**October 8**
Exam 2	-	**100**	-	**October 15**
6	**10**	**5**	**10**	**October 22**
7	**11 & 12**	**5**	**10**	**October 29**
8	**13 & 14**	**5**	**10**	**November 4**
Exam 3	-	**100**	-	**November 12**
9	**15**	**5**	**10**	**November 18**
10	**16 & 17**	**5**	**10**	**November 26**
11	**18 & 19**	**5**	**35**	**December 3**

Exam 4 (Final) *not cumulative	-	**100**	-	**December 9**
TOTAL		**460***	**140**	**600 Total Points**

*Total quiz and exam points are 460 instead of 465 because the lowest quiz is dropped

*You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

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

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

Grading Scheme

This course weights grades to emphasize your writing accomplishments.

Assignment Group	Percentage of your Final Grade
Exams	30%
Mini-Quizzes	10%
Written assignments	60%

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 30%, 10%, and 60%, 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. If a student scores 75% in Group A, 86% in Group B, and 94% in Group C, the final score would be calculated as (.75 x .30) + (.86 x .10) + (.94 x .60) = .875, or 87.5%=B+

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

Letter Grade	Percentage

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

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

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Timed Assignments: Mini-Quizzes and Exams:

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if

you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. **Your lowest quiz score will be dropped.**

Exam 4 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 25.** Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

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

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

*If late work is accepted or approved, they will likely be subject to penalties.

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

In case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF

or Knights email for any alterations to this course.

Discussion Board Appropriateness

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

Student non-solicitation

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

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

GroupMe

GroupMe is meant to be used for simple class discussions. If a student wishes to create a GroupMe (or other type of chat) concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe 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 <u>will not</u> 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**.

Online Technology

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

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult **UCF Center for Academic Integrity (https://scai.sdes.ucf.edu/)** **(http://www.academicintegrity.org/icai/assets/FVProject.pdf)**

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

GROUP ME: If a student creates a group me for this class, they are required to make the link public (posted in the Discussions board) to make it accessible to the entire class. Please be aware that students are more likely to tell on each other for cheating or answer sharing, so use this wisely. I will not hesitate to turn you over to the Office of Student Conduct.

Using Artificial Intelligence (AI) like Chat GPT on assignments is considered cheating because you did not create the work. Turnitin software detects the use of AI in your submissions. Use of AI could result in a reduced or 0 grade on assignments and extreme cases may prompt reporting to the Office of Student Conduct.

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

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

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter **(https://youtu.be/NIKYajEx4pk)**

  (https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes

without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

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

My expectations of you for taking Mesoamerican Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3174 Battlefield Archaeology

Fall 2023 (3 credits)

1. Course Information

Classroom: BA1 0122

Modality: M Mode

Dates: August 21 to December 10, 2021

Class Times: 12:00 - 1:15 pm

Final Exam: Thursday 12/7 from 10:00 am to 12:50 pm (ironically, the anniversary of Pearl Harbor in 1941)

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

- 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, 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:

This course will provide students an archaeological perspective of fields of combat and military infrastructure (e.g. forts) from the Classic period to the early 20th century. The course begins with an overview of the unique theoretical and methodological issues and approaches that are relevant to this subdiscipline of archaeology.

Thereafter, the course surveys the results of archaeological excavations of individual battle sites and military installations that influenced the social and political evolution of the Western World. In each segment the discussion will focus on how the evolution of weaponry, strategy, and tactics is evidenced in the archaeological record, and how systematic survey and excavation of fields of combat and military infrastructure can add context to the human and cultural dimension of battle that is not always available in historical documents.

4. Learning Outcomes:

Outcome 1: Introduce students to the anthropological subdiscipline of historical archaeology.

Outcome 2: Provide an overview of the specific methods and theories that guide archaeological research of battlefields and combat infrastructure.

Outcome 3: Explore ways that archaeology helps add context and detail to formal, recorded accounts of what transpired at a particular battle or point of conflict.

Outcome 4: Explain how archaeology plays an important role in reconstructing individual perspectives of warfare and conflict that are infrequently represented in formal accounts.

Outcome 5: Survey the results of battlefield and military archaeological research and excavations to enhance student understanding of important events of the past.

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

6. Course Evaluation:

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

1. Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 25, 2023 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

2. <u>Two exams – 200 points (100 each)</u>

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section. NOTE: Prof. Pete will wear his complete and historically accurate WWII uniform to the final.

3. <u>Homework Assignments: 100 points total (4 at 25 points each)</u>

Homework assignments help you apply what you're learning through specific analyses of Battlefield Archaeology methods and/or actual historical conflicts. These are listed in the Course Schedule, but specifics will be discussed in class and posted to webcourses at the appropriate time.

4. <u>Research Paper (150 points)</u>

In an 2,000 - 2,500 word paper (equivalent to 8-10 pages in double spaced 12 point font), students will work with with a group to research and discuss the results of archaeological excavations at a battlefield of the group's choice, pending approval of the instructor. Pre-submission items such as a proposal and preliminary bibliography will be worth 50 points, and the final paper is worth 100. A rubric, specific instructions, and due dates will be provided in class in Week 3 of the semester.

5. <u>Grab Bag assignments: 50 points total (various points each). </u>

You will not get much out of this class if you don't attend every class, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes. These will be fun, and are an easy way to improve your average just by participating.

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%

Grading Scheme

Name:	Range:
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 assignments 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 extra credit available to boost you, 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 class was and 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 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 an M class, so 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 an extended due date and/or make up assignment will be provided with no penalty.

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

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

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

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

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

7. Course Materials:

Historical Archaeology of Military Sites, Ed. By C. Geier, L. Babits, D. Scott, and D. Orr. Texas A&M University Press, 2011. ISBN: 978-1-60344-207-7

The Archaeology of Forts and Battlefields, by David R. Starbuck. University Press of Florida, 2011. ISBN: 978-0-8130-3689-2

Students will also be assigned additional materials from a variety of sources. Book chapters, articles, links to UCF library resources, links to relevant websites, etc. will be posted to Webcourses in weekly Modules.

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

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

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

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

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

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

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

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.

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

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

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

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

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

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

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.

ANT 3174 BATTLEFIELD ARCHAEOLOGY FALL 2023

COURSE SCHEDULE

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.
Additional articles will be assigned depending on the topic.

Note as to abbreviations: HAMS = Historical Archaeology of Military Sites
FAB = Archaeology of Forts and Battlefields

Week and Class Date	Topic	Associated Readings	Assignments
Week 1 8/24	Introduction to the course Introduction to Historical Archaeology	Orser, Ch. 1	Class Participation Quiz
Week 2 8/31	Method and Theory	FAB Ch. 1 and 2 Pratt Carman and Carman	Assignment 1: Source Analysis
Week 3 9/7	Methods of Forensic Analysis of Battlefield Casualties	HAMS 3-4 FAB 8	Introduce Paper in class.
Week 4 9/14	Archaeology of a Roman Battlefield The Crusades	Rost Wilbers-Rost Boas Mitchell et al	
Week 5 9/21	European colonialism and indigenous resistance	HAMS 11 and 18 FAB 3	Paper proposal due in class.
Week 6 9/28	The French and Indian War The Revolutionary War	FAB 4-5 Babits HAMS 15	

Week 7 10/5	"The Second War of Independence" (AKA The War 1812) Balaklava: The Charge of the Light Brigade	Cornelison and Lowe HAMS 13 Wason ch. 6	Paper bibliography due in class.

Week 8 10/12	**Exam 1** Chalk Talk: The Civil War	N/A	
Week 9 10/19	Civil War forts and battlefields: Archaeology vs. the written record.	HAMS 6-7 FAB 6	
Week 10 10/26	War from a soldier's perspective	HAMS 8, 14 Abel	Assignment 2: Civil War Letters Analysis
Week 11 11/2	Archaeology of the Battle of Little Big Horn	FAB 7 HAMS 19 Wason ch. 7	Assignment 3: Academic vs. Pop Culture depictions of the past
Week 12 11/9	WWI Chalk Talk: War is different…how? WWI and the Archaeology of Modern, large scale conflict.	HAMS 12 De Meyer and Pype	
Week 13 11/16	POWs and the archaeology of internment Chalk talk: the material culture of POWs	Mytum and Carr Thomas Jameson	Paper Due!
Week 14 11/23	Thanksgiving!		
Week 15 11/30	Maritime Military Archaeology	HAMS 5, 6, and 17	Assignment 4: The *Hunley*
Week 16	**Final Exam Dec 7 10:00 am – 12:50 pm**		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 8/25
- Withdrawal deadline for this course: 10/27

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 3177 ARRRchaeology of Caribbean Piracy

Fall 2023 (3 credits)

1. Course Information

Classroom: BA1 0122

Modality: M Mode

Class times: T 12:00-1:15 pm

Dates: August 21 to December 10, 2021

Final Exam: TBA

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

- 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, 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: The profession of piracy in the context of Caribbean prehistory and archaeology.

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

authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

Outcome 1: Develop knowledge of the physical geography and natural history of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Comprehend the historical and political factors behind the origins of New World piracy and its evolution into an established profession.

Outcome 3: Demonstrate knowledge of underwater archaeology method and theory, and apply this to interpret the archaeological record of pirate ships, havens, and hideouts.

Outcome 4: Conceptualize a scientifically-based reconstruction of the reality of "the pirate life" and contrast this to the romanticized pop culture and Hollywood versions.

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

6. Course Evaluation:

6a. Grades on all assessments will only be posted online in Webcourses. Below is a list of assessments for the course:

1. Course Policy Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by August 25, 2022 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

This quiz will be administered in Week 2 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

3. Two exams – 180 points (90 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final over the material covered since the first exam. These will consist of multiple choice/ True-false questions as well as a short answer section.

4. Two Case Studies: 100 points (50 each) to assess Learning Outcomes 3 and 4.

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

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

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

5. 10 Pirates of the Week (POW) Assignments: 100 points (10 each) to assess Learning Outcomes 3 and 4.

Refer to the POW directions and the course schedule for details. These are posted to Webcourses.

6. BAPOW! Showdown: (20 points) to assess Learning Outcomes 3 and 4.

"BAPOW!" is not just the sound a pirate cannon makes, it is also a prestigious award that I recently made up. Who do YOU think is the "Baddest-Ass Pirate of the Week?" We will have an election toward the end of the semester in which students will nominate their favorite, campaign on his (or her) behalf, and vote. The pirate who garners the most votes (straight up, no electoral college) will win the coveted 2023 BAPOW! Award. Detailed instructions are posted in the POW instructions in Webcourses.

7. Grab Bag assignments: 50 points total (various points each).

You will not get much out of this class if you don't attend every class, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes. These will be fun, and are an easy way to improve your average just by participating.

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%

Grading Scheme

Name:	Range:
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 assignments 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 extra credit available to boost, 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 class was and 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 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 an M class, so it is your responsibility to ensure that you have the technology and tools you need, and that files upload properly, on time, and in the prescribed and readable file format.

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

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

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

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

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

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

7. Course Materials:

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about $12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). This book is available through the UCF library at https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/rh57g9/cdi_proquest_ebookcentral_EBC4082621Links to an external site.
- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

Syllabus Part 2: University Policies and Protocols

8. University Core Policies

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

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

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

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

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

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

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

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

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are

unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

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

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

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

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

ALL POW ASSIGNMENTS ARE DUE ON FRIDAYS AT 11:59 PM ON THE DATE NOTED.

CASE STUDIES ARE DUE ON SUNDAYS AT 11:59 PM ON THE DATE NOTED.

Fairly warned be thee says I. Ye na'er be complainin' 'bout not knowin'.

If late ye be, no quarter for thee.

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.	Textbook Chapters POE = Pieces of Eight UTBF = Under the Black Flag

MODULE 1			
Week 1 Aug. 21-27	Course Overview and Orientation	**Monday 8/21: Assign Syllabus and Course Policies Quiz.** Due Friday 8/25 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	**TUESDAY 8/22: Assign Caribbean Geography Quiz.** Due Sunday 9/3 at 11:59 pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
MODULE 2			
Week 2 Aug. 28-Sept. 3	Underwater Archaeology Lecture	**Assign POW 1.** Due Friday 9/1 at 11:59pm	POE Ch. 2

		REMINDER: Caribbean Geography Quiz. Due Sunday 9/3 at 11:59pm	

MODULE 3

Week 3 Sept. 4-10	Excavation and Ethics Lecture	**Assign POW 2.** Due Friday 9/8 at 11:59pm	POE Ch. 5

MODULE 4

Week 4 Sept. 11-17	Colonies and Rivalries Lecture	**Assign POW 3.** Due Friday 9/15 at 11:59pm	POE Ch. 6 UTBF Ch. 2

MODULE 5

Week 5 Sept. 18-24	Pirate Origins Lecture	**Assign POW 4.** Due Friday 9/22 at 11:59pm	

MODULE 6

Week 6 Sept. 25-Oct. 1	The Buccaneers Lecture	**Assign POW 5.** Due Friday 9/29 at 11:59pm	UTBF Ch. 3

MODULE 7

Week 7 Oct. 2-8	Pirate Ships Lecture	**Assign POW 6.** Due Friday 10/6 at 11:59pm **Exam 1 online over Modules 1-7. Opens after class on Tuesday 10/3 at 1:30 pm and is due on Tuesday 10/10 at 12:00 pm (noon) before the next class starts.**	

MODULE 8

Week 8 Oct. 9-15	Pirate Weapons Lecture	**Assign POW 7.** Due Friday 10/13 at 11:59pm	POE Ch. 12

| | | **Exam 1 is due on Tuesday 10/10 at 12:00 pm (noon) before class starts** | |

MODULE 9

| Week 9 Oct. 16-22 | Pirate Stuff Lecture | **Assign POW 8.** Due Friday 10/20 at 11:59pm | Soulat and DeBry 2019 (PDF in Modul 9) |

MODULE 10

| Week 10 Oct. 23-29 | Pirate Health Lecture | **Assign POW 9.** Due Friday 10/27 at 11:59pm

Assign Pirate Crew and ARRticles Case Study. Due Sunday 11/12 at 11:59pm | UTBF Ch. 4-5 |

MODULE 11

Week 11 Oct 30-Nov. 5	Pirate Politics Lecture	**Assign POW 10.** Due Friday 11/3 at 11:59pm	UTBF Ch. 7

MODULE 12

Week 12 Nov. 6-12	Pirate Tactics Lecture	**Assign POW 11.** Due Friday 11/10 at 11:59pm **REMINDER: Pirate Crew and ARRticles Case Study.** Due at 11/12 at 11:59PM	UTBF Ch. 6 POE Ch. 9

MODULE 13

Week 13 Nov. 13-19	Pirate Lairs Lecture	**Assign POW 12.** Due Friday 11/17 at 11:59pm **Assign Pirate Hunter Case Study.** Due Sunday Dec. 3 at 11:59pm	POE Ch. 11 UTBF Ch. 8

MODULE 14

| Week 14
Nov. 20-26 | Pirate Fighters Lecture | **BAPOW Showdown assigned Monday 11/20.** All discussions due Friday 12/1 at 11:59pm | UTBF Ch. 11-12

POE Ch. 4 |

MODULE 15

| Week 15
Nov. 27-Dec. 3 | Pirate Wrecks

Movie: Sin City, Jamaica

Movie: The Queen Anne's Revenge Shipwreck Project | REMINDER: BAPOW Showdown discussions due Friday 12/1 at 11:59pm

REMINDER: Pirate Hunter Case Study due Sunday Dec. 3 at 11:59pm | POE Ch. 3 |

Exam 2 on Modules 8-15. Time TBA.
Drop/Add Period: August 21-25 Withdrawal Deadline: Friday 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

Syllabus

ant3212-0W60 (Fall 2023) - Peoples of the World

Ty Matejowsky

(strictly online; no face-to-face meetings)

Contacting the Professor

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

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Objectives

Applying a holistic view, this class introduces you to a wide range of non-Western, traditional societies. The course will familiarize you with the breadth of human cultural diversity and provide a context from which to contemplate aspects of your own society.

After Completing This Course You Should be Able to:

1. Appreciate issues of cultural difference and cultural diversity.
2. Understand cross-cultural approaches to subsistence patterns, religion, marriage, political organization, economy, and world system interaction.
3. Reflect critically on Western customs, traditions and life-ways.

Course Requirements:

1. Complete Getting Started requirements
2. Complete all lecture, text, and web assigned readings
3. Participate in all discussion assignments (i.e. attend class)
4. Complete all exams

Discussion Rubric

5 points (A)	Excellence in posting timely, conti
	
	• Follows assignment ins
	   postings of at least two
	• Does not repeat (i.e., d
	   classmates and address
	• Applies course informa
	   and weekly modules).
	
	Critical thinking (i.e., discussion p

4 points (B)	Above Average in criteria listed fo with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for "5 p materials and analysis.
3 points (D)	Serious insufficiency in criteria lis discussion topic. Also included her
0 points (F)	Failing is earned when students do

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 55% total
2. Three non-cumulative, multiple-choice exams (each exam counts for approximately 15% of total grade) = 45% total

Discussion Assignments

1. There are 11 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Discussion assignment questions can be found on the last page of the designated module.
4. Students must first publish their answers to the appropriate discussion forum before having access to their classmates' postings.
5. Students who submit a blank or minimal posting to gain access to the previously submitted work of others will be subject to a grade reduction or possible zero.
6. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
7. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
8. Students have one calendar week from each discussion posting deadline (see class schedule) to seek clarification about specific discussion assignment grades. Requests will not be granted after this time.
9. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect the quality of your graded submission (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be

announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **NO OPPORTUNITIES FOR EXTRA CREDIT IN THIS CLASS!!!!**

Contact Information

ant3212 - Peoples of the World
Ty Matejowsky

Course Home

Instructor Contact:

Instructor	Dr. Ty Matejowsky
Office	Howard Phillips Hall, Floor 3, Room 309G
Office Hours	1:00pm- 2:00pm Mondays or by appointment
Phone	407-823-4611
E-mail	Ty.Matejowsky@ucf.edu

Course Description:

This is an upper division Anthropology course designed to acquaint students with the breadth of human cultural diversity. We will examine a number of unique societies and comparatively explore differences/similarities in their respective economic, social and political organization.

This is a World Wide Web (W) course. "W" courses are conducted fully via web-based instruction and collaboration.

Required Text:

Peters-Golden, Holly. 2011. Culture Sketches. Case
Studies in Anthropology. Sixth edition. McGraw-Hill.

Schedule

Schedule

Week of	Topic	Readings
8/21/23 1	**Introduction to the course**	Read course syllabus, course protocols Started quiz
8/28/23 2	**What is Anthropology?**	Complete on-line assignment
9/04/23 3	**Anthropological Field Methods**	Complete on-line assignment
9/11/23 4	**Culture & Ethnocentrism**	Complete on-line assignment
9/18/23 5	Exam One	Take on-line **exam** covering weeks 1-4
9/25/23 6	**Band Societies (Hunting & Gathering)** – The Ju'hoansi	Read Chapter 6 & complete on-line ass
10/02/23 7	**Tribal Societies** – The Yanomamo	Read Chapter 15 & complete on-line a
10/09/23 8	**Chiefdoms** - The Trobriand Islanders	Read Chapter 14 & complete on-line a
10/16/23 9	**State-level Societies** - The Aztec	Read Chapter 2 & complete on-line ass

10/23/23 **10**	Exam Two		Take on-line **exam** covering weeks 6-9
10/30/23 **11**	**Supernatural** - The Azande		Read Chapter 1 & complete on-line ass
11/6/23 **12**	**Pastoralism** - The Nuer		Read Chapter 9 & complete on-line ass
11/13/23 **13**	**Economic Organization** – The Kapauku		Read Downloaded Chapter & complete
11/20/23 **14**	**Marriage** – The Tiwi		Read Chapter 13 & complete on-line a
11/27/23 & 12/3/23 **15**	Final Exam		Take on-line **exam** covering weeks 11-

Protocols

ant3212 - Peoples of the World
Ty Matejowsky

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is **NOT** considered a valid reason for a reset request.

4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This will only be done at the professor's discretion for what is determined as compelling reasons.
5. Exams will only be reset **ONCE** for technical issues.
6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and may result in a failing grade.
7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will **NOT** be entertained.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors.
3. When sending e-mail to one of the instructors, always put "ant3212" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
    1. Sign your e-mail messages
    2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
    3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
    4. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. Abbreviate when possible: Examples:
    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way
    4. Flame = antagonistic criticism
    5. :-) = happy face for humor
8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.
10. Students will have one week from the end of each discussion assignment deadline to contest or request clarification about grades. After this time, such requests will **NOT** be entertained.

Academic Integrity

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

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

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism and will be prosecuted as such.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility

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

Campus Safety

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click

on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active-Duty Military Students

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

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

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

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

Course Syllabus

Contacting the Professor

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

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

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Course Description:

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

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

Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

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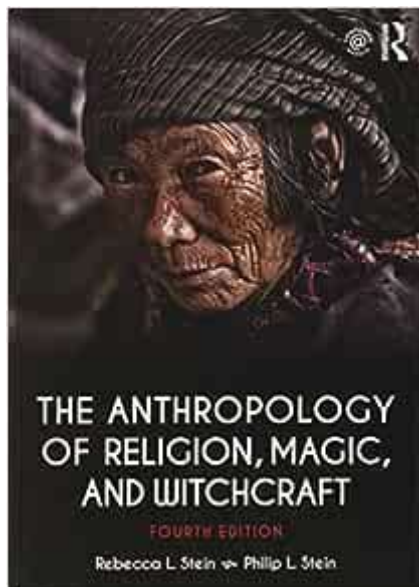
The Anthropology of Religion, Magic, and Witchcraft (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for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

Tests:

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

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

Discussion Rubric

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

Course Assignments:

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

Discussion Assignments

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

Grading Scale:

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

Changes in the Syllabus

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

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W60 Fall 2023
Class Schedule

Week of	Topics	Readings & Ass
8/21/23	**Introduction to the course**	**Read** course syllabus, course protocols, course home
8/28/23	**Module 1: Anthropology of Religion**	**Read** *The Anthropological Study of Religion* (pp. 1-31) **Comp**
9/04/23	**Module 2: Religious Specialists**	**Read** *Religious Specialists* (pp.127-144) **Complete on-line a**
9/11/23	**Module 3: Rituals and Symbols**	**Read** *Religious Symbols (pp. 58-81); Ritual* (pp. 82-109) **Con**
9/18/23	**Exam One**	**Take on-line exam covering Modules 1-3**
9/25/23	**Module 4: Witchcraft & Sorcery**	**Read** *Witchcraft* (pp. 233-250) **Complete on-line assignme**
10/02/23	**Module 5: Magic & Divination**	**Read** *Magic* and *Divination* (pp. 145-170) **Complete on-lin**
10/09/23	**Module 6: Religious Use of Drugs**	**Read** *Altered States of Consciousness* (pp. 110-126) **Comple**
10/16/23 & 10/23/23	**Exam Two**	**Take on-line exam** 2 **covering Modules 4-6**

10/31/23	**Module 7: Ethnomedicine**	**Read** *Disease Etiologies in Non-Western Medical Systems* by **Complete on-line assignment for Module 7**
11/06/23	**Module 8: Death: Ghosts, Souls & Ancestors**	**Read** *Souls, Ghosts, and Death* (pp. 172-204) **Complete on-**
11/13/23	**Module 9: Revitalization Movements**	**Read** *Revitalization Movements* by Anthony F.C. Wallace (d Alice Beck Kehoe (downloaded document); *Cargo Cults* By **Complete on-line assignment for Module 9**
11/20/23 & 11/27/23	**Exam Three**	**Take on-line exam 3 covering Modules 7-9**

Protocols

Protocols and Policies
ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam deadlines is **NOT** considered a valid reason for a reset request.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This will only be done at the professor's discretion for what is determined as compelling reasons.

5. Exams will only be reset **ONCE** for technical issues.
6. Exam submissions will only be accepted through the Quiz function of Webcourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and may result in a failing grade.
7. Students will have one week from the end of each exam period to contest or request clarification for specific exam questions. After this time, such requests will **NOT** be entertained.

Email Protocols

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

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.
10. Students will have one week from the end of each discussion assignment deadline to contest or request clarification about grades. After this time, such requests will **NOT** be entertained.

Academic Integrity

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

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism and will be prosecuted as such.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility

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

Campus Safety

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](#) and logging in. Click on "Student Self

Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active Duty Military Students

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

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 Syllabus

[Jump to Today](#) | ✎ **Edit**

ANT3246: Religion in Ancient Society

Course Basics

Instructor Contact

Professor	Dr. Stacy Barber
Office	HPH409T
Office Hours	Thursdays 9:00-10:30am **Zoom**; or by appointment
Email	• Webcourses mail client • **Sarah.Barber@ucf.edu (mailto:Sarah.Barber@ucf.edu)** (for non-class things like requests for letters of recommendation, etc.)
Phone	(407) 823-2207 (just use email)

Meeting Time and Location

Term	Fall 2023
Class Meeting Days/Time	24-7, full on-line
Course Modality	W (all content delivered online)

Catalog Course Description:

Examination of religion in ancient societies, with a focus on hunting-gathering, early agricultural and early complex societies.

Objectives and Evaluation:

Beautiful prose describing this class: This upper-division course examines religion, and the study of religion, as it pertains to human societies in the ancient past. This class will investigate what the concept of "religion" means outside of modern and recent historical contexts, evaluate the role that human interaction with the divine has played in long-term social and political change, and consider epistemological questions of how religion can be studied using evidence from sources other than text. This class will not consider the theology or histories of modern World Religions, but instead address the long history of how humans have structured relationships with the divine and consider how those relationships can be understood within social scientific research.

Course Objectives:

The course has 5 objectives. Students will:

1. Define religion outside of modern, Western, and recent historical contexts;
2. Examine the origins and development of human-divine interaction through archaeology;
3. Evaluate people's actions within specific historical and environmental conditions through the lens of religious practice;
4. Evaluate and critique archaeological epistemology and scholarly arguments;
5. Contextualize modern conditions in terms of deep history, with specific reference to religious practice.

No textbooks are required for this course.

Evaluation

Your grade in this course will be derived from weekly quizzes and assignments, three examinations, and a final project.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Point Value
Exam 1	Based on first 1/3 of class	15%	150

Week of September 18

Exam 2	Based on second 1/3 of class **Week of October 23**	15%	150
Final Exam	Cumulative final exam **Week of December 4**	20%	200
Quizzes	Quizzes are associated with every module. These will cover module content.	13%	130
Assignments	There are a number of assignments throughout the course of the semester. Except for the last two modules (11 and 12), assignments and quizzes are due every other Sunday at 11:59pm.	37%	370
TOTAL		100%	1000

- Modules stay open until 12 hours prior to the exam, meaning that you should take notes on module content if you want to study the material the day before you will be tested on it!
- Assignments are due at 11:59 pm on their due date.
- If you email the professor in Webcourses by 11:59pm on Sunday 8/27, with the phrase "free-rider" in the subject line, you'll get 1 point extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining letter grades. Percentages are rounded down or up following standard practice. For instance, 93.5 rounds up to 94% and 93.4 rounds down to 93%.

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89

B	84-86
B-	80-83
C+	77-79
C	70-76
D+	67-69
D	60-66
F	0-59

Policies

Topic	Policy
Contacting Dr. Barber	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.
Webcourses@UCF	This is a mixed-mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. Proof of outage will be required if you seek an extension or exemption due to connectivity problems.
Accessing On-line Course Content	Online course content is delivered through modules. To access Module 1, you must first complete the Getting Started Module and receive 100% on the getting started quiz. These are freebie points! You're welcome.

All modules pertaining to a single exam are opened at once. But remember, you cannot access a module until you have completed the preceding module. Modules will close 12 hours before the exam. Take notes on exam content if you want to study the material after that time!

Quizzes and Examinations	There are weekly quizzes online. The point of these is for you to assess your learning of that week's content. You cannot collaborate on quizzes, but you can use your notes. I will compensate for this by making the questions hard and perhaps limiting your time.

All assignments are due at 11:59 pm on their due date.

Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.   Note that your final grade is based on the total points you accumulated over the course of the semester.

Grading and evaluation

Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.

GroupMe and Social Media Policy

GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (**1** ➦ **(https://georgiastatesignal.com/georgia-state-students-warn-about-cheating-through-groupme/)** , **2** ➦ **(https://csulauniversitytimes.com/groupme-alleged-cheating-scandal-causes-cal-state-la-to-trend-on-twitter/)**). Students are allowed to use a GroupMe for this course on two conditions. First, **the instructor is made aware** of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, **sharing answers via GroupMe** will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and the instructor actively monitor GroupMe.

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. These sites 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.

Use of Artificial Intelligence

This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism (see Academic Integrity, bellow). If you need to cite an AI for your work, this class uses a modified **APA** ⤤ **(https://apastyle.apa.org/blog/how-to-cite-chatgpt)** style provided by the **Society for American Archaeology** ⤤ **(https://saa.org/)** .

Participation, Diversity and Inclusion

Participation is an important component of this class.   While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

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

Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu (http://www.shield.ucf.edu/)** and **http://cares.sdes.ucf.edu/**

(http://cares.sdes.ucf.edu/) . Please be aware that I am a mandatory reporter for Title IX violations.

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

Deadlines and Make-ups

If you miss a deadline, you lose the points. I will not make closed modules, drop boxes, or exams accessible to students except in specific extenuating circumstances.

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.

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

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

Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF's Rules of Conduct at <**http://osc.sdes.ucf.edu/process/rocLinks to an external site. (http://osc.sdes.ucf.edu/process/roc)** >. 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.pdfLinks to an external site. (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)** >.

When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final

grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://z.ucf.edu/Links to an external site. (http://z.ucf.edu/)** .

 I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade

illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility	It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)** > (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Active Duty Military Personnel	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.
Intellectual Property	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 (which includes Dr. Barber, in cases where she has produced the material).

Course Summary:

Date	Details	Due
Fri Aug 25, 2023	🚀 **Getting Started Quiz** (https://webcourses.ucf.edu/courses/1433684/assignments/8181196)	due by 11:59pm
Sun Aug 27, 2023	📝 **Syllabus Extra Credit** (https://webcourses.ucf.edu/courses/1433684/assignments/8086194)	due by 11:59pm
Wed Aug 30, 2023	📝 **In-Class Discussion 1** (https://webcourses.ucf.edu/courses/1433684/assignments/8086188)	due by 1:30pm
Sun Sep 3, 2023	📝 **Getting Started Assignment** (https://webcourses.ucf.edu/courses/1433684/assignments/8172092)	due by 11:59pm
	📝 **Module 1 Assignment** (https://webcourses.ucf.edu/courses/1433684/assignments/8086178)	due by 11:59pm
	🚀 **Module 1 Quiz** (https://webcourses.ucf.edu/courses/1433684/assignments/8086172)	due by 11:59pm
	📝 **Module 2 Assignment** (https://webcourses.ucf.edu/courses/1433684/assignments/8187093)	due by 11:59pm
	🚀 **Module 2 Quiz** (https://webcourses.ucf.edu/courses/1433684/assignments/8086166)	due by 11:59pm
Sun Sep 10, 2023	📝 **Final Project Topic Choice** (https://webcourses.ucf.edu/courses/1433684/assignments/8086187)	due by 11:59pm
Wed Sep 13, 2023	📝 **In-Class Discussion 2** (https://webcourses.ucf.edu/courses/1433684/assignments/8086189)	due by 1:30pm
Sun Sep 17, 2023	📝 **Module 3 Assignment** (https://webcourses.ucf.edu/courses/1433684/assignments/8086179)	due by 11:59pm
	🚀 **Module 3 Quiz** (https://webcourses.ucf.edu/courses/1433684/assignments/8086171)	due by 11:59pm
	📝 **Module 4 Assignment** (https://webcourses.ucf.edu/courses/1433684/assignments/8187125)	due by 11:59pm

Date	Details	Due
	🚀 **Module 4 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086162)](https://webcourses.ucf.edu/courses/1433684/assignments/8086162)	due by 11:59pm
Fri Sep 22, 2023	🚀 **Exam 1** [(https://webcourses.ucf.edu/courses/1433684/assignments/8145539)](https://webcourses.ucf.edu/courses/1433684/assignments/8145539)	due by 11:59pm
Sun Oct 8, 2023	📝 **Abstract and Bibliography** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086175)](https://webcourses.ucf.edu/courses/1433684/assignments/8086175)	due by 11:59pm
	🚀 **Module 5 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086164)](https://webcourses.ucf.edu/courses/1433684/assignments/8086164)	due by 11:59pm
	📝 **Module 5 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187170)](https://webcourses.ucf.edu/courses/1433684/assignments/8187170)	due by 11:59pm
	🚀 **Module 6 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086174)](https://webcourses.ucf.edu/courses/1433684/assignments/8086174)	due by 11:59pm
	📝 **Paleolithic Art Written Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086192)](https://webcourses.ucf.edu/courses/1433684/assignments/8086192)	due by 11:59pm
Sun Oct 15, 2023	📝 **Paleolithic Art Discussion Preparation and Discussion** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086191)](https://webcourses.ucf.edu/courses/1433684/assignments/8086191)	due by 11:59pm
Sun Oct 22, 2023	📝 **Module 7 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187201)](https://webcourses.ucf.edu/courses/1433684/assignments/8187201)	due by 11:59pm
	🚀 **Module 7 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086163)](https://webcourses.ucf.edu/courses/1433684/assignments/8086163)	due by 11:59pm
	📝 **Module 8 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187205)](https://webcourses.ucf.edu/courses/1433684/assignments/8187205)	due by 11:59pm
	🚀 **Module 8 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086170)](https://webcourses.ucf.edu/courses/1433684/assignments/8086170)	due by 11:59pm
Wed Oct 25, 2023	📝 **Discussion Preparation 3** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086180)](https://webcourses.ucf.edu/courses/1433684/assignments/8086180)	due by 11:59am

Date	Details	Due
	📝 **In Class Discussion 3** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086190)](https://webcourses.ucf.edu/courses/1433684/assignments/8086190)	due by 1:30pm
Fri Oct 27, 2023	🚀 **Exam 2** [(https://webcourses.ucf.edu/courses/1433684/assignments/8145538)](https://webcourses.ucf.edu/courses/1433684/assignments/8145538)	due by 11:59pm
Sun Oct 29, 2023	📝 **Citation Practices** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086176)](https://webcourses.ucf.edu/courses/1433684/assignments/8086176)	due by 11:59pm
	📝 **Student Choice Class Proposal** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086193)](https://webcourses.ucf.edu/courses/1433684/assignments/8086193)	due by 11:59pm
Sun Nov 12, 2023	📝 **Module 10 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187208)](https://webcourses.ucf.edu/courses/1433684/assignments/8187208)	due by 11:59pm
	🚀 **Module 10 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086165)](https://webcourses.ucf.edu/courses/1433684/assignments/8086165)	due by 11:59pm
	📝 **Module 9 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187207)](https://webcourses.ucf.edu/courses/1433684/assignments/8187207)	due by 11:59pm
	🚀 **Module 9 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086173)](https://webcourses.ucf.edu/courses/1433684/assignments/8086173)	due by 11:59pm
Wed Nov 22, 2023	📝 **Final Project** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086186)](https://webcourses.ucf.edu/courses/1433684/assignments/8086186)	due by 11:59pm
Mon Nov 27, 2023	📝 **Final Discussion Preparation** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086183)](https://webcourses.ucf.edu/courses/1433684/assignments/8086183)	due by 11:59am
	📝 **Final In-Class Discussion** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086185)](https://webcourses.ucf.edu/courses/1433684/assignments/8086185)	due by 1:30pm
Fri Dec 1, 2023	📝 **Module 11 Assignment** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187209)](https://webcourses.ucf.edu/courses/1433684/assignments/8187209)	due by 11:59pm
	🚀 **Module 11 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8187210)](https://webcourses.ucf.edu/courses/1433684/assignments/8187210)	due by 11:59pm
	🚀 **Module 11 Quiz**	due by 11:59pm

Date	Details	Due
	[(https://webcourses.ucf.edu/courses/1433684/assignments/8086161)](https://webcourses.ucf.edu/courses/1433684/assignments/8086161)	
	🚀 **Module 12 Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086168)](https://webcourses.ucf.edu/courses/1433684/assignments/8086168)	due by 11:59pm
	📝 **Thinking About Religion Sorting Quiz** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086195)](https://webcourses.ucf.edu/courses/1433684/assignments/8086195)	due by 11:59pm
Mon Dec 4, 2023	📝 **Conference Extra Credit** [(https://webcourses.ucf.edu/courses/1433684/assignments/8086177)](https://webcourses.ucf.edu/courses/1433684/assignments/8086177)	due by 11:59pm
Thu Dec 7, 2023	🚀 **Exam 3** [(https://webcourses.ucf.edu/courses/1433684/assignments/8145540)](https://webcourses.ucf.edu/courses/1433684/assignments/8145540)	due by 11:59pm

ANT 3302 Sex, Gender and Culture

ANT 3302 - 0W60

Online

WARNING:

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

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

Professor & Contact Information

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

Graduate Teaching Assistant Contact Information

- o **GTA:** TBD
- o **Email contact:**

Course Description

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

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

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

Course Organization

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

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

Course Objectives

Throughout this course and upon completion, students will:

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

Communication

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

Required Course Materials

No purchase necessary!

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

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

Please note: Many books have download limits - so only download what you must read offline.

Gendered Lives/Global Issues is the primary textbook for this class. Quiz questions will draw from this text. *Gendered Lives* is accessible here: https://genderedlives.americananthro.org/

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

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

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

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

Course Format & Requirements

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

- Check Webcourses regularly for announcements, Inbox messages, and to review module content

- Complete all readings, discussions, and exams by their due dates
- Complete all assignments and exams by their scheduled deadlines

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

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

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

Important Things

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

Important Dates:

-
  - 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

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

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must take the "Getting

[Started]" quiz. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Withdrawal Policy:

Per UCF policy, a student who withdraws from class before the **withdrawal deadline** 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].

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.**

Incomplete

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

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 as specifically directed in 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** for further action (e.g., 'Z' grades and possible expulsion). See the **UCF Golden Rule** 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**). Disagreement with another persons' ideas or opinions is necessary to foster analysis, critique, and debate; however, personal attacks will not be tolerated. Always be considerate and listen to other students. Embrace the opportunity to experience different points of view at college. Per UCF policy, hateful or intimidating speech of any nature will not be tolerated and will result in ejection from the classroom. Remember, we are asking you to listen respectfully, understand, and evaluate evidence and arguments; belief is personal and optional.

Student Accessibility:

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

should register with [Student Accessibility Services](#) (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.

Student Evaluation

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

Grades will be determined per this scale:

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

Letter	%	Point Value
A	94 and above	470 and above
A-	90 – 93	450 – 469
B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	77 – 79	385 – 399
C	70 – 76	350 – 384
D	61 – 69	305 – 349
F	60 and below	304 and below

Assignments and Evaluations

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

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

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

<u>**ACADEMIC ACTIVITY**</u> **Getting Started Quiz: 5 points total**

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

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

Chapter Quizzes: 150 points total

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

Video Responses: 80 points total

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

Case Study: Joking About Sex in Africa: 40 points

When we encounter difficult topics, we often have strong emotional reactions. This can make it hard to confront and discuss important topics such as sex and sexuality. One way to navigate this problem is by using humor to break tension, build camaraderie, and shift emotional responses away from aggressive or protective reactions. But humor is also used politically as social commentary that explains and foregrounds problem areas that society is not or does not want to face. We will explore the connection between humor and sex/gender by looking at sex humor in Egypt and Kenya. You will read two chapters from the *Joke-Performance in Africa* - the introduction and either chapter 10 or chapter 12.

Summary and Reflection on Chapter 1: Introduction: 10 points

First you will read Chapter 1: Introduction of *Joke-Performance in Africa.* Then you will write a brief synopsis that summarizes the information and connects it to your own perspectives on humor and reflect on how humor is culturally embedded and thus differs depending on sociocultural context.

Chapter Discussion: 30 points

We will examine sexist jokes in Kenya and feminist satire in Egypt, chapters 10 and 12 in *Joke-Performance in Africa* and compare it to student's selected comedians. The discussion will have

two parts: 1) students will write responses to the questions and post them on the discussion board (24 points); 2) students will respond to one other students' post (6 points). Chapter prompts and detailed instructions are available in the assignment overview page.

Point of View (POV) Discussions: 80 points

Students chose **four** POV discussions that focus on special topics in sex, gender, and sexuality. The discussions have two parts: 1) students will write a response to the chapter prompt and post it on the discussion board (14 points); 2) students will respond to one other students' post (6 points). Chapter prompts and detailed instructions will be available in the modules.

Three Reflections: 45 points

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

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

Final Exam: 100 points

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

Extra Credit and Rounding:

Extra credit may be randomly given during the semester, and quizzes and exams may contain extra credit questions. All extra credit decisions are at the instructor's discretion and may not be announced in advance. Rounding of any grade, especially final grades, is solely at the instructor's

discretion. Communication, consistent and/or improved attendance,* and performance will be considered if making the decision whether to round final grades.

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

Attendance/Participation, Late / Missing Submissions, Authorized Absences

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

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

All assignments are due by the date displayed in Webcourses.

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

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

Students must notify their instructor in advance if they intend to miss class and/or an assignment deadline for a religious observance. For more information, see the UCF policy here.

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

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

Deployed Active-Duty Military

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

UCF Writing Center

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

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Trained peer tutors and consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on their website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. You may schedule a 45-minute Zoom appointment by using the TutorTrac scheduler on their website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact the UWC.

Academic Responsibility

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

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

Academic honesty: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in a "0" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the UCF Office of Student Conduct for further action. See the UCF Golden Rule for further information.

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.

Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. The use of generative AI - such as Chat GPT - will be treated the same as plagiarism and subject to the same penalties and processes.

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

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

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabus, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

Some tips for avoiding plagiarism include:

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. 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. Get more information about the Z Designation here.

Syllabus

Syllabus

Fall 2023

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 3rd floor
Office Hours	Monday, Wednesday, Friday 12 - 2 HPH 311C Online in class chat wednesday 7 - 9 pm
Phone	407-823-3779
Email	vance.geiger@ucf.edu

Course Information

Course Name	Indians of the Southeast
Course ID	ANT 3311
Credit Hours	3
Semester/Year	Spring 2017
Location	Fully Online

GTA: Nilver Tovar

Course Description

This class is an introduction to Native Americans of the Southeast including prehistory, social organization, subsistence, religion, history pre- and post contact, the consequences of contact with Europeans and Americans.

Course Objectives

- Explain how culture impacts human behavior.
- Describe how culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Present students with an anthropological perspective on Native Americans of the Southeast including: the prehistory, the social organization, subsistence and beliefs and the history and consequences of contact with Europeans and then Americans

Required Text: PDFs supplied in webcourse

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 1/11 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

10 Online Assignments and Discussions @ 10 points each 100

Total   400 points

Online Exams

The exams will be available for specified days (see below). 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 Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

It is recommended that you write your response in Word, then go online and open that assignment or 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. If you do not answer the question you are asked to answer, you will not receive credit.

Letter Grade Percentage

A   90-100

B   80-89

C   70-79

D   60-69

F   59 or below

Missed Exam - Make-Ups

Those who take all three regularly scheduled exams are exempted from the Final 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 FINAL EXAM. The Final Exam will be CUMULATIVE. You can also take the Make Up Exam to try to improve your exam score. If you score higher on the Make Up Exam than one one of the regular exams Yyour instructor will use the higher score.

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/zgradeLinks 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 ServicesLinks to an external site.](#) (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.htmlLinks to an external site.](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 signs by the stairways
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.eduLinks 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.) (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.

Syllabus: ANT 3311 INDIANS OF THE SOUTHEAST UNITED STATES

Spring 2019

Instructor: Vance Geiger, PhD

Office Hours: Monday 10 - 12

Online Office Hours in the class chat room

Office: Philips Hall 3rd floor

E mail: vance.geiger@ucf.edu

Course Description: This course will explore the prehistory, history and culture of Native Americans of the Southeast United States

This is W online Course: This means that you will spend all of your class time doing online study and assignments. There are ten online assignments required in this course this semester. The online assignments are designed to have students read the online material and respond to both content questions and analytical questions. To receive full credit for these assignments complete answers are required. Unfortunately some students tend not to take these questions as seriously as they should, expecting to receive full credit for any kind of answer. This is not a good approach. Do not respond to these assignments as if they were "tweets." In addition, this is not cable news, answer the question you are asked, not the question you wished you had been asked.

Online assignments: When answering the online assignments, write your answers in MS Word and save them to your computer. Then go to that week's assignment area and open the compose feature, copy and paste your answer from your Word document into the area provided and then post the answer. Do not try to write your answers directly into the composition area. If anything happens to your connection to the class website before you actually post your answer you will lose whatever you have written. If you write and save your answer to your own computer you can always repost it if something happens to your online connection, and this does happen! And it can also happen if you attempt class work on the phone.

Important: Do Not Use Attachments.

 Online assignment Deadlines: There is a lot of material to cover in this semester. Consequently there are deadlines imposed to have you keep up with the material.

 Online Exams: You will take all exams online. The exams will be available for several days. Once you open an exam you will have a period of time to complete it. Answer and save all of your answers, go back and check your answers then submit the exam. It is your responsibility to save your answers and submit your exam. If you believe that you have done everything correctly but your exam is not scored after you submit it, contact your instructor so that any issue can be addressed. Do not take the exam and not check to see if it is scored and then contact the instructor weeks later.

Online Material: There is one text for this course.   However, there is also a lot of online material that will be very important. If you have questions on the material you need to e mail me or ask questions during online office hours. .

Organization of the Class: This is an anthropology class. The class begins with the prehistory of Southeast. This period is important for understanding the full range of cultural characteristics of Southeastern Indians. It is also important for understanding the conditions that prevailed at the time of European contact and why contact had the consequences it had. The class then covers the early contact with Europeans and the consequences for the Southeast Indians. The Southeast was the first area in North America impacted by European contact and consequently the impact on the area is very different than that experienced by other Native Americans in other areas. The Colonial and American periods are then covered.

Grading: There will be Three exams in this course. Each exam will be worth 100 points. There will also be 10 online assignments each worth 10 points

Grading: Three 100 point exams = 300 points

      10 Online assignments   = 100 points

      Total Possible   400 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less that 60%

Week 1:8/21 Introduction to Anthropology and the Concept of Culture

Reading: online material

Assignment 1 due 8/28

 Week 2: 8/28 Intro to Archaeology

Reading: online material

Assignment 2 due 9/4

 Week 3: 9/4 Introduction and Southeastern Environment and Prehistory

Reading: online material

The Environment: Geography and Landscape Evolution;

Week4: 9/11 The Paleo-Indian Period: 13,000 - 8,000 BC

Reading: online material

Assignment 3 due 9/18

Week 5: 9/18 The Archaic Period: 8000 - 1000 BC

Reading: online material

Exam 1 9/23 8am – 9/25 11:55 pm

Assignment 4 due 9/25

Week 6: 9/25 The Woodland Period: 1000 BC - 1000 AD

Reading: online material

Week 7 10/2 The Mississippian Period: 1000 – 1500

Reading: online material

Assignment 5 due 10/9

Week 8 10/9 Specific Southeastern Tribes That are no more…

Reading: McEwan chapters 1 - 3

Week 9 10/16 Contact with Europeans, Indians and Disease, The Colonial Period

Reading: online material

Summing Up Pre-Contact Indian Cultural Developments; Early European Exploration and Contact

The Archaeology of Early Contact

Indians and Disease; Catholic Mission System

Colonial Period; The English, French and Spanish

Contact assignment due 10/23

Week 10 10/23 The American Period: Indian Resistance and Removal

Reading: online material

Colonial Period; The English, French and Spanish

Early American Ideas About Indians

The American Period: Indian Resistance and Removal

Exam 2 10/28 8 am – 10/30 11:55 pm

Week 11 10/30 The Cherokee

Reading: online material

Cherokee and social organization assignments due 11/6

Ceremony Assignment due 11/6

Week 12 11/6 The Natchez

Reading: online material

Natchez assignment due 11/13

Week 13 11/13 The Seminoles

Reading: online material,

Week 14 11/20 - Thanksgiving break 11/22 - 11/25

Week 15 11/20 Indians and the Bureau of Indian Affairs

Reading: online material

12/2 Last Day of Class

Exam 3 12/1 8 am – 12/2 11:55 pm

Make Up Exam 12/6 8 am – 12/7 11 55 pm

Course Syllabus

[Jump to Today](#) | ✎ **Edit**

Welcome to ANT3424: Partying in the Ancient World

Fall 2023

24-7 Fully Online

Course Overview

Instructor: Sarah B. Barber, PhD, RPA

Email: Webcourses mail client (for all class communication)

Email: **sarah.barber@ucf.edu (mailto:sarah.barber@ucf.edu)** (for professional/graduate school advising, non-course related)

Office Location: Howard Phillips Hall (https://map.ucf.edu/locations/14/howard-phillips-hall-hph/) Room 409T
Virtual: Zoom in Webcourses

Office Hours: Wednesdays 2:30-4:00 pm, or by appointment

Meeting Time and Location

Term: Fall 2023

Class Meeting Days and Times: 24-7, this course is fully on-line

Course Modality: W (all content delivered on-line)

Catalog Description

Cross-cultural examination of the role food and feasting have played in human societies over time.

Course Description

While food is necessary for survival, humans have approached food in incredibly complex and ritualized ways throughout history. Eating and drinking are not merely for nourishment, these acts have religious,

political, social, economic, and ideological ramifications. This class considers the long history of social eating and drinking—the "partying" of the course title—to understand the different ways that food defines society. Focusing on evidence from archaeology, this class will consider how acquiring, preparing, and serving food in group settings has been involved in everything from important technological developments to major social change over the course of human history. In short, this course asks students to evaluate the truth of the phrase "party animal."

Course Objectives:

Upon successful completion of this course, each student will:

- Gain awareness of human diversity as it relates to parties, feasts, and food;
- Develop knowledge of how the past has and continues to affect the modern human experience;
- Expand their ability to access and evaluate information about human society;
- Grow their capacity to conduct research and think critically about social processes;
- Develop their writing and researching skills.

No textbooks are required for this course.

Evaluation

Your grade in this course will be derived from weekly quizzes and assignments and three examinations.

Your grade will be calculated as follows:

Table listing point values and percentages for all course activities

Grade Categories	Description of Requirements	Weight Toward Final Grade	Point Value
Exam 1	Based on first 1/3 of class **Week of September 18**	15%	150
Exam 2	Based on second 1/3 of class **Week of October 23**	15%	150
Final Exam	Cumulative final exam **Week of December 4**	20%	200
Quizzes	Quizzes are associated with every module. These will cover module content.	13%	130

Assignments	There are a number of assignments throughout the course of the semester. Except for the last two modules (11 and 12), assignments and quizzes are due every other Sunday at 11:59pm.	37%	370
TOTAL		100%	1000

- Modules stay open until 12 hours prior to the exam, meaning that you should take notes on module content if you want to study the material the day before you will be tested on it!
- Assignments are due at 11:59 pm on their due date.
- If you email the professor in Webcourses by 11:59pm on Sunday 8/27, with the phrase "commensal" in the subject line, you'll get 1 point extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining letter grades. Percentages are rounded down or up following standard practice. For instance, 93.5 rounds up to 94% and 93.4 rounds down to 93%.

Table listing percentages required to achieve letter grades

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	70-76

D+	67-69

D	60-66

F	0-59

Policies

Topic	Policy
Contacting Dr. Barber	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.
Webcourses@UCF	You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties. Proof of outage will be required if you seek an extension or exemption due to connectivity problems.
Accessing On-line Course Content	Online course content is delivered through modules. To access Module 1, you must first complete the Getting Started Module and receive 100% on the getting started quiz. These are freebie points! You're welcome. Modules are opened in pairs, with assignments due every two weeks. Modules will close 12 hours before the exam. Take notes on exam content if you want to study the material after that time!
Quizzes and Examinations	There are weekly quizzes online. The point of these is for you to assess your learning of that week's content. You cannot collaborate

	on quizzes, but you can use your notes. I will compensate for this by making the questions hard and perhaps limiting your time.
Grading and evaluation	**All assignments are due at 11:59 pm on their due date.** Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester. Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.
GroupMe and Social Media Policy	GroupMe and similar online services can be an excellent way to communicate with your fellow students. However, its use for cheating is well-documented (**1 ⬈ (https://georgiastatesignal.com/georgia-state-students-warn-about-cheating-through-groupme/)** , **2 ⬈ (https://csulauniversitytimes.com/groupme-alleged-cheating-scandal-causes-cal-state-la-to-trend-on-twitter/)**). Students are allowed to use a GroupMe for this course on two conditions. First, **the instructor is made aware** of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, **sharing answers via GroupMe** will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and the instructor actively monitor GroupMe. 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. These sites 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.
Use of Artificial Intelligence	This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism (see Academic Integrity, bellow). If you need to cite an AI for your work, this class uses a modified **APA** ⬀ **(https://apastyle.apa.org/blog/how-to-cite-chatgpt)** style provided by the **Society for American Archaeology** ⬀ **(https://saa.org/)** .
Participation, Diversity and Inclusion	Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.
	Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.
	Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu (http://www.shield.ucf.edu/)** and **http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/)** . Please be aware that I am a mandatory reporter for Title IX violations.

	If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.
Deadlines and Make-ups	If you miss a deadline, you lose the points. I will not make closed modules, drop boxes, or exams accessible to students except in specific extenuating circumstances. 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. Students must notify their instructor **in advance** if they intend to miss class for a religious observance. Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. 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) >. 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** (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) >. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://z.ucf.edu/** (http://z.ucf.edu/) .

	I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Accessibility	It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)** > (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Active Duty Military Personnel	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.
Intellectual Property	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 (which includes Dr. Barber, in cases where she has produced the material).

Course Summary:

Date	Details	Due
Wed Aug 23, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897403&include_contexts=course_1433801)**	2:30pm to 4pm
Fri Aug 25, 2023	🚀 **Getting Started Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8122867)**	due by 11:59pm
Wed Aug 30, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897404&include_contexts=course_1433801)**	2:30pm to 4pm
Sun Sep 3, 2023	🚀 **Module 1 Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8157794)**	due by 11:59pm
	🚀 **Module 2 Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8157793)**	due by 11:59pm
	📝 **Getting Started Assignment** **(https://webcourses.ucf.edu/courses/1433801/assignments/8146634)**	due by 11:59pm
	📝 **Module 1 Assignment** **(https://webcourses.ucf.edu/courses/1433801/assignments/8172478)**	due by 11:59pm
	📝 **Module 2 Writing Assignment** **(https://webcourses.ucf.edu/courses/1433801/assignments/8154728)**	due by 11:59pm
Wed Sep 6, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897405&include_contexts=course_1433801)**	2:30pm to 4pm
Wed Sep 13, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897406&include_contexts=course_1433801)**	2:30pm to 4pm
Sun Sep 17, 2023	🚀 **Module 3 Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8157795)**	due by 11:59pm
	📝 **Module 3 Assignment** **(https://webcourses.ucf.edu/courses/1433801/assignments/8157797)**	due by 11:59pm

Date	Details	Due
	📝 **Module 3 Assignment** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166620)](https://webcourses.ucf.edu/courses/1433801/assignments/8166620)	due by 11:59pm
	📝 **Module 4 Assignment** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166621)](https://webcourses.ucf.edu/courses/1433801/assignments/8166621)	due by 11:59pm
	🚀 **Module 4 Quiz** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166719)](https://webcourses.ucf.edu/courses/1433801/assignments/8166719)	due by 11:59pm
Wed Sep 20, 2023	📅 **ANT3424 Office Hours** [(https://webcourses.ucf.edu/calendar?event_id=2897407&include_contexts=course_1433801)](https://webcourses.ucf.edu/calendar?event_id=2897407&include_contexts=course_1433801)	2:30pm to 4pm
Fri Sep 22, 2023	🚀 **Exam 1** [(https://webcourses.ucf.edu/courses/1433801/assignments/8145020)](https://webcourses.ucf.edu/courses/1433801/assignments/8145020)	due by 11:59pm
Wed Sep 27, 2023	📅 **ANT3424 Office Hours** [(https://webcourses.ucf.edu/calendar?event_id=2897408&include_contexts=course_1433801)](https://webcourses.ucf.edu/calendar?event_id=2897408&include_contexts=course_1433801)	2:30pm to 4pm
Wed Oct 4, 2023	📅 **ANT3424 Office Hours** [(https://webcourses.ucf.edu/calendar?event_id=2897409&include_contexts=course_1433801)](https://webcourses.ucf.edu/calendar?event_id=2897409&include_contexts=course_1433801)	2:30pm to 4pm
Sun Oct 8, 2023	📝 **Module 5 Assignment** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166623)](https://webcourses.ucf.edu/courses/1433801/assignments/8166623)	due by 11:59pm
	🚀 **Module 5 Quiz** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166739)](https://webcourses.ucf.edu/courses/1433801/assignments/8166739)	due by 11:59pm
	📝 **Module 6 Assignment** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166625)](https://webcourses.ucf.edu/courses/1433801/assignments/8166625)	due by 11:59pm
	🚀 **Module 6 Quiz** [(https://webcourses.ucf.edu/courses/1433801/assignments/8166784)](https://webcourses.ucf.edu/courses/1433801/assignments/8166784)	due by 11:59pm
Wed Oct 11, 2023	📅 **ANT3424 Office Hours** [(https://webcourses.ucf.edu/calendar?event_id=2897410&include_contexts=course_1433801)](https://webcourses.ucf.edu/calendar?event_id=2897410&include_contexts=course_1433801)	2:30pm to 4pm
Wed Oct 18, 2023	📅 **ANT3424 Office Hours** [(https://webcourses.ucf.edu/calendar?](https://webcourses.ucf.edu/calendar?)	2:30pm to 4pm

Date	Details	Due
	event_id=2897411&include_contexts=course_1433801)	
Sun Oct 22, 2023	📝 **Module 7 Assignment** (https://webcourses.ucf.edu/courses/1433801/assignments/8166626)	due by 11:59pm
	🚀 **Module 7 Quiz** (https://webcourses.ucf.edu/courses/1433801/assignments/8171408)	due by 11:59pm
	📝 **Module 8 Assignment** (https://webcourses.ucf.edu/courses/1433801/assignments/8166628)	due by 11:59pm
	🚀 **Module 8 Quiz** (https://webcourses.ucf.edu/courses/1433801/assignments/8171411)	due by 11:59pm
Wed Oct 25, 2023	📅 **ANT3424 Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2897412&include_contexts=course_1433801)	2:30pm to 4pm
Fri Oct 27, 2023	🚀 **Exam 2** (https://webcourses.ucf.edu/courses/1433801/assignments/8145024)	due by 11:59pm
Wed Nov 1, 2023	📅 **ANT3424 Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2897413&include_contexts=course_1433801)	2:30pm to 4pm
Wed Nov 8, 2023	📅 **ANT3424 Office Hours** (https://webcourses.ucf.edu/calendar? event_id=2897414&include_contexts=course_1433801)	2:30pm to 4pm
Sun Nov 12, 2023	📝 **Module 10 Assignment** (https://webcourses.ucf.edu/courses/1433801/assignments/8166659)	due by 11:59pm
	🚀 **Module 10 Quiz** (https://webcourses.ucf.edu/courses/1433801/assignments/8171446)	due by 11:59pm
	📝 **Module 9 Assignment** (https://webcourses.ucf.edu/courses/1433801/assignments/8166631)	due by 11:59pm
	🚀 **Module 9 Quiz** (https://webcourses.ucf.edu/courses/1433801/assignments/8171443)	due by 11:59pm

Date	Details	Due
Wed Nov 15, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897415&include_contexts=course_1433801)**	2:30pm to 4pm
Wed Nov 22, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897416&include_contexts=course_1433801)**	2:30pm to 4pm
Wed Nov 29, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897417&include_contexts=course_1433801)**	2:30pm to 4pm
Fri Dec 1, 2023	📝 **Ethnography of a Feast** **(https://webcourses.ucf.edu/courses/1433801/assignments/8145910)**	due by 11:59pm
	🚀 **Module 11 Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8171449)**	due by 11:59pm
	📝 **Module 12 Assignment** **(https://webcourses.ucf.edu/courses/1433801/assignments/8166662)**	due by 11:59pm
	🚀 **Module 12 Quiz** **(https://webcourses.ucf.edu/courses/1433801/assignments/8171450)**	due by 11:59pm
Wed Dec 6, 2023	📅 **ANT3424 Office Hours** **(https://webcourses.ucf.edu/calendar? event_id=2897418&include_contexts=course_1433801)**	2:30pm to 4pm
Thu Dec 7, 2023	🚀 **Exam 3** **(https://webcourses.ucf.edu/courses/1433801/assignments/8145056)**	due by 11:59pm

ANCIENT PLAGUES
Archaeological and Skeletal Evidence of Infectious Disease

College of Sciences at the University of Central Florida

ANT 3538 (0W60) Ancient Plagues
Dr. Sandra Wheeler • Fall 2023 • 3.0 Credit Hours
Fully Online in Webcourses

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Thursdays 12-1:30pm in Chat for online office hours and by appointment for virtual meeting
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Kelly McGehee, Brenna Raisor, and Melissa Marks
Office hours: TBA
Contact: Inbox or Discussion Board

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

This course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams.

University Catalogue Description

Exploration of infectious diseases through the textual, archaeological, and biological record. **Prerequisite:** ANT 2000 General Anthropology or equivalent.

Course Description

This course undertakes an archaeological and bioarchaeological approach to how human lifeways impact the transmission of infectious diseases. Past epidemics have often been explored through the lens of textual accounts, however the bioarchaeological record provides additional information on the biological consequences of illness, disease and ultimately, death. This biocultural framework provides a means to discuss the major health impacts resulting from shifts in human lifestyle from nomadic

foraging to the beginnings of agriculture, to the Industrial Revolution, to modern day. Because of lifestyle changes (e.g. foraging, animal domestication and sedentism, urbanism, Industrialism), human health, our biology, and cultural systems have been impacted in a variety of ways. In some cases, these lifestyle changes led to rapid transmission of disease and epidemics, and beliefs about the causes of these illnesses changed how the "healthy" interacted with the "sick" in life and in death.

This course is loosely organized along the themes of "Epidemiological Transitions" as they relate to the ancient past. The first part of the course explores the prehistoric baseline and evidence for infectious disease from the skeletal and archaeological record, from nomadism to urbanism and statehood. The second part focuses on colonialism and the spread of global infections and the effects on bodies and burials through texts and archaeological and bioarchaeological evidence. The third part of the course focuses on diseases related to Industrialism and modernity focusing on skeletal impacts of changing lifeways. The final part of the course briefly examines new and re-emerging diseases. These themes are explored through lectures, readings, film and other media.

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

Anthropology Majors! This course counts as a Restricted Elective towards the major requirements.

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

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

Learning Objectives

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

- Explain how skeletal, mortuary, and archaeological evidence of infectious disease is used in epidemiologic research and how anthropology contributes to our understanding of infectious disease
- Understand what epidemics are and articulate what an epidemiologic transition is
- Describe how human activities and changes in human lifestyles have led to epidemics
- Evaluate how human societies use infectious diseases as weapons

Required Text

There is **one required text** for the class. The good news is the paperback is available for $30!!

- Barnes, E. 2005. **Disease and Human Evolution**. University of New Mexico Press. IBSN: 0-8263-3066-6

All other required readings are provided to you electronically in Webcourses in the modules.

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percentage	Description
Getting Started Activities		Getting Started quiz and Discussion; 5 points each added to Exam and Quiz assignment groups
Plague Project	20%	Presentation on plagues, pandemics, or epidemiological transitions
Plague Papers (3)	20%	Written assignments based on course materials, complete at least 3
Quizzes (12)	20%	12 module quizzes based on course materials, lowest quiz score dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, module pages, and lecture materials. **Respondus Browser LockDown** enabled.

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

Plague Project: You will create a media presentation on a plague, plague event, pandemic, or epidemiologic transition. There are several different parts to this assignment that will build upon one another to help you produce a finished presentation (Scaffolding! Woo!). You will upload **your final/finished presentation and provide** feedback on **at least two** other student's presentations to earn full credit. More details on this assignment can be found by accessing **Plague Project** module. **Plague**

Project components will be accepted up to one week past the first posted due date. A late penalty will be applied. The Plague Project is worth 20% of your final grade.

Plague Papers: I will post five scholarly articles relating to anthropological analyses of ancient diseases for you to read and respond to posted questions. Although more Plague Papers are posted you are only required to turn in **3** of these. You may choose any **3** you like, but you **must turn in each online by their respective due dates**. If you skip a Plague Paper you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final **Plague Paper** grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**. **Plague Papers will be accepted up to one week past the first posted due date with a late penalty.** Plague Papers are worth 20% of your final grade.

Quizzes: There are **12 online module quizzes** in this course. Each module has a quiz based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest quiz score** is automatically dropped for a total of **11 required quizzes**. **Quizzes will be accepted up to one week past the first posted due date with a late penalty.** Quizzes are worth 20% of your final grade.

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in-the blank questions and are based on all the material presented online. There are **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is NOT cumulative and is scheduled during the final week of classes.** Exams are worth 40% of your final grade.

How Do I View My Grades?

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

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

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

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

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. **This is a 3-credit hour course; therefore there should be an expectation that you will spend about 9 hours per week on the course.** The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams close by 11:59pm • Quizzes due by 11:59pm • Plague Papers due by 11:59pm	• Start review of module pages • Make a plan to work through the Module Study Guide	• Read text and additional readings • Enjoy some coffee!	• Watch any video or media in modules • Hug your friends, water your plants!	• Keep reading and reviewing • Do something nice for yourself	• Exams (3) open 8am	• Dance

What About Make-Up or LATE Work?

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

Students can submit late quizzes and assignments (but not exams) for **ONE WEEK** after the posted due date with a **late penalty**. Make-up assignments, quizzes, and exam past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take

revenge), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

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

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

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

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

Who Should Take This Online Course?

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

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

Course Requirements

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

- Have regular access to a computer with a webcam
- Listen to all online lectures and complete module content
- Read and watch all posted content
- Complete the assignments and exams by their due dates

- Log into Wecbourses regularly-I can see when you log in and how long you look at your Webcourses class! I can even see how long you spent on each page!

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **late work is only accepted one week past the due date with a late penalty**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your GTA using your Knights account, include **ANT 3538 or Plagues** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

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

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

Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

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

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

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

Academic Responsibility and Integrity

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

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

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

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

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

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

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

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

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456 and/or to change your **preferred name** in your myUCF. » 1) Log in to myUCF from any device. » 2) Go to "Student Center". » 3) Scroll down to the "Personal Information" section of the page. » 4) Select "Preferred name". » 5) Enter your preferred first name and select "Save".

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

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

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

Title IX

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

Student Accessibility Services (SAS)

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

Deployed Active Duty Military Students

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

Religious Observances

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

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you are not on campus, use your common sense and stay safe.

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse or ANOTHER epidemic). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

Module 1: Infectious Diseases and Archaeological Approaches

Required Readings from Text:

- Barnes E. 2005. Introduction (Ch 1) and The War Between Microbes and Men (Ch 2). *Disease and Human Evolution*. University of New Mexico Press, pp. 1-26.

Additional Required Readings:

- Sherman IW. 2006. The Nature of Plagues (Ch 1). *The Power of Plagues*. ASM Press, pp. 1-21.
- Roberts C. et al. 2020. What the Archaeological Record Reveals About Epidemics Throughout History-And the Human Response to Them. The Conversation, June 15, 2020: https://theconversation.com/what-the-archaeological-record-reveals-about-epidemics-throughout-history-and-the-human-response-to-them-138408

Assignments

- Getting Started Quiz DUE
- Quiz 1 DUE
- Plague Paper 1 DUE

Module 2: Prehistoric Baselines: Hunter-Gatherers and Infections

Required Readings from Text:

- Barnes E. 2005. Early Humans and Their Diseases (Ch 3). *Disease and Human Evolution*. University of New Mexico Press, pp. 27-44.

Additional Required Readings:

- Barrett R, Armelagos GJ. 2013. The Prehistoric Baseline (Ch 1). *An Unnatural History of Emerging Infections*. Oxford University Press, pp. 15-28.

Assignments

- Quiz 2 DUE

Module 3: Neolithic Transitions, Agriculture, and Urbansim

Required Readings from Text:

- Barnes E. 2005. The Seeds of Change (Ch 4). *Disease and Human Evolution*. University of New Mexico Press, pp. 45-66.

Additional Required Readings

- Sherman IW. 2006. Plagues, The Price of Being Sedentary (Ch 2). *The Power of Plagues*. ASM Press, pp. 23-42.
- Barrett R, Armelagos GJ. 2013. Revolution and the Domestication of Pathogens (Ch 2). *An Unnatural History of Emerging Infections*. Oxford University Press, pp. 29-48.

Assignments

- Quiz 3 DUE
- Plague Paper DUE
- Plague Project Topic Approval DUE

Module 4: Emerging Zoonooses and Intensive Agriculture

Required Readings from Text:

- Barnes E. 2005. Domesticated Animals and Disease (Ch 8) AND Cows, Mycobacteria, and Tuberculosis (Ch 9). *Disease and Human Evolution*. University of New Mexico Press, pp. 137-172.

Additional Required Readings:

- Roberts C, Manchester K. 2005. Infectious Disease: Tuberculosis. *The Archaeology of Disease*, 3rd edition. Cornell University Press, pp. 183-192.

Assignments

- Quiz 4 DUE

Exam 1 (opens online 8am Friday, Sep 22 and closes 11:59pm on Sunday, Sep 24, 2023)

Module 5: Plagues of Antiquity

Required Readings:

- Sherman IW. 2006. Six Plagues, of Antiquity (Ch 3). *The Power of Plagues*. ASM Press, pp. 43-66.
- Di Bella S et al. 2018. History of schistosomiasis (bilharziasis) in humans: from Egyptian medical papyri to molecular biology on mummies. Pathogens and Global Health, 112:5, 268-273 https://www.tandfonline.com/doi/full/10.1080/20477724.2018.1495357

OPTIONAL Readings:

- Harbeck M. et al. 2013. *Yersinia pestis* DNA from Skeletal Remains from the 6th Century AD Reveals Insights into Justinian Plague. *PLOS Pathogens* https://doi.org/10.1371/journal.ppat.1003349

Assignments

- Quiz 5 DUE

Module 6: Black Death

Required Readings from Text:

- Barnes E. 2005. Pestilence, Plague, and Rats (Ch 14). *Disease and Human Evolution*. University of New Mexico Press, pp. 237-250.

Additional Required Readings:

- DeWitte SN, Kowaleski M. 2017. Black Death bodies. *Fragments* 6: 1-37

OPTIONAL Readings:

- DeWitte SN. 2014. The Anthropology of Plague: Insights from Bioarchaeological Analyses of Epidemic Cemeteries. *The Medieval Globe* 1: No 1, Article 6 https://scholarworks.wmich.edu/tmg/vol1/iss1/6

Assignments

- QUIZ 6 DUE
- Plague Paper 3 DUE

Module 7: Leprosy

Required Readings from Text:

- Barnes E. 2005. The Moral Disease: Leprosy (Ch 10). *Disease and Human Evolution*. University of New Mexico Press, pp.173-184.

Additional Required Readings:

- Robbins G, et al. 2009. Ancient Skeletal Evidence for Leprosy in India (2000 B.C.) PLoS ONE 4(5): e5669. https://doi.org/10.1371/journal.pone.0005669
- Roberts CA 2002. The Antiquity of Leprosy in Britain: The Skeletal Evidence. In CA Roberts. ME Lewis, and K Manchester (eds). *The Past and Present of Leprosy: Archaeological, Historical, Paleopathological and Clinical Approaches.* British Archaeological Reports International Series 1054. Archaeopress, pp. 213-221.

Assignments

- Quiz 7 DUE
- Plague Project Draft DUE

Module 8: Malaria and Smallpox

Required Readings from Text:

- Barnes E. 2005. Mosquitoes, Malaria, and Gene Wars (Ch 5) and Memories of Smallpox (Ch 13). *Disease and Human Evolution*. University of New Mexico Press, pp. 67-98 and pp. 221-236.

Additional Required Readings:

- Sherman IW. 2006. Malaria, Another Fever Plague (Ch 7). *The Power of Plagues*. ASM Press, pp. 135-158.

Assignments

- Quiz 8 DUE

Exam 2 (opens online 8am Friday, Oct 27 and closes 11:59pm on Sunday, Oct 29, 2023)

Module 9: Syphilis

Required Readings from Text:

- Barnes E. 2005. Syphilis: The Great Change Artist (Ch 12). *Disease and Human Evolution*. University of New Mexico Press, pp. 201-220.

Additional Required Readings:

- Sherman IW. 2006. The Great Pox Syphilis (Ch 12). *The Power of Plagues*. ASM Press, pp. 255-274.

- Baker B et al. 2020. Advancing the understanding of treponemal disease in the past and present. Yearbook of Physical Anthropology 171: 5-41.

Assignments

- Quiz 9 DUE DATE
- Plague Paper 4 DUE

Module 10: Plague and Colonialism

Required Readings from Text:

- Barnes E. 2005. Braving New Worlds: Invisible Enemies of Settlers (Ch 7). *Disease and Human Evolution*. University of New Mexico Press, pp. 115-136.

Additional Required Readings:

- Buzon M. 2008. A Bioarchaeological Perspective on Egyptian Colonialism in Nubia During the New Kingdom. *Journal of Egyptian Archaeology* 94: 165-181.
- Klaus H and Tam M. 2009. Contact in the Andes: Bioarchaeology of Systemic Stress in Mórrope, Peru. *American Journal of Physical Anthropology* 138: 356-368.

OPTIONAL Reading:

- Renfro W. 2018. Colonialism and War as Drivers of HIV/AIDS in Sub-Saharan Africa, 1900-2003 (CH 14). *Epidemics and War: The Impact of Disease on Major Conflicts in History*, pp. 213-226.

Assignments

- Quiz 9 DUE

Module 11: Other Plagues

Required Readings from Text:

- Barnes E. 2005. Easy Route to Fame and Gripe: Cholera, the Salmonella Gang, and other Prominent Bugs (Ch 17). *Disease and Human Evolution*. University of New Mexico Press, pp. 279-298.

Additional Required Readings:

- Sherman IW. 2006. Typhus, A Fever Plague (Ch 6). *The Power of Plagues*. ASM Press, pp. 117-134.

Assignments

- Quiz 11 DUE

- Plague Paper 5 DUE
- Plague Project Final DUE

Module 12: Globalization of Emerging and Re-Emerging Infectious Diseases

Required Readings from Text:

- Barnes E. 2005. Disease of Modern Civilization (Ch 21) and Back to the Future (Ch 23). *Disease and Human Evolution*. University of New Mexico Press, pp. 355-386 and pp. 413-428.

Additional Required Readings:

- TBA

Assignments

- Quiz 12 DUE
- Plague Project Feedback DUE

Exam 3 (opens online 8am Monday, Dec 4 and closes 11:59pm on Friday, Dec 8, 2023)
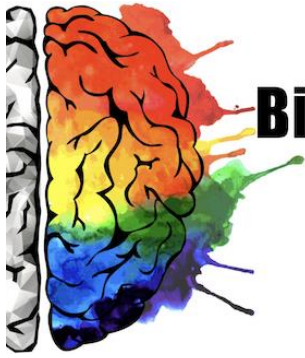
Biobehavioral Anthropology

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

ANT 3541 (0W60) ▪ Fall 2023

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (0W60) / Fall 2023
Credit Hours: 3.0 hours
Location / time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main campus – Howard Phillips Hall 309F (by appointment only)
Phone: 407-823-2227
Online office: Wednesday 9:00-10:30 AM EDT/EST via Chat
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

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

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

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

What textbook will I need?

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

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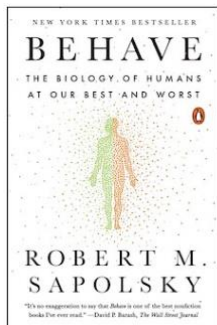
Behave: The Biology of Humans at Our Best and Worst
Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)
Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know**, which can be

accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

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

For most students striving for a B grade or higher, you should plan on spending around **six hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes, and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course over the next **15 weeks**. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 9:00-10:30AM EDT/EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The **Fall 2023** 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 engage with online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit at least 12 of 14 Quizzes (two lowest scores are dropped - Quiz Audit system active during testing);
- submit 2 Activity Discussions (requires grouped responses to writing prompts)
- submit 2 Behavior Study responses (requires online participation in IRB-approved research and class discussion);

▪ submit 2 online written exams (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, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Neuromythology** in the COURSE INTRO module by **11:59 PM EDT** 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	30%
Activity Discussions (2)	30	15%
Behavior Study Discussions (2)	50	20%
Exams (3)	300	35%
Total Possible	*510 points*	*100%*

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

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

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

▪ **Activity Discussions:** These activity discussions are designed around participating in and reflecting on media representations of social perceptions and normative influences. **You are required to fully participate in 2 Activity Discussion assignments** located in the learning modules.

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

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

- ▪ **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings, and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** located in the modules. **NOTE: Quiz Audit system will be used to monitor academic integrity.**

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

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

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

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

How do I view my grades?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What resources are available to help me with life challenges?

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

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers **Therapy Assistance Online (TAO)**, which is a self-guided interactive, web-based program that provides highly effective therapeutic

information and coping strategies; however, i**f you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

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

Title IX 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 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 to enhance your learning environment. **Do not copy, duplicate, download or distribute these items.** The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

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

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

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

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

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

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

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

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

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

During this course you might also encounter public online services and/or software applications, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information**

about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your instructor or GTA for assistance.

Why should I use WebCourses Inbox for communication?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

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

What is my course lecture and assignment schedule?

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

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

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

Fall 2023 Session Schedule

Weekly Content	Topics	Text Reading	Complete
Week 1 (Aug 21-27)			
▪ Course Intro	Things You Should Know	–	Required Activity
▪ Module 1	Science of Brain and Behavior	Introduction, CH1	Quiz 1
Week 2 (Aug 28-Sep 03)			
▪ Module 2	Neurophysiology and You	CH2, APPX1	Quiz 2
Week 3 (Sep 04-10)			
▪ Module 3	Sensory and Unconscious Processing	CH3	Quiz 3
Week 4 (Sep 11-17)			
▪ Module 4	Hormonal Effects and Emotions	CH4, APPX2	Quiz 4 & Activity 1
Week 5 (Sep 18-24)			
▪ Module 5	Memory and Plasticity	CH5	Quiz 5
EXAM 1 (Sep 22-24)	**Modules 1 through 5**		
Week 6 (Sep 25-Oct 01)			
▪ Module 6	Growing into Behaviors	CH6	Quiz 6
Week 7 (Oct 02-08)			
▪ Module 7	Roots of Behaviors	CH7	Quiz 7 & Study 1
Week 8 (Oct 09-15)			
▪ Module 8	Behavior, Genetics and Health	CH8 & APPX3	Quiz 8
Week 9 (Oct 16-22)			
▪ Module 9	Culture Matters	CH9	Quiz 9

Week 10 (Oct 23-29)
- Module 10   Evolution and Behavior   CH10   Quiz 10

EXAM 2 (Oct 27-29)   **Modules 6 through 10**

Weekly Content	Topics	Text Reading	Complete
Week 11 (Oct 30-Nov 05)			
▪ Module 11	Hierarchy and Obedience	CH11, CH 12	Quiz 11 & Activity 2
Week 12 (Nov 06-12)			
▪ Module 12	Morality and Temptation	CH 13	Quiz 12
Week 13 (Nov 13-19)			
▪ Module 13	Empathy and Awfulness	CH14, CH15	Quiz 13
Weeks 14 & 15 (Nov 14-Dec 01)			
▪ Module 14	Choosing and Behaving (Or Not)	CH16, CH17, Epilogue	Quiz 14

EXAM 3 (Dec 04-06)   **Modules 11 through 14**

Primatology

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

ANT3550C (0M01) Primatology

Dr. Sandra Wheeler • Fall 2023 • 3.0 Credit Hours
Lecture: Tuesdays in BA1 119 from 9:00-10:15am
Lab 1-3: Thursdays in MSB 149 from (Lab 1) 9:00-10:15am, (Lab 2) 10:30-11:45am, (Lab 3) 12-1:15pm

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-2227
Office hours: Tuesdays 10:30am-12pm in HPH 309F and by appointment for private in-person or virtual office hours
Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Kelly McGehee and Brenna Raisor
Office hours: Kelly: Mondays 10-11am in Chat;
Contact: Webcourses Inbox or Discussion Board

For an electronic copy of the syllabus with full list of readings and assignments by module click here OR click here for a Course Snapshot. For the most up-to-date due dates, scroll down to the Course Schedule. Click here for the in-person and online Lab Schedule.

1

University Catalogue Description

Study of species from the Order Primates, including their morphology, ecology, behavior, and geographic distribution. Prerequisite(s): One of the following; ANT 2511, BSC 2010C, or C.I.

Course Description

This course examines the natural history and behavior of the nonhuman living primates from evolutionary, ecological, and social perspectives. Topics to be covered include taxonomic diversity, geographic distribution, diet and ecology, functional anatomy, conservation, and aspects of social behavior of living primates. Fossil representatives of the Order will also be discussed, and both paleontological and molecular evidence will be used to reconstruct the evolutionary history of primates. Monkey and ape social groupings, male and female interactions, mating patterns and dominance will be discussed with reference to habitat, diet and predation. Additional topics to be explored are primate communication, problem solving and intelligence, hunting, and 'cultural' behavior.

We will explore these various topics through readings and additional articles, as well as through lectures, module pages, films, and hands-on lab activities. You will be assessed through your performance on the labs, quizzes, exams, and your final infographic assignment. The syllabus may be modified, as determined by your professor. All changes will be announced in class and on Webcourses.

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

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

Learning Outcomes

By the end of this course you will:

- Understand which features and traits differentiate primates from other mammals and how they are classified
- Explore how primatologists conduct fieldwork and how they research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different ecological settings
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation
- Contribute to citizen science initiatives by participating in active field research projects and through the creation of a primatological infographic

Course Requirements

This **mixed mode and lab course** will be held **online and in person!** The class materials can be accessed through Webcourses@UCF or the [myUCF](#) portal. **We will meet for lecture on TUESDAYS and lab on THURSDAYS (see below); all other course content is posted online in the modules.** The modules may consist of lecture materials, module pages, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments, quizzes and exams. The format will be lecture/discussion/hands-on lab with primate skeletal casts/online lab activities. You are responsible for **all** material presented in class and on Webcourses. This course format requires you to have reliable access to the Internet and in-person attendance.

To do well in this course you will need to:

- Attend all scheduled class sessions and take notes
- Read all module materials and assigned readings and take notes
- Attend and participate in all labs and complete the required assignments by their due dates
- Complete all primate infographic assignments by their due dates
- Complete three exams by their due dates
- Learn awesome things about primates! Did you know some mouse lemurs hibernate (well close, they go into torpor)?

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see course schedule below). All quizzes, exams, and assignments **will be submitted online** unless otherwise noted.

Required Text (there isn't one!)

No book is required for this course. All readings are provided electronically in the INTRODUCTION pages of the course modules. You are responsible for all the readings; we will not review these during lecture.

Grading Scale (+/- letter grades)

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

Many programs require you to earn a "C" (2.0) or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignments and Value

Assignment	Percent	Description
Getting Started Activities		Required to complete by Friday!
Labs	35%	In-person/hands-on and online lab activities, data collection, and short writing responses. Lowest lab score dropped.
Quizzes	10%	Module quizzes based on course materials. Lowest quiz score dropped.
Exams	40%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials.
Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic.

Attendance and participation: Trust me, you'll get more out of the course if you come to lab and lecture during the scheduled meeting times. If you are sick, STAY HOME. I expect everyone to participate in class discussions and activities as much as possible but I will not take attendance. If you miss class get notes from one of your peers.

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

Lab Assignments: I encourage you to attend Thursday labs **when they are scheduled in MSB 149 but if you are sick STAY HOME. See the tentative LAB SCHEDULE for a list of dates for in-person and online labs (these dates are subject to change due to the ongoing global pandemic or if the primates decide to take revenge!!). Please note that MSB 149 only fits 32 people at a time. There is literally NO MORE space in this room so only attend the lab time you signed up for.** This room may be chilly, dress accordingly! You will be sitting very close to other students, making observations of the same materials, so **I encourage you to wear masks during in-person labs.** Labs consist of hands-on and online activities, short writing responses, and completing data collection using provided lab packets. Each student will submit their **own original** work. I will not take in-person lab attendance, but if you miss an in-person lab, make a friend and maybe they will share their data collection with you. If you are very sick and miss an in-person lab, you may make it up with an alternate assignment, likely a short research paper. The lowest lab score is automatically dropped. **We will not meet for labs on Exam weeks!** Lab assignments are worth 35% of your final grade.

Quizzes: Each module has an associated quiz based on **all the materials** presented in that module. Quizzes are **online**and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest quiz score is automatically dropped. Quizzes are worth 10% of your final grade.

Exams: There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. Once you begin an exam, **you must finish it!** You do not need to take the exam at a testing center. **Take it at home, take it in the library, take it in a coffee shop, take it anywhere, just take it! The exams are timed** so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative.**

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product (Scaffolding! Woo!). **You will upload your final assignment and provide comments/feedback on at least two other student's assignments to earn full credit.** More details on this assignment can be found by accessing the [Primate Infographic Module](#). This Primate Infographic is worth 15% of your final grade.

How Do I View My Grades?

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

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

Questions regarding individual assignment scores must be addressed within five calendar days of the grade being released.

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

If point corrections are applied 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:

Other Important Syllabus Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your GTA using your Knights account, include **ANT 3550 or Primates/Monkeys/Apes** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for this class. **This is a 3-credit hour course; therefore there should be an expectation that you will spend about 9 hours per week on the course.** The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Weekly Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• **Quizzes due by 11:59pm** • **Exams close by 11:59pm** • Finish module readings	• Start new module and readings • Finish up lab assignment from previous week	• Attend class for lecture • Read module materials	• Watch any video or media in your modules • Water your plants	• Attend labs in MSB 149 when scheduled • **Labs due by 11:59pm** • **Exams open at 8am**	• Work on lab assignments • Review lecture notes • Hug a friend!	• Watch funny primate videos! • Dance!

What About Make-Up or LATE Work?

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

Students can submit late quizzes and assignments (but not exams) for **ONE WEEK** after the posted due date with a **late penalty**. Make-up assignments, quizzes, and exam past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

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

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

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

Who Should Take This 'M' and 'C' Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology, Environmental Science, and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the 'C' designation) or you need an upper-division restricted elective. Whatever your reason, **primates are awesome** and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a **mixed mode AND lab course**, so we will have **lecture, online modules, AND hands-on and online labs**to complete! All the things!

The UCF Mobile App

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'M' courses a few times a

week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

University Services and Resources

Academic Services and Resources

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

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

Non-Academic Services and Resources

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

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

Academic Responsibility and Integrity

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

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

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

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

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

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

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct and Academic Integrity for further action. See UCF Golden Rule and the UCF Rules of Conduct. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else, including copying and pasting from the Internet. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.**Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

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

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and/or culture,** are respected. And hey, primates have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by Student Conduct and Academic Integrity. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs in Webcourses: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456 and/or to change your **preferred name** in your myUCF. » 1) Log in to myUCF from any device. » 2) Go to "Student Center". » 3) Scroll down to the "Personal Information" section of the page. » 4) Select "Preferred name". » 5) Enter your preferred first name and select "Save".

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

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

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

Title IX

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

Student Accessibility Services (SAS)

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

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.

Deployed Active Duty Military Students

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

Religious Observances

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

Campus Safety

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

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

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, Planet of the Apes becomes realized, the primates take their revenge on all of us, zombie

hurricanes...). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates for assignments can be found in the table below. Look in the [Modules](#) for a complete listing of the course schedule and materials.

MODULE 1: What is a Primate?

Lecture:

- Lecture 1-What is a Primate?

Required Readings:

- Strier KB. 2017. Introduction to Primate Studies (pages 1-35). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: Primates in Perspective, *2nd ed*. Oxford University Press.

Assignments:

- Quiz 1
- Lab 1

MODULE 2: Primate Taxonomy

Lecture:

- Lecture 2-Primate Taxonomy

Required Reading:

- Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). *Primate Behavioral Ecology, 5th ed.* Routledge.

Assignments:

- Quiz 2
- Lab 2

MODULE 3: Primate Parts

Lecture:

- Lecture 3-Primate Parts

Required Readings:

- Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children
- A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process
- Luft J and Altman J. 1998. Mother Baboon. In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 3
- Lab 3

MODULE 4: Primate Evolution

Lecture:

- Lecture 4-Primate Evolution-Fossils, Migrations, Adaptations

Required Reading:

- Strier KB. 2017. Primates Past to Present (pages 73-100). *Primate Behavioral Ecology, 5th ed.* Routledge.

Assignments:

- Quiz 4
- Lab 4

MODULE 5: The Apes

Lectures:

- Lecture 5-Gorillas
- Lecture 6-Chimpanzees
- Lecture 7-Bonobos
- Lecture 8-Orangutans
- Lecture 9-Hylobatids

Required Readings:

- Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: *Primates in Perspective 2nd ed*. Oxford University Press.
- Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: *Primates in Perspective, 2nded*. Oxford University Press.

--EXAM 1 ONLINE!--

MODULE 6: Primate Sociality and Community Ecology

Lectures:

- Lecture 10-Primate Social Organization
- Lecture 11-Community Ecology

Required Readings:

- Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Smuts B. 1998. What Are Friends For? (pages 36-43). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 6
- Lab 5
- Primate Infographic Topic

MODULE 7: Evolution and Sex

Lecture:

- Lecture 12-Evolution and Sex: Male and Female Behaviors

Required Reading:

- Campbell C. 2011. Primate Sexuality and Reproduction (pages 464-475). In: *Primates in Perspective, 2nd ed*. Oxford University Press.

Assignments:

- Quiz 7
- Lab 6

MODULE 8: Old World Monkeys and Tarsiers

Lectures:

- Lecture 13-Cercopithecinae
- Lecture 14-Colobinae
- Lecture 15-Tarsiers

Required Readings

- Thierry PJ. The Macaques: A Double-Layered Social Organization (pages 229-241). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: *The Primate Anthology.* Prentice Hall.
- Starin D. 1998. The Kindness of Strangers (pages 124-127). In: *The Primate Anthology.* Prentice Hall.

Assignments:

- Quiz 8
- Lab 7

MODULE 9: Primate Communication and Cognition

Lecture:

- Lecture 16-Primate Communication: How Do Primates Communicate and Think?

Required Readings

- Strier KB. 2017. Communication and Cognition (pages 311-346). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: *Primates in Perspective, 2nd ed.* Oxford University Press.

Assignments:

- Quiz 9
- Lab 8

--EXAM 2 ONLINE!--

MODULE 10: Platyrrhines

Lectures:

- Lecture 17-Atelids and Cebids
- Lecture 18-Callitrichids

Required Readings

- Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: *Primates in Perspective, 2nd ed*. Oxford University Press.

- Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: *The Primate Anthology.* Prentice Hall.
- Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 10
- Lab 9
- Final Primate Infographic

MODULE 11: Strepsirhines

Lectures:

- Lecture 19-Lorisoids
- Lecture 20-Lemuroids

Required Readings

- Nekaris KA, Bearder SK. 2011. The Lorisiform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: *The Primate Anthology*. Prentice Hall.
- Bearder S. 1998. Calls of the Wild (pages 230-234). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 11

MODULE 12: Primate Conservation

Lecture:

- Lecture 21-Primate Conservation

Required Readings

- Strier KB. 2017. Conservation (pages 373-398). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Campbell CJ et al. 2011. Where We Have Been, Where We Are, and Where We Are Going: The Future of Primatological Research (pages 687-691). In: *Primates in Perspective, 2nd ed.* Oxford University Press.

Assignments:

- Quiz 12
- Lab 10
- Final Primate Infographic Peer Feedback

--EXAM 3 (FINAL EXAM) ONLINE DURING FINALS WEEK!--

In-Person and Online Lan Schedule: Fall 2023

Below is the estimated in-person schedule for labs in MSB 149 and online labs. Dates are subject to change given global pandemics, the monkeypox apocalypse, return of the Planet of the Apes, or other unforeseen circumstances. Any changes to this schedule will be announced during lecture and in Webcourses.

Lab 1: AUG 24: MSB 149
Lab 2: AUG 31; MSB 149
Lab 3: SEP 7; MSB 149
Lab 4: SEP 14; MSB 149
Lab 5: OCT 5; MSB 149
Lab 6: OCT 12; MSB 149
Lab 7: OCT 19; MSB 149
Lab 8: ONLINE
Lab 9: ONLINE
Lab 10: ONLINE

Course Syllabus
ANT 3610: Language and Culture
Fall 2023
August 21, 2023 - December 9, 2023

Course Information

Instructor	Whitney D. Margaritis	Course Name	Language and Culture
Office	HPH 116F	Course ID	ANT 3610
Office Hours	Thursdays 10am-11am Zoom by appointment	Section	0W60
E-mail	Whitney.Margaritis@ucf.edu	Credit Hours	3
GTA	Abigail Shepherd	Semester/Year	Fall 2023
E-mail	Abigail.Shepherd@ucf.edu	Location	Online

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

Course Objectives
This course provides a study of language through various anthropological approaches focusing on language, behavior, and perception. You will learn how language both reflects and shapes thought, culture, and power. You will be able to:
- Recall and explain key concepts used in anthropological linguistics.
- Identify and critically think about key information from reading materials.
- Assess how these concepts can be used to understand everyday speech interactions.

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

Course Activities
- Read the assigned materials each week before class on Thursday.
- Complete all required assignments on Webcourses@UCF.
- Follow all class and assignment protocols.

Final Exam
According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. In this class, our final examination period will be used to discuss the required ethnographic text. Your final assignment will be a discussion post which will be due by 11:59PM on Thursday, December 7, 2023.

Evaluation and Grades
Your grade will be based on the Following scale:

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

Grades will be broken into three categories:
Quizzes (14%)   Discussions (36%)   Papers (50%)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Schedule

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

Week/Dates	Topic	Assignments	Due
Week 1 Aug 21-Aug 27	What is linguistic anthropology?	Welcome Module 1 ● Ahearn Ch. 1	Syllabus Quiz Quiz 1
Week 2 Aug 28-Sep 3	Non-verbal communication: Gestures and Sign Languages	Module 2 ● Ahearn Ch. 2 ● Kusters 2009	Quiz 2 Photovoice Discussion
Week 3 Sep 4-Sep 10	The Research Process in Linguistic Anthropology	Module 3 ● Ahearn Ch. 3 ● FILM: The Linguists	Quiz 3 Project Design Discussion
Week 4 Sep 11-Sep 17	Language Acquisition and Socialization	Module 4 ● Ahearn Ch. 4 ● Work on Language Autobiography	Quiz 4
Week 5 Sep 18-Sep 24	Language, Thought, and Culture	Module 5 ● Ahearn Ch. 5 ● Cohn 1987	Quiz 5 Language Autobiography Paper
Week 6 Sep 25-Oct 1	Global Communities of Multilingual Language Users	Module 6 ● Ahearn Ch. 6 ● Meyerhoff 1999 ● Dreifus 2011	Quiz 6 Endangered Language Selection
Week 7 Oct 2-Oct 8	Literacy Practices	Module 7 ● Ahearn Ch. 7 ● Baquedano-Lopez 2004	Quiz 7 Fieldnotes Discussion
Week 8 Oct 9-Oct 15	Online Communities	Module 8 ● Ahearn Ch.8 ● Spears-Rico 2019 ● Backe 2020	Quiz 8 Endangered Language Outline
Week 9 Oct 16-Oct 22	Language Endangerment and Revitalization	Module 9 ● Ahearn Ch. 12 ● Lillehaugen 2019	Quiz 9 Personal Networking Map Discussion
Week 10 Oct 23-Oct 29 Withdrawal Deadline	Performance, Performativity, and the Constitution of Communities	Module 10 ● Ahearn Ch. 9 ● Farnell 2002 ● Work on Endangered Language Profile	Quiz 10

Week 11 Oct 30-Nov 5	Language and Gender	Module 11 ● Ahearn Ch. 10 ● Cameron 2007 ● Kulick 1998	Quiz 11 Endangered Language Profile Paper
Week 12 Nov 6-Nov 12	Language, Race and Ethnicity	Module 12 ● Ahearn Ch. 11 ● Urcioli 1991 ● Basso 1979	Quiz 12
Week 13 Nov 13-Nov 19	Language, Power, and Agency	Module 13 ● Ahearn Ch. 13	Quiz 13 Video Discussion
Week 14 Nov 20-Nov 26	Ethnography **Thanksgiving Week**	Module 14 ● Davis (Pgs. 1-75) ● Extra Credit - Film	Extra Credit - Film Quiz
Week 15 Nov 27-Dec 3	Ethnography	Module 15 ● Davis (Pgs. 76-150)	Ethnography Quiz
Week 16 Dec 4-Dec 9	Finals Week		Ethnography Discussion

University Policies

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

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

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

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

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

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

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

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

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

Campus Safety Statement

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

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

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

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

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

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

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

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