

History of Anthropological Thought

ANT 4034 (0W60) • Fall 2023

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

Course Information

Course Name: History of Anthropological Thought
Course ID: ANT 4034 (0W60) / Fall 2023
Credit Hours: 3.0 hours
Location / time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
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E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

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Phone: 407-823-2227
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E-mail: via WebCourses Inbox messaging

University Catalog Description

The exploration of the intellectual foundations of modern anthropology. **Prerequisite:** ANT 2410 or CI

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

What is this course about?

Are you familiar with the phrase "survival of the fittest"? It was first used by Herbert Spencer in his 1864 book *Principles of Biology*. Have you ever thought about whether technology is a good measure of society's development? Lewis Henry Morgan did in *Ancient Society*, which he published in 1877. Modern anthropology is built on the work of earlier generations of researchers who were thinking deeply and critically about understanding others and understanding ourselves, asking questions like the ones we ask today.

This course introduces students to some of the major social theories and debates that inspire and inform anthropological analysis. Over the semester, we will investigate a range of theoretical perspectives on such topics as agency, structure, subjectivity, social change, power, evolution, culture, cognition, identity, power, and the politics of representation. Ultimately, all theories can be read as statements about human beings and the worlds they create and inhabit. We will approach each theoretical perspective or proposition on three levels: (1) in terms of its analytical or explanatory power for understanding human behavior and the social world; (2) in the context of the social and historical circumstances in which they were produced; and (3) as contributions to ongoing dialogues and debate. Your primary task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand the processes, meanings, and motivations behind who we are and what we do as anthropologists.

What skills will I develop in this course?

This is a communications intensive course for the Anthropology minor and major. The goal is to be able to use the concepts of anthropological and social theory to interpret human behavior and cultural phenomena.

You will be developing skills necessary to **critically examine primary works and theoretical developments to connect examples with categories, distinguish processes of observation, interpretation, and critique, and to represent this process through well-reasoned discussion and your own writing.** After successfully completing this course, you should be able to:

- Recognize and explain major theoretical developments and concepts used within all four fields of anthropological inquiry.
- Identify and outline key theorists, schools of theory, and seminal works that have contributed to modern anthropological research.
- Engage in dialogue about how anthropologists use theoretical frameworks when shaping their patterns of inquiry.
- Critically review and evaluate processes of theory building and different paradigms resulting from these processes.
- Contribute in a meaningful and scholarly manner to discussions concerning use (and abuse) of anthropological theory in the contemporary world.

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

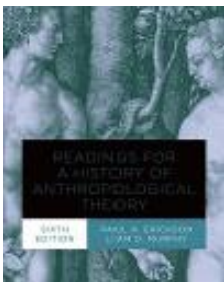
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion 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.

The **sixth edition of the textbook is required** for successful completion of this course. Do NOT attempt to complete the course with any earlier editions of the textbook – these contain different readings, and you will not have the materials you need for your assignments or exams.

NOTE: If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN provided for the READINGS textbook** - these same authors have also published a history textbook (NOT required) that looks very similar but does not contain readings!



Readings for a History of Anthropological Theory

Author: Paul A. Erickson and Liam D. Murphy

Edition: 6th Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in rental, 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 theoretical concepts and methods that anthropologists use in studying behavior, beliefs, and lifestyles of people— 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 three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **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 4000-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 10:30AM-12:00PM EDT/EST via Chat (or scheduled Zoom appointment). 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 at least 4 of 5 Point-of-View discussion assignments (lowest score is dropped);
- submit 3 Theory Framework discussion assignments;
- submit 3 Exams written online (Quiz Audit system active during testing)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your instructor, details about course communication and office hours, 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 provide an initial discussion response to the [REQUIRED ACTIVITY: Humor and Theory](#) 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) & POV discussions (4)	75	25%
Module quizzes (12)	120	20%
Theory Framework discussions (3)	75	20%
Exams (3)	300	35%
<i>Total Possible</i>	<i>570 points</i>	<i>100%</i>

You will be evaluated on your ability to define and apply terms, connect theorists with theories, explain theoretical and applied concepts, and connect categories with 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 initial, group and reflection responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. **If you fully participate, you will receive full credit. This score cannot be dropped from your discussions grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, theoretical concepts and historical contexts presented in each learning module. Quizzes will include a mix of multiple choice, true-false, 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.**
- **Point-of-View (POV) Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current

applications. **You are required to fully participate in at least 4 of the 5 Point-of-View discussions** located in the learning modules. **WebCourses will automatically drop the lowest scores from the 5 possible grades.**

- **Theory Framework Discussions:** These discussion assignments are designed around recognizing theoretical concepts and learning about their application in everyday literature, which will help further develop an understanding of anthropological theory. You will also have an opportunity to reflect on your experience in building your skills in problem solving, analysis, and critical and creative thinking. **You are required to fully participate in 3 Theory Framework discussions** located in the learning modules.
- **Exams:** You will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as 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 on the next page:

Question 10 2 / 2 pts

According to Marxist belief, the key resource of value is a(n):

You Answered Individual labor

Correct Answers Individual's labor

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 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](https://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, **if you find yourself in immediate distress, please call Counseling and Psychological Services (CAPS)** to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

understanding of these ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

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

Title IX 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	Reading Set	Complete
Week 1 (Aug 21-27)			
▪ Course Intro	Things You Should Know	–	Required Activity
▪ Module 1	A World of Discovery	Theory Foundations	Quiz 1 & POV 1
Week 2 (Aug 28-Sep 03)			
▪ Module 2	Evolutionary Perspectives	Universal Nature	Quiz 2 & Frame 1
Week 3 (Sep 04-10)			
▪ Module 3	Foundations of Social Theory	The Collective	Quiz 3 & POV 2
Week 4 (Sep 11-17)			
▪ Module 4	Historical Particularism	Boasian School	Quiz 4
Week 5 (Sep 18-24)			
▪ Module 5	Functionalism	Structure and Function	Quiz 5
EXAM 1 (Sep 22-24)	Modules 1 through 5		

Week 6 (Sep 25-Oct 01)	▪ Module 6	Culture and Personality	Culture and Personality	Quiz 6 & POV 3
Week 7 (Oct 02-08)	▪ Module 7	Neo-Isms and Culture	New Approached	Quiz 7
Week 8 (Oct 09-15)	▪ Module 8	Structuralism and Historicity	Systems of Structures	Quiz 8 & POV 4
Week 9 (Oct 16-22)	▪ Module 9	Ethnoscience & Ecology	Ethnoscience	Quiz 9
EXAM 2 (Oct 20-22)	Modules 6 through 9			
Week 10 (Oct 23-29)	▪ Module 10	Gender, Sexuality and Power	Gender Constructs	Quiz 10 & Frame 2
Week 11 (Oct 30-Nov 05)	▪ Module 11	Symbolism and Interpretation	Symbols and Meaning	Quiz 11 & POV 5
Week 12 (Nov 06-12)	▪ Module 12	Postmodernism and Power	Economies and Power	Quiz 12 & Frame 3
Week 13 (Nov 13-19)	▪ Module 13	Representing and Writing	Reflexive Critique	Quiz 13
Weeks 14 & 15 (Nov 14-Dec 01)	▪ Module 14	Contemporary Moment	Global / Digital Age	Quiz 14
EXAM 3 (Dec 05-07)	Modules 10 through 14			

ANT4051-23Fall 0001

[Jump to Today](#)

[Edit](#)

Environmental Anthropology

Dr. John H. Walker, PhD

Tuesdays and Thursdays, 9:00 am to 10:20 PM

Business Administration 1 (BA1) room 122

This is a FACE TO FACE class





https://upload.wikimedia.org/wikipedia/commons/c/ca/Branch_growth_from_tree_stump_in_Hatfield_Forest_Essex_England.jpg
<https://www.theguardian.com/science/2020/nov/29/sistine-chapel-of-the-ancients-rock-art-discovered-in-remote-amazon-forest>

Catalog Description: Relationships between human cultures and societies and the environment from an anthropological perspective.

Prerequisites: ANT 2140 or Junior Standing.

Dr. John H. Walker

john.walker@ucf.edu

4090 Howard Phillips Hall

Office Hours: Tuesdays and Thursdays, 10:00 AM-12:00 PM; by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this

course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

Course Goals

To place 21st century environmental issues in local context through anthropological research.

To look at anthropological scholarship in the context of academic debate.

To help students critically evaluate anthropological arguments.

To practice using the art of writing to develop and communicate ideas

Required Textbooks

The Mushroom at the End of the World. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

This book is the "case study" that we will be reading and discussing all semester. Feel free to get it and start reading it right away.

Books you might want to know about:

Environmental Anthropology: A Historical Reader. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

Environmental Anthropology: From Pigs to Policies (3rd edition), by Patricia Townsend. Long Grove, IL: Waveland.

These books used to be required textbooks, but now we are using much of the same content in the format of downloads from our most excellent UCF library. If you like using hard copy, or if this is a subject related to your possible future graduate studies, I would consider investing in these two books, because they have a lot of useful content gathered in one place.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone’s participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
- Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.
- Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1” margins all around. Use page numbers, and make the final product look neat and clear.
- Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do**

not need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.

- We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.
- There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- The essays will be graded on a simple 10-point scale (7=not so good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of a few objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76

C-	70-73
D+	67-69
D	64-66
D-	60-63
F	<60

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropologists are on Twitter and other social media outlets.

American Anthropological Association (www.aaanet.orgLinks to an external site.)

UCF Library (library.ucf.edu)

see especially the Anthropology Plus database and online journals

Google Earth (earth.google.comLinks to an external site.)

ArcGIS online (<https://ucfonline.maps.arcgis.com/home/index.html>Links to an external site.)

Anthro{dendum} (<https://anthrodendum.org/>)Links to an external site.

Sapiens (<https://www.sapiens.org/>)Links to an external site.

HAU (<https://www.haujournal.org/index.html>)

Strategies for studying

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- Prepare for each class by doing all of the **readings before class**.
- Come to **every**

- Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (uwc.cah.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

In order for many humans to coexist in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights (also quaint) handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not

have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule a time for a make-up exam.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed through webcourses, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, please feel free to drop the course.

UCF Core Syllabus Statements

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

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

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site.>>.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden*

Rule <<https://goldenrule.sdes.ucf.edu/Links to an external site.>>. 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](#)[Links to an external site.](#)

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

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> ([Links 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>Links to an external site.>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>Links to an external site.> 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> (Links



[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 <<https://my.ucf.edu>Links to an external site.> and logging in. Click on “Student Self Service” located on the left side of the screen in the 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.

[Deployed Active Duty Military Students](#)Links to an external site.

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

[Make-Up Assignments for Authorized University Events or Co-curricular Activities](#)[Links to an external site.](#)

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

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

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

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.

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

Course Summary:

Date	Details
Fri Aug 25, 2023	Assignment Syllabus Quiz
Tue Aug 29, 2023	Assignment Paper #1 Nature/Culture
Tue Sep 5, 2023	Calendar Event ANT4051-21Fall 0001 Assignment Paper #2 Ecology/Society
Thu Sep 7, 2023	Calendar Event ANT4051-21Fall 0001
Tue Sep 12, 2023	Calendar Event ANT4051-21Fall 0001 Assignment Paper #3 Mushroom book 1
Thu Sep 14, 2023	Calendar Event ANT4051-21Fall 0001
Tue Sep 19, 2023	Calendar Event ANT4051-21Fall 0001 Assignment Paper #4 Ecology and Social Organization
Thu Sep 21, 2023	Calendar Event ANT4051-21Fall 0001
Tue Sep 26, 2023	Calendar Event ANT4051-21Fall 0001 Assignment Paper #5 Ecosystems with Humans
Thu Sep 28, 2023	Calendar Event ANT4051-21Fall 0001
Tue Oct 3, 2023	Calendar Event ANT4051-21Fall 0001 Assignment Paper #6 Disasters?

Date	Details
Thu Oct 5, 2023	Calendar Event ANT4051-21Fall 0001
Tue Oct 10, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #7 Mushroom book 2
	Calendar Event ANT4051-21Fall 0001
	Calendar Event ANT4051-21Fall 0001
Tue Oct 17, 2023	Assignment Paper #8 Slash and Burn
	Assignment Paper #9 Cybernetics
	Assignment Midterm Exam
Thu Oct 19, 2023	Calendar Event ANT4051-21Fall 0001
	Calendar Event ANT4051-21Fall 0001
Tue Oct 24, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #10 Mushroom Book 3
Thu Oct 26, 2023	Calendar Event ANT4051-21Fall 0001
	Calendar Event ANT4051-21Fall 0001
Tue Oct 31, 2023	Assignment Paper #11 Bounded and Balanced
	Assignment Extra Credit paper 1
Thu Nov 2, 2023	Calendar Event ANT4051-21Fall 0001

Date	Details
Tue Nov 7, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #12 Indigeneity and Politics
Thu Nov 9, 2023	Calendar Event ANT4051-21Fall 0001
Mon Nov 13, 2023	Assignment Class Participation
Tue Nov 14, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #13 Campaigns and Collaborations
Thu Nov 16, 2023	Calendar Event ANT4051-21Fall 0001
Tue Nov 21, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #14 Mushroom book 4
Thu Nov 23, 2023	Calendar Event ANT4051-21Fall 0001
Tue Nov 28, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Paper #15 Social Identity
Thu Nov 30, 2023	Calendar Event ANT4051-21Fall 0001
	Assignment Final Exam
Mon Dec 4, 2023	Assignment Paper #16 Limits of Knowledge
	Assignment Roll Call Attendance

Course Syllabus

[Jump to Today](#)

 [Edit](#)

ANT 4195C: A POT FOR ALL SEASONS

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

Course Information

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

Instructor Contact

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

University Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites. **Prerequisites:** ANT 2140 or C.I. **Lab**

Fee: \$10.

Course Overview

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

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

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

What Materials will I need?

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

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

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

What are the course requirements?

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

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

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

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

How will I be evaluated and graded?

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

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

Assignment	Points	Percentage
Attendance and Participation	26	13
Syntheses (10)	50	25
Ceramic Labs (10)	50	25
Attribute Coding Spreadsheet	25	12.5
Prospectus	4	2
Annotated Bibliography	10	5
Outline	10	5
Final Paper	25	12.5
TOTAL	200	100

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

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

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

How is academic integrity maintained?

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

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

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

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

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

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

How do I receive accessibility accommodations?

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

What if there is an emergency on campus?

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

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

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index> >_(<<https://centralflorida-prod.modolabs.net/student/safety/index>>_>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations> (<<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>_>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf >_(<<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0>>_> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
<<https://youtu.be/NIKYajEx4pk> >_(<<https://youtu.be/NIKYajEx4pk>>_>).



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

>).

What if I am or become deployed active military status?

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

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting

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

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

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

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

How does Title IX apply to this course?

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

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **If you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

What are the course technology and software requirements?

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



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



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



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

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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

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

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you **will not** need to make any personally identifying information on any public site. **Do not** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

Are AI tools permitted in this class?

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

Where can I find the course reading and assignment schedule?











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

Week	Date	Topic	Rice	Additional Readings
1	Aug 24	Introduction and Orientation		
2	Aug 31	NO CLASS - FOOTBALL		
3	Sep 7	Ceramic Raw Materials	1-2 (3-7 skim)	Cordell et al., 2017 (https://webcourses.ucf.edu/courses/1440975/file_wrap=1) ↓ (https://webcourses.ucf.edu/courses/1440975/files/100936/download_frd=1)
4	Sep 14	TBA		
5	Sep 21	Ceramic Manufacture	8-11	
6	Sep 28	Classification and Seriation	12-13	
7	Oct 5	Typology		Rice 2013 (%24CANVAS COURSE REFERENCE%24/file_ref/geaf7eccffa40c45f0?wrap=1)

8	Oct 12	Attribute Analysis: Surface	24	
9	Oct 19	Attribute Analysis: Form	25	
10	Oct 26	Attribute Analysis: Paste and Firing	14-16	
11	Nov 2	Attribute Analysis: Paste (Petrography, NAA, pXRF)	17-18 (19 skim)	Triadan et al. 2018; (https://webcourses.ucf.edu/courses/1440975/files/100936341/download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1440975/files/100936341/download_frd=1) LeMoine and Halperin 2021 (https://webcourses.ucf.edu/courses/1440975/files/100936341/download_frd=1) ; Jordan et al. 2020 (https://webcourses.ucf.edu/courses/1440975/files/100936340/download_frd=1)
12	Nov 9	Conservation		Ibrahim and Mohamed 2021.pdf (https://webcourses.ucf.edu/courses/1440975/files/100936337/download_frd=1) ; Sease 1998 (https://webcourses.ucf.edu/courses/1440975/files/100936338/download_frd=1)
13	Nov 16	Interpreting Ceramic Production Systems	20-22	
14	Nov 23	NO CLASS - THANKSGIVING		
15	Nov 30	Graduate Presentations and Discussion		

Course Summary:

Date	Details	Due
Wed Sep 6, 2023	 Synthesis 1 (https://webcourses.ucf.edu/courses/1440975/assignments/8111427)	due by 11:59pm
Wed Sep 13, 2023	 Synthesis 2 (https://webcourses.ucf.edu/courses/1440975/assignments/8111429)	due by 11:59pm
Wed Sep 20, 2023	 Synthesis 3 (https://webcourses.ucf.edu/courses/1440975/assignments/8111430)	due by 11:59pm
Wed Sep 27, 2023	 Synthesis 4 (https://webcourses.ucf.edu/courses/1440975/assignments/8111431)	due by 11:59pm
Wed Oct 4, 2023	 Synthesis 5 (https://webcourses.ucf.edu/courses/1440975/assignments/8111432)	due by 11:59pm
Wed Oct 11, 2023	 Synthesis 6 (https://webcourses.ucf.edu/courses/1440975/assignments/8111433)	due by 11:59pm
Wed Oct 18, 2023	 Prospectus (https://webcourses.ucf.edu/courses/1440975/assignments/8111425)	due by 11:59pm
	 Synthesis 7 (https://webcourses.ucf.edu/courses/1440975/assignments/8111434)	due by 11:59pm
Wed Oct 25, 2023	 Synthesis 8 (https://webcourses.ucf.edu/courses/1440975/assignments/8111435)	due by 11:59pm
Wed Nov 1, 2023	 Annotated Bibliography (https://webcourses.ucf.edu/courses/1440975/assignments/8111412)	due by 11:59pm
	 Synthesis 9 (https://webcourses.ucf.edu/courses/1440975/assignments/8111436)	due by 11:59pm
Tue Nov 7, 2023	 Synthesis 10 (https://webcourses.ucf.edu/courses/1440975/assignments/8111428)	due by 11:59pm
Wed Nov 15, 2023	 Outline (https://webcourses.ucf.edu/courses/1440975/assignments/8111424)	due by 11:59pm
Wed Nov 29, 2023	 Final Paper (https://webcourses.ucf.edu/courses/1440975/assignments/8111413)	due by 11:59pm

Date	Details	Due
	 Lab 10: Reconstruction (https://webcourses.ucf.edu/courses/1440975/assignments/8111414)	
	 Lab 2: First Sort (https://webcourses.ucf.edu/courses/1440975/assignments/8111416)	
	 Lab 3: Sherd Marking (https://webcourses.ucf.edu/courses/1440975/assignments/8111417)	
	 Lab 4: Typology (https://webcourses.ucf.edu/courses/1440975/assignments/8111418)	
	 Lab 5: Seriation (https://webcourses.ucf.edu/courses/1440975/assignments/8111419)	
	 Lab 6: Surface (https://webcourses.ucf.edu/courses/1440975/assignments/8111420)	
	 Lab 7: Form (https://webcourses.ucf.edu/courses/1440975/assignments/8111421)	
	 Lab 8: Paste and Firing (https://webcourses.ucf.edu/courses/1440975/assignments/8111422)	
	 Lab 9: Analysis and Interpretation (https://webcourses.ucf.edu/courses/1440975/assignments/8111423)	
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1440975/assignments/8111426)	

Death Becomes Us: THE ANTHROPOLOGY OF DEATH and BURIAL



This woodcut print of *A Dance of Death* from *Liber Chronicarum* shows the "band" of four skeletons following their leader, Death; thus began the personification of death.

HISTORICAL PICTURE ARCHIVE/CORBIS open access.

Department of Anthropology * College of Sciences * University of Central Florida
Mixed Mode

Instructor:	Dr. J. Marla Toyne	Course Designation:	ANT 4197-0M01
Office:	HPH 409R	Semester:	Fall 2023
Phone:	(407) 823-1927	Class Meeting Days:	Tuesday
E-Mail:	j.marla.toyne@ucf.edu	Class Meeting Hours:	10:30-11:45 am,
Website:	https://sciences.ucf.edu/anthropology/people/toyne-marla/	Class Location:	BA-122
Office Hours:	Thurs 3-5 pm in MSB 150, or by appointment		

“All men die. Not every man really lives”
William Wallace in motion picture “Braveheart”(1995)

I. WELCOME!

This undergraduate upper-level course explores the concepts of death and dying from an anthropological perspective.

II. UNIVERSITY COURSE CATALOG DESCRIPTION

Cross-cultural exploration of funerary rituals and beliefs about death and dying.

III. COURSE OVERVIEW

This course is a cross-cultural and interdisciplinary exploration of human responses to death, including funerary rituals and beliefs about death and dying. We will examine the topic of death as a biocultural phenomenon from the perspectives of the various subdisciplines of anthropology. The cultural anthropological perspective will examine how death is viewed and

coped with in different societies, including comparisons of such topics as funerary rituals, grieving, and religious beliefs. The archaeological perspective will investigate the diverse ways in which prehistoric societies built monuments and practiced rituals for the dead and what researchers can learn from ancient mortuary practices. The biological anthropological perspective will consider the biology of dying, what can be learned from the analysis of human bodies and skeletons, and the related topic of forensics. Finally, the perspective of applied anthropology will be used to address several ethical issues in our own society, such as funeral industry, proper care for the dying, defining when death has occurred, the treatment of human remains after death, and modern organ tissue transplantation.

IV. COURSE OBJECTIVES

In this course, students will

- 1) Develop an understanding of some of the ways in which the death is differentially experienced, managed, and understood in various contexts;
- 2) Explore the complexities of the impact of death on other aspects of social living, belief, economy, politics, and health.
- 3) Use cross-cultural and multi-disciplinary comparison to identify different perspectives and approaches to death in human societies (past and present);
- 4) Be able to review published literature, evaluate case studies, and synthesize research on death in different cultural contexts.

V. COURSE PREREQUISITES

Courses prerequisites include Introductory Anthropology courses (ANT2511 or ANT2410 or ANT2000) or equivalent, or sophomore standing. Or permission of instructor.

VI. COURSE CREDITS

3 credit hours.

VII. COURSE REQUIREMENTS

This course will include face-to-face lectures, online pages and readings that explore diverse aspects of death and dying in human societies. The course will include weekly online assignments, periodic independent assignments, exams, and an “in class” presentation. Attendance is expected and will significantly improve student success. Access to a computer and internet access will be required to access Webcourses.

VIII. STUDENT SUCCESS:

This is my goal. There are **face to face meetings with lectures and interactive discussions**, and we will have **online learning activities and sources of information to guide you via Webcourses**. So, this is an exciting opportunity to do a lot of things, IF you come to classes prepared having 1) done the weekly readings, and 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, online powerpoint topical lectures, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.

Recommendations for Success:

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

Expectations

I expect that this will not be an easy class. This means that we all might encounter topics or discussions that leave us feeling uneasy. We might read things or learn about things that we did not expect or that seem ‘unnatural’ or even just downright wrong. I urge you to use an anthropological perspective – keep your mind open and be willing to learn and accept the ways and beliefs of others; figure out what you believe and be able to support your ideas. Opinions are important and represent our humanity and ability to express sentiment. But a good argument is crafted and logical and supported.

Come prepared. I expect your presence, with interesting and informed things to say. The readings provide examples and alternatives to consider. There is little point in diving in and doing all the work if you do not tell us what you think/know/feel/react to/hate/love and know how that relates to the things we read and the things you write.

IX. READINGS:

REQUIRED TEXTS AND MATERIALS.

Robben, A.C.G.M., (ed.). (2017). *Death, mourning, and burial: A cross-cultural reader*. 2nd edition. Blackwell Pub.: Malden, MA. ISBN 978-1119151746

Roach, M. (2003). *Stiff: The curious lives of human cadavers*. W.W. Norton and Co.: New York.

Conklin, B. (2000). *Consuming grief: Compassionate cannibalism in an Amazonian society*. University of Texas Press: Austin.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available through Webcourses in electronic format or as limited check out books from main library course reserves.

Highly Recommended:

Mitford, Jessica. (1998)[1963] *The American Way of Death*. Revisited. New York: Vintage Press.

X. EVALUATION AND GRADE DISSEMINATION

Graded assessments will be weighted in this course.

Student Evaluation

Participation	10 %
Weekly Reading Discussions Post/Replies	20 %
Article Discussant Assignment	20 %
Midterm Exam	20 %
Final Exam Essay	30 %

Total 100%

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

A 94-100%	B+ 87-89%	C+ 77-79%	D 60-69%
A- 90-93%	B 84-86%	C 74-76%	F 59% or below
B- 80-83%	C- 70-73%		

Grade Dissemination

Discussions, assignments, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Gradebook function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

XI. CLASS ASSIGNMENTS

PARTICIPATION will be evaluated by attendance and in-class lecture participation via questions, responses, and discussions of weekly topics, readings, and ideas. Participation will also involve each student will be responsible for preparing a topic for class based on a selected reading (a list will be provided and students select) and leading a discussion during specific weeks.

DISCUSSIONS are weekly **post** and **reply** activities based on specific readings or topics meant to reflect reading comprehension, as well as compare and synthesize weekly topics, readings, and overarching themes. These may involve FINDING a new article or online source to share and compare with the class. These are academic posts and should be written in clear sentences and include proper grammar and language.

ARTICLE DISCUSSANT is a major written and oral presentation assignment that will have students review a selected article and write a summary of content and major contributions within the framework of anthropology. Additionally, the article review will compare and contrast the main themes of the article with other course readings. Students will craft a 1 - page handout for other students and present a 10-minute in-class summary for discussion.

MIDTERM EXAM: This will be based on course readings, in-class discussions, and include prepared questions.

FINAL EXAM: This will be a take-home cumulative essay exam that includes essay questions based on prepared selected topics and readings from the entire semester.

XII. POLICIES

Topic	Policy
Contacting the professor	<p>In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.</p> <p>Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.</p> <p>If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your ucf.edu account. If you send an email, include ANTX in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning. Also check Webcourses for common questions asked and their answers via the discussion boards.</p>
Webcourses@UCF	<p>This is a mixed-mode course. ALL course materials, syllabus, and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course Content	<p>You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.</p>
Grading and evaluation	<p>Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.</p>
Attendance and Participation	<p>Attendance is important for your success in this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.</p> <p>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.</p>
Course Etiquette	<ul style="list-style-type: none"> • Be on time. If you are late entering the meeting or need to leave early during class, please do so quietly with the least amount of disruption as

	<p>possible. Consistent lateness or disappearance will be noted and could impact your performance.</p> <ul style="list-style-type: none"> • Cell phones will be turned off and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use. • While computers/laptops are not necessary for class, they can be used for taking notes. Turn OFF notifications. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone’s learning experience. • Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, and the diverse issues and topics that will be presented. • Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board. • Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to online assignments, discussions, and exams as well.
<p>Deadlines and Make-ups</p>	<p>There are accommodations for make-ups for online quizzes, discussions, or assignments. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation <u>prior</u> to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.</p>
<p>Late Work Policy and Grades of ‘Incomplete’</p>	<p>Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.</p> <p>Late assignments will be subject to a Late penalty of 5% per calendar day, including: non-class days, holidays and weekends.</p> <p>Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation <u>in advance</u> to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at</p>

	<p>http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf.</p> <p>An alternative assignment or make up exam may be offered. Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.</p> <p>The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.</p>
<p>ACCESSIBILITY STATEMENT</p>	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371) to talk about academic accommodations.</p> <p>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. Contact the professor if you have any concerns.</p>
<p>Academic integrity</p>	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. The UCF Rules of Conduct apply to all UCF students - http://osc.sdes.ucf.edu/process/roc.</p> <p>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</p> <ol style="list-style-type: none"> 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.

	<p>3. Unauthorized 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.</p> <p>4. Falsifying or misrepresenting the student’s own academic work.</p> <p>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. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.</p> <p>6. AI (Artificial Intelligence) Software will not be allowed in this course. This is falsification of original work in whole or in part and considered cheating.</p> <p>7. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</p> <p>8. Helping another violate academic behavior standards.</p> <p>9. Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed <i>only</i> with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with <i>anyone</i> without the separate written approval of the instructor.</p> <p>For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org.</p> <p>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.</p>
<p>Academic Conduct</p>	<p>Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i> 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. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.</p>
<p>Campus Safety Statement</p>	<p>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.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Deployed Active Duty Military Students Statement	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
University Writing Center	This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu , stop by MOD 608, or call 407.823.2197.
Discrimination	I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.
Copyright	This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.
Third-Party Software and FERPA	During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

XIII. IMPORTANT DATES TO REMEMBER

The Academic calendar can be found online at: <https://calendar.ucf.edu/2023/fall>

Drop/Swap Deadline: August 25, 2023

Withdrawal Deadline: August 25, 2023

Disclaimer	Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester, and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.
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ANT4197 Anthropology of Death

	Class	Assignment	Presentations	Topic	Theme
Week 1	22-Aug	Discuss1/Quiz	-	Introduction to Course	Anthropology of Death
Week 2	29-Aug	Survey	-	Anthropological Approach	What is Death? Biomedical perspective
Week 3	5-Sep	Discuss2	1 - 2 student/s	Funerary practices/rituals	Theory Anthropology of Death
Week 4	12-Sep	Discuss3	1 - 2 student/s	Death and Dying - Kinds of Death	Natural
Week 5	19-Sep	Discuss4	1 - 2 student/s	Death and Dying - Kinds of Death	Not so Natural - Murder, Death Row, Suicide
Week 6	26-Sep	Discuss5	1 - 2 student/s	Mass Death	Plagues, Natural Disasters, Genocide
Week 7	3-Oct	Discuss6		Funerary practices/Death rituals	Endocannibalism
Week 8	10-Oct	Discuss7		Funerary practices/Death rituals	
Week 9	17-Oct	MIDTERM		Placement of the Dead	Monuments, Social Memory, Landscapes
Week 10	24-Oct	Discuss8	1 - 2 student/s	Death in the Past	Patterns and Variation
Week 11	31-Oct	Discuss9	1 - 2 student/s	Powerful Dead	Identity and Deviancy
Week 12	7-Nov	Discuss10	1 - 2 student/s	Human Responses to Death	Theories of Grief, Bereavement
Week 13	14-Nov		1 - 2 student/s	The Price of Death	Economical Impacts
Week 14	21-Nov	Discuss11	1 - 2 student/s	Modern Medical Miracles	Price of Extended Death (or afterlife?)
Week 15	28-Nov	Discuss12	1 - 2 student/s	Dead Men(sic) Do Tell Tales	Forensics, Postmortem Activities
FINALS	Dec 5th			FINAL Exam Due	



UNIVERSITY OF
CENTRAL FLORIDA

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

LEC Regular, 3 Credits

Tuesdays and Thursdays, 3pm-4:15pm

Business Administration 1 (BA1) 0122

Fall 2023: August 21st to December 9th

Department of Anthropology, College of Sciences
Course Syllabus

Instructor: Monica E. Rodriguez, Ph.D.

Phone: (407) 823-3163

E-mail: monica.rodriguez2@ucf.edu

Office Location: Howard Phillips Hall, Room 309E

Office Hours:

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

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

Other – by appointment

Required Texts

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

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

Supplemental Materials

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

Course Description

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

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

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

Student Learning Outcomes

The learning objectives upon completing this course are as follows.

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

Course Prerequisites

ANT 4462-Sophomore standing or C.I.

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

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

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

Teaching Style

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

Daily Class Organization

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

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

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

Quizzes and Exams

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

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

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

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

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

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

Grading Scale

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

Summary of Points for ANT 4462

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

Students

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

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

Make-up Exams and Assignments

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

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

Extra Credit

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

Grade Dissemination

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

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

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

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

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student

organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

In-Class Recording

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Title IX Policy

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

Course Calendar:

Football schedule or other events may interrupt class meetings.

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

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

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

Key to Calendar

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

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

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

To calculate your total grade:

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

(2) Divide that answer by 260,

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

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

Anth 5462 ONLY

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

Welcome to:

Global Health in Anthropological Perspective

ANT 4480 M - Fall 2023



Days & Time: Mondays & Wednesdays: 2:30 – 3:20 pm, & Online Component: to be completed between Thur. and Sun. (unless stated otherwise)

Location: Business Administration Building #1 (BA1), in room 122

Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

- [Medical Anthropology Minor](#)
- [Anthropology of Global Health Certificate](#)

Office Hours: Mon. 3:45 - 5 pm (and by appointment) in Howard Phillips Hall 309 (Anthropology Dept.)

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

My COVID-19 Status: I am fully vaccinated! to protect myself and you. Please vaccinate!

If you think you're infected with COVID-19: get tested immediately at the UCF Wellness Center (keep documentation for records) and refrain from coming to class. Remember, not all students may be vaccinated, and some people have weaker immunity for a variety of reasons. Students are free to mask or not mask - it's their choice and no judgment against anybody will be tolerated.

- In general, the public health COVID-19 emergency has ended in May 2023, as per CDC: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/end-of-phe.html>
- Did you know that a UCF graduate, [Dr. Darin Edwards, helped develop the COVID-19 vaccine?!](#)
- The World Health Organization “MythBusters” about COVID: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>
- July 2022 Update: The “Long COVID” – what is it? <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

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

Course Description:

“Global health concerns require more than medical intervention.” In addition to medicine and research, “to make a difference to the lives of the 2 billion poorest people in next decade, [t]he

skills in demand are management, cultural understanding and an anthropological viewpoint.”
-- “The Global Challenge,” *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences related to health and wellness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we’ll consider are emergent “superbugs” and other infectious diseases, including COVID-19, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions and contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

→ **Credit:** This class counts toward these programs and requirements (or prereq):

- [Global Health Certificate](#)
- [Medical Anthropology Minor](#)
- [Diversity GEP Requirement Credit](#)

Learning Outcomes:

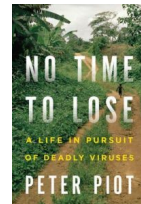
Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
- diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
- global health governance in the cultural, historical, and political-economic contexts
- the application of cultural concepts to contemporary global health dilemmas

Course Materials (required):

1. Book:

Peter Piot. (2013) *No Time to Lose: A Life in Pursuit of Deadly Viruses*. New York: Norton Press. [on Amazon for about \$5]



2. Articles (provided):

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them.

3. Films/videos (provided):

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. During films, students cannot use computers because of the glare.

Expectations:

I hope that you will want to attend this class and enjoy the material.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully*. *Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may be directed at other individuals (or to oneself)*. Any such behavior will result in ejection from the class and further academic conduct consequences. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Examinations and Grading Policy:

Descriptions of exams and online work:

1.) Examination #1: 30 points

The exam consists of 30 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2.) Examination #2: 30 points

The second exam will consist of 30 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3.) Online Assignments: will be tested on exams

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

4.) 8 of 10 Quizzes (at 5 points each): 40 points

Ten quizzes will be given for 5 points each, and 2 lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-10 minutes at the start of the class. There will be **no make-ups** for the quizzes because 2 scores are dropped. The dropping of 2 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

WEEK 2: *Week's Topics:* Environment, Disease, and Culture - Complex Interactions

Mon, 8/28: Environmental events and health impact, part I

→ Quiz 1

Read for Mon: (first half of this chapter)

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 125-139 (NOTE: stop before “Air Pollution” section)



Wed, 8/30: Environmental events and health impact, part II

Read for Wed: (second half of this chapter)

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.

Pp: 139-155 (NOTE: start reading from “Air Pollution and Lung Infection”)

Online Component:

Instructions on Canvas

WEEK 3: *Week's Topics:*

Mon, 9/4: Labor Day – No Class

Wed, 9/6:

📺 *Film screening & discussion:* environment and health

Read for Wed:

None

Online Component:

Instructions on Canvas

WEEK 4: *Week's Topics:* Water Security, Health, and Rights

Mon, 9/11: Mental health and water in Bolivia

→ Quiz 2

Read for Mon:

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



Wed, 9/13: Water security and insecurity

✚ *Film screening & discussion:* “The Water of Ayole” 30 min, 1998

Read for Wed: None

Online Component:

Instructions on Canvas

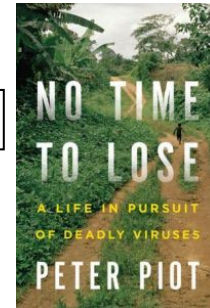
WEEK 5: Superbugs - Emerging & Reemergent Infectious Diseases.

Mon, 9/18: Chasing viruses and the detective work of research

→ Quiz 3

Read for Mon:

Book: *No Time to Lose* – Read pages ix - 41



Wed, 9/20: “Ebola”

Read for Wed:

Book: *No Time to Lose* – Read pages 43-83

Online Component:

Instructions on Canvas

WEEK 6: *Week’s Topics:* Superbugs - Emerging & Reemergent Infectious Diseases, cont.

Mon, 9/25: Infection & sex

→ Quiz 4

Read for Mon:

Book: *No Time to Lose* – Read pages 87 – 132

Wed, 9/27: HIV/AIDS

✚ *Film screening/discussion about infectious diseases & epidemics*

Read for Wed:

Book: *No Time to Lose* – Read pages 133-165

Online Component:

Instructions on Canvas

WEEK 7: *Week’s Topic:* Superbugs - Emerging & Reemergent Infectious Diseases, finish.

Mon, 10/2: An epidemic unfolds

→ Quiz 5

Read for Mon:

Book: *No Time to Lose* – Read pages 166 - 189

Wed, 10/4: The Politics of Epidemics

Read for Wed:

Book: *No Time to Lose* – Read pages 335-376

(*Note: we're skipping some sections but feel free to read them for your own pleasure)

Online Component:

Instructions on Canvas

WEEK 8: Week's Topic: Lessons from Ebola for COVID-19: Future Solutions

Mon, 10/9:

Read for Mon:

“Diary – Ebola” by Paul Farmer.

London Review of Books. Oct. 23, 2014. Pp. 1-9.

→ Quiz 6



Wed, 10/11:

Read for Wed:

“Coronavirus Crisis: The Dread of Responsibility — Paul Farmer on The Pandemic and Poor Countries,” NPR interview, March 24, 2020

Online Component:

Instructions on Canvas

WEEK 9: Exam #1 Week

Mon, 10/16: No Class Meeting - Independent Work to Review for Exam #1

Wed, 10/18: EXAM #1

Online Component:

None.

WEEK 10: Week's Topic: Global Pharmaceuticals

Mon, 10/23:

Read for Mon:

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.

→ Quiz 7



Wed, 10/25: Global pharmaceutical business and science, cont.

 *Film screening/discussion*

Read for Wed:

None.

Online Component:

Instructions on Canvas

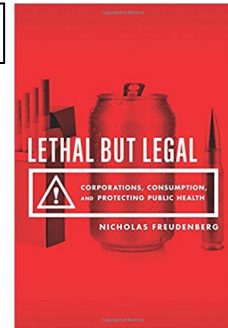
WEEK 11: *Week's Topic:* Food – Consumption, Diabetes Type II, & Global Health

Mon, 10/30: “Fun to Eat Foods” and Disease
Production: Diabetes Type II and African
American population

Read for Mon:

“Manufacturing Disease: Unhealthy Products Become Ubiquitous” by Nicholas Freudenberg. In: *Lethal but Legal: Corporations, Consumption, and Protecting Public Health*. 2014. Pp. 3-36.

→ Quiz 8



Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

Wed, 11/1: Case Study: China and health

Read for Wed: None

Online Component:

Instructions on Canvas

WEEK 12: *Week's Topic:* Global Reproductive Health

Mon, 11/6: Fertility control, reproductive autonomy, and
global health challenges

Read for Mon:

None



Wed, 11/8: Reproductive and sexual health, cont.

Read for Wed:

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

→ Quiz 9 (on Wed)

Online Component:
Instructions on Canvas

WEEK 13: *Week's Topic:* Medical Travel in a Globalized World

Mon, 11/13: Medical travel

Read for Mon:

“Traveling for Medical Care in a Global World” by Beth Kangas. 2010. *Medical Anthropology Journal* 29(4):344-62.

→ Quiz 10



Wed, 11/15: Medical travel, cont.

 *Film & discussion*

Read for Wed:

None

Online Component:
Instructions on Canvas

WEEK 14: *Week's Topic:* Remaining Global Health Challenges

Mon, 11/20: Remaining Global Health Challenges

Read for Mon:

None

Wed, 11/22: **No Class** - “Thanksgiving Wednesday” – UCF classes not held

Read for Wed:

None

Online Component:
None: Thanksgiving break. Enjoy.

WEEK 15: *Wrap-Up:* Future Directions in Global Health – Planetary Health

Mon, 11/27: Planetary Health

Read for Mon:

“Planetary healthy publics after COVID-19” 2021. S. Hinchliffe, L. Manderson, M. Moore. *Lancet Planet Health* 5(4): e230–e236.



Wed, 11/29: **In-Class Review for Exam #2**

Online Component:
None. Prepare for the final exam.

WEEK 16: Exam #2 Week

- **Exam #2: Wednesday, December 6th, 2023, 1:00 – 3:50 PM, in our usual classroom**

~~~~~ *End of Class Schedule. Have a nice winter break!* ~~~~~



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UCF Core Syllabus Statements:

Academic Integrity: Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices” <http://wpacouncil.org/node/9>

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

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design

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

If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

In Case of Faculty Illness:

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

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If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see

<http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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

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

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

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

Evidence-Based Teaching & Learning: 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.

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>

ANTHROPOLOGY OF DRUGS AND ADDICTION



ANT 4481
Section 0M01

Fall 2023
Monday and Wednesday: 3:30 pm – 4:20 pm
BA1 122
3 Credit Hours

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

Course Description

Drugs have been a constant and often controversial part of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as facilitators and subjects of interactions and conversations. Undoubtedly, drugs are an important component of our collective and daily lives. This is why anthropologists have long studied them, focusing primarily on drug use and addiction. This course traces how drugs and addiction – as topics of cultural, political, economic, and health concern – have been understood and theorized within anthropology at different historical moments in the United States and internationally. It examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” and “addiction” to not only draw on a diverse array of readings and themes, but also investigate how legal and illegal substances are culturally consumed, enjoyed, regulated, celebrated, and vilified.

Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to provide you with an overview of the rich anthropological and ethnographic scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

Class Structure

This mixed mode course will be both face-to-face and online. Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lectures and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries. The online component of the course will be via Webcourses (see below for details).

Office Hours

Office hours will be held via Zoom (link available on Webcourses). Appointments are not required. But, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support.

Course Requirements

Reading and Participation

Reading assigned materials and active participation in the course are both required. You are expected to attend class having completed the assigned readings for that day. The lectures will cover the readings but will be supplemented with additional content. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

Attendance will not be monitored. However, it will be to your utmost advantage to attend every class to get the most out of the course material.

Midterm Exam (40 points)

The midterm exam will consist of multiple choice, true/false, and short answer questions and cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and short answer questions and cover concepts from all texts, videos/documentaries, and lectures. The exam will be cumulative but will emphasize the second half of the course. There will be no make-up exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. They will be based on assigned readings for the day of the quiz and will consist of three questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer. Quizzes will take place during the first five minutes of class. If you arrive after the first five minutes, you will not be allowed to take the quiz that day. There will be no make-up for missed quizzes because your two lowest quiz scores will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity to learn more about a topic that interests you. The paper must be 1600-2000 words in length plus bibliography. It will be based on a close reading of three cultural anthropology articles, one cultural anthropology book, or three chapters from an edited cultural anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to drug use or addiction. Dr. Harris will provide a list of topic ideas to help you think about possibilities. To have fun with this project, it is important to choose a topic based on your own interest and information available.

Grading Structure

Midterm Exam	40 points
Final Exam	40 points
Quizzes (10 out of 12)	60 points
Research Paper	60 points

Total: 200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Research shows that typing notes on a computer is less effective for retaining information than taking notes with pen and paper. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Because you will not have access to electronic versions of the readings during class, you are encouraged to bring hard copies for use during class discussion. You can print for **free** in [computer labs](#) in the John C. Hitt Library on campus.

Respectful Behavior

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

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

Open Exchange

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

UCF Email and Webcourses Communication

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

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be

lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Placeholder Assignments

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

Grade Disputes

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

Academic Integrity

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

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

Use of Artificial Intelligence

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

Responses to Academic Misconduct

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

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

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

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

Religious Observance

You must notify Dr. Harris in advance if you will miss class for a [religious observance](#).

Obtaining Notes for Missed Lectures

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is **your responsibility** to obtain notes from a classmate for that lecture.

In-Class Recording

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

Campus Safety

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

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

Student Accessibility

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

Writing Center Services

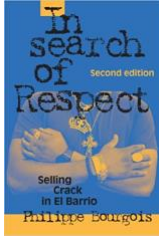
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at [any stage of the writing process](#) (brainstorming, organization, drafts, etc.). They also offer grammar workshops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

Academic Activity Record

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

Required Texts

The following book is required for this course:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. 2nd Edition. Cambridge: Cambridge University Press.

This book is available for purchase at the UCF bookstore. A [digital version](#) is also available for free through the UCF library. Additional readings are also required and available electronically on Webcourses under the **Modules** tab. All assigned readings are listed in the schedule below, which specifies the date by which you are expected to read them. If you have any technical issues, please contact Webcourses@UCF Support.

Course Schedule

Week 1

Monday, August 21

- TOPIC: Syllabus and Course Overview

Wednesday, August 23

- TOPIC: Defining “Drugs”
- READING: Sherratt, Andrew. 1995. “Peculiar Substances.” In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).

Week 2

Monday, August 28

- TOPIC: Defining “Addiction”
- READINGS: Singer, Merrill. 2012. “Anthropology and Addiction: An Historical Review.” *Addiction* 107: 1747-1755.

“What is Addiction?” 2014. *New York Times*, 10 February.

Wednesday, August 30

QUIZ #1

- TOPIC: “Traditional” Use – Part 1
- READING: Allen, Catherine J. 1988. “To Be Quechua: The Symbolism of Coca Chewing in Highland Peru.” *American Ethnologist* 8: 157-171.

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
-

Week 3

Monday, September 4

- NO CLASS – LABOR DAY

Wednesday, September 6

- NO CLASS
- AT-HOME FILM: *Mama Coca: The Sacred Leaf*

Online

- Assignment #3: Begin searching for articles/book/book chapters (instructions on Webcourses).
-

Week 4

Monday, September 11

QUIZ #2

- TOPIC: “Traditional” Use – Part 2
- READING: Dobkin de Rios, Marlene. 1984. *Hallucinogens: Cross-Cultural Perspectives*. Albuquerque: University of New Mexico Press. (“Urban Amazonian Mestizos of Peru” – pg. 173-189)

Wednesday, September 13

- TOPIC: “Traditional” Use – Part 3
- IN-CLASS FILM: *Ayahuasca: Expansion of Consciousness*

Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
-

Week 5

Monday, September 18

QUIZ #3

- TOPIC: Drug or Medicine? – Part 1
- READING: Winkelman, Michael. 2014. “Psychedelics as Medicines for Substance Abuse Rehabilitation: Evaluating Treatments with LSD, Peyote, Ibogaine, and Ayahuasca.” *Current Drug Abuse Reviews* 7: 101-116.

Wednesday, September 20

- TOPIC: Drug or Medicine? – Part 2
- IN-CLASS FILM: *Reefer Madness*

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
-

Week 6

Monday, September 25

QUIZ #4

- TOPIC: Drug or Medicine? – Part 3
- READING: Chapkis, Wendy. 2007. “Cannabis, Consciousness, and Healing.” *Contemporary Justice Review* 10: 443-460.

Wednesday, September 27

- TOPIC: Drug or Medicine? – Part 4
- NO READING
- GUEST LECTURE: Whitney Margaritis (Ph.D. candidate – Integrative Anthropological Sciences)

Online

- Assignment #6: Read and annotate (instructions on Webcourses).
-

Week 7

Monday, October 2

- TOPIC: Legal Drugs – Part 1
- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. (“The Many Faces of Alcohol Use” – pg. 17-33)

Monday, October 4

QUIZ #5

- TOPIC: Legal Drugs – Part 2
- READING: Spicer, Paul. 1997. “Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol.” *Medical Anthropology Quarterly* 11: 306-323.

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
-

Week 8

Monday, October 9

- TOPIC: Legal Drugs – Part 3
- READING: Glasser, Irene. 2012. *Anthropology of Addictions and Recovery*. Long Grove: Waveland Press. (“Tobacco and Its Global Reach” – pg. 35-50)

Wednesday, October 11

QUIZ #6

- TOPIC: Legal Drugs – Part 4
- READING: Roy, Anupom. 2011. “Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh.” *Ethnography* 13: 162-188.

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).
-

Week 9

Monday, October 16

QUIZ #7

- TOPIC: Legal Drugs – Part 5
- READING: Keane, Helen, Megan Weier, Doug Fraser, and Coral Gartner. 2017. “‘Anytime, Anywhere’: Vaping as Social Practice.” *Critical Public Health* 27(4): 465-476.

Wednesday, October 18

MIDTERM EXAM

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).
-

Week 10

Monday, October 23

- TOPIC: Criminalization and the War on Drugs – Part 1
- READING: Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. La Vergne: The New Press. (“The Color of Justice” – pg. 121-144)

Wednesday, October 25

QUIZ #8

- TOPIC: Criminalization and the War on Drugs – Part 2
- READING: Garriott, William. 2013. “‘You Can Always Tell Who’s Using Meth’: Methamphetamine Addiction and the Semiotics of Criminal Difference.” In *Addiction Trajectories*, edited by Eugene Raikhel and William Garriott, 213-237. Durham: Duke University Press.

Online

- [Assignment #10](#): Proceed with writing research paper (instructions on Webcourses).
-

Week 11

Monday, October 30

QUIZ #9

- TOPIC: Opioid “Crisis”
- READINGS: Carr, E. Summerson. 2019. “The Work of ‘Crisis’ in the ‘Opioid Crisis.’” *Journal of Extreme Anthropology* 3(2): 161-166.

Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. “Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic.” *Medical Anthropology Quarterly* 33: 242-262.

Wednesday, November 1

- TOPIC: Harm Reduction – Part 1
- READING: Faulkner-Gurstein, Rachel. 2017. “The Social Logic of Naloxone: Peer Administration, Harm Reduction, and the Transformation of Social Policy.” *Social Science & Medicine* 180: 20-27.

Online

- [Assignment #11](#): Proceed with writing research paper (instructions on Webcourses).
-

Week 12

Monday, November 6

QUIZ #10

- TOPIC: Harm Reduction – Part 2
- READING: Szott, Kelly. 2018. “‘Heroin is the Devil’: Addiction, Religion, and Needle Exchange in the Rural United States.” *Critical Public Health* 30(1): 68-78.

Wednesday, November 8

- NO CLASS
- AT-HOME VIDEO: *Love in the Time of Fentanyl*

Online

- Assignment #12: Proceed with writing research paper (instructions on Webcourses).
-

Week 13

Monday, November 13

- TOPIC: Drugs and Inequality – Part 1
- READING: Bourgois, Introduction-Chapter 1 (pg. 1-47)

Wednesday, November 15

- NO CLASS
- AT-HOME VIDEO: *A Day's Work, A Day's Pay*

Online

- Assignment #13: Proceed with writing research paper (instructions on Webcourses).
-

Week 14

Monday, November 20

QUIZ #11

- TOPIC: Drugs and Inequality – Part 2
- READING: Bourgois, Chapters 2-3 (pg. 48-113)

Wednesday, November 22

- NO CLASS – THANKSGIVING BREAK

Online

- Assignment #14: Proceed with writing research paper (instructions on Webcourses).

Week 15

Monday, November 27

QUIZ #12

- TOPIC: Drugs and Inequality – Part 3
- READING: Bourgois, Chapter 4 (pg. 114-173)

Wednesday, November 29

- TOPIC: Drugs and Inequality – Part 4
- READING: Bourgois, Conclusion (pg. 318-327)

Online

- Assignment #15: Proceed with writing and final editing (instructions on Webcourses).
-

Finals Week

Friday, December 1

Research Paper due by
11:59pm

TBD

FINAL EXAM



Human Biological Diversity

ANT 4516 (0W60) ■ Fall 2023

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

Course Information

Course Name: Human Biological Diversity
Course ID: ANT 4516 (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: Tuesday 9:00-10:30 AM EDT/EST via Chat
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA: Brenna Raisor
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

Contemporary topics in the study of human population diversity, focusing on scientific perspectives of human genetics, variation and adaptation across time and space. **Prerequisite:** ANT 2511 or BSC 2010C, or CI.

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

What is this course about?

Ever wonder exactly how genetically similar you are to someone else? A simplistic answer is only about 1.6% of you is unique! It doesn't sound like much, but, when you critically examine how different we appear to be, that small percentage can become very important to scientific understanding of the extraordinary range of human diversity from evolutionary and biocultural perspectives. Evolutionary perspectives stress the functional and adaptive nature of human biological variations and the influence of environment on that biology, while biocultural perspectives focus on social, behavioral and biological integration in human adaptability in contemporary and past populations.

Human Biological Diversity includes everything you'll need to get acquainted with debates on human variation and adaptation and related scientific evidence of genetic variability and gene function. Together, we will be investigating topics that include human genomics, extent of human life span, the race concept and behavioral genetics, chronic and infectious disease risk, population demography, and our adaptations to current and future environments. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of our biological similarities and differences.

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 biological variation and adaptive significance in human population diversity**. After successfully completing this course, you should be able to:

- Explain methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits
- Analyze data sets on physiological responses, genetic variability and shifting patterns of variability in populations.
- Discuss implications of genetic testing, racial identification, and patterns of infectious disease response.
- Contribute in a meaningful and scholarly manner to discussions on human biological diversity considering shifting social and ecological influences.

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?

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



Human Biological Diversity: An Exploration of Human Variation and Adaptation

Author: L. Williams

Year: 2022

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

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 explores human biological diversity through biological anthropology, evolution, and human genomics – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past

students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending **around three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **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 4000-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 Tuesdays **from 9:00-10:30 AM 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](mailto:sas@ucf.edu) (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 at least 6 of the 8 Activity assignments (requires data analysis and problem solving)
- submit 3 Point-of-View Discussions (requires grouped responses to writing prompts)
- submit 3 Exams written online (Quiz Audit system active during testing)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your instructor, details about course communication and office hours, 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 provide an **initial discussion response** to the [REQUIRED ACTIVITY: Are You a Roller?](#) 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) & POV discussions (3)	60	20%
Module quizzes (12)	120	15%
Activity Assignments (6)	120	30%
Exams (3)	300	35%
<i>Total Possible</i>	<i>600 points</i>	<i>100%</i>

You will be evaluated on your ability to define and apply terms, connect theorists with theories, explain theoretical and applied concepts, and connect categories with 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 initial, group and reflection responses to discussion prompts in a required academic activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity, share your results and thoughts with other students in the class, and reflect on the experience. No prior knowledge is expected. **You are required to fully participate in and submit this discussion assignment** to access course materials. **This score cannot be dropped from your discussions grade. If you fully participate, you will receive full credit.**
- **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.**
- **Point-of-View (POV) Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various technique used is assessing and understanding human variability and adaptability. **You are required to submit at least 6 of the 8 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 8 possible activity assignment grades when calculating your final grade.

- **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, problem application, and short answer questions. **You are required to submit all 3 exams** located in the modules.
 - **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use additional devices** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open. **Quiz Audit system will be used to monitor academic integrity.**

Many students take advantage of the dropped grades for their quizzes 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:

The screenshot shows a question titled "Question 8" with a score of "1 / 1 pts" in the top right corner. A blue arrow points to the score. The question text is "Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:". Below the question, there is a text input field containing "mtDNA lineage (Mitochondrial Eve)". To the left of this field is a red arrow pointing right with the text "You Answered". Below the input field, there is a "Correct Answers" section with a right-pointing arrow and the text "mtDNA".

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

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

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

Title IX 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	Concepts of Evolution & Diversity	Chapter 1	Quiz 1 & POV 1
Week 2 (Aug 28-Sep 03)			
▪ Module 2	Mendelian Genetics & Microevolution	Chapter 2	Quiz 2 & Activity 1
Week 3 (Sep 04-10)			
▪ Module 3	Molecular Genetics & Genomics	Chapter 3	Quiz 3 & Activity 2
Week 4 (Sep 11-17)			
▪ Module 4	Macroevolution & Taxonomy	Chapter 4	Quiz 4
EXAM 1 (Sep 15-17)	Modules 1 through 4		
Week 5 (Sep 18-24)			
▪ Module 5	Race & Human Variation	Chapter 5	Quiz 5 & Activity 3
Week 6 (Sep 25-Oct 01)			
▪ Module 6	Behavioral Genetics & Genotypic Traits	Chapter 6	Quiz 6, POV2 & Activity 4
Week 7 (Oct 02-08)			
▪ Module 7	Population Affinities & Migration	Chapter 7	Quiz 7
Week 8 (Oct 09-15)			
▪ Module 8	Demography & Human Populations	Chapter 8	Quiz 8 & Activity 5
Week 9 (Oct 16-22)			
▪ Module 9	Human Growth & Development	Chapter 9	Quiz 9
EXAM 2 (Oct 20-22)	Modules 5 through 9		

Weekly Content	Topics	Text Reading	Complete
Week 10 (Oct 23-29)			
▪ Module 10	Human Aging & Senescence	Chapter 10	Quiz 10
Week 11 (Oct 30-Nov 05)			
▪ Module 11	Adapting to Physical Environments	Chapter 11	Quiz 11 & Activity 6
Week 12 (Nov 06-12)			
▪ Module 12	Adapting to Malnutrition	Chapter 12	Quiz 12 & Activity 7
Week 13 (Nov 13-19)			
▪ Module 13	Adapting to Infectious Disease	Chapter 13	Quiz 13 & Activity 8
Weeks 14 & 15 (Nov 14-Dec 01)			
▪ Module 14	Adapting to Modern / Future Worlds	Chapter 14	Quiz 14 & POV 3
EXAM 3 (Dec 04-06)	Modules 10 through 14		



Forensic Anthropology

ANT 4521 • 3 credit hours

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

ANT4521 (0M01) • Prof. Katherine Lane • 3.0 Credit Hours
Fall 2023 • Tuesdays 9:00-10:20 AM in MSB 359 and online!

Professor Contact

Professor: Katherine Lane, MA

Office: Howard Phillips Hall (HPH), 116F

Office Hours: Tuesdays 10:45AM - 12:15PM in HPH 116F and by appointment

Contact: Katherine.Lane@ucf.edu or Inbox in WebCourses (please allow 24-48 hour response time on weekdays)

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

Syllabus Quick Links

- [Course Description](#)
- [Learning Objectives](#)
- [Required Texts](#)
 - [Recommended Resources](#)
 - [Grading Scale](#)
 - [Student Evaluation](#)
- [Make-Up Work](#)
- [Taking Online Courses](#)
- [Suggested Weekly Schedule](#)
- [UCF Mobile App](#)
- [Course Requirements](#)
- [Important Things](#)
 - [Academic Responsibility and Integrity](#)
 - [Respect for Diversity](#)
 - [Campus Safety](#)
 - [Student Accessibility Services](#)
 - UCF Cares
 - [Deployed Active Duty Students](#)
 - [Religious Observances](#)
 - AI Tools
- [Copyright and FERPA](#)

University Catalog Description

The study of human skeletal remains in relation to a legal context.

Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science toward issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

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.

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

This course will be delivered as a mixed mode or hybrid course, meaning we will meet in person on campus on Tuesday mornings and all other content is posted on Webcourses. All assignments, quizzes, and exams are completed online.

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

Learning Objectives


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

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Develop critical thinking skills through an exploration and discussion of topics in forensic anthropology.

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



Forensic Anthropology: Current Methods and Practice, 2019, by Christensen et al.

This book is available FOR FREE through the UCF Library. You will need to log in with your NID and password to access the pdf of the chapters: <https://www.sciencedirect.com/book/9780128157343/forensic-anthropology> 

The digital version of the course textbook is available for free through the UCF Libraries. Accessing the textbook requires that you authenticate (log in) with your NID. You are permitted to read the textbook online and/or download content to read offline. If PDF downloads are available for your book, this method is recommended to ensure uninterrupted access to the content. Any unauthorized sharing of the textbook content is in violation of the license agreement between the publisher and university. The license permits access to this textbook for current UCF students, staff, and faculty only. Contact your librarian if you have any questions.

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

Grading Scale (+/- letter grades)

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

Important Things About Your Grade!

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

Student Evaluation

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

Assignment	Percent	Description
Discussion Board	16%	Complete 5 discussion board posts
Investigate This!	24%	Complete 7 exercises applying various methods in forensic anthropology
Quizzes	10%	Complete 2 quizzes
Exams	50%	Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions.

Attendance: This is a **mixed-mode course!** As such you are expected to attend class on the assigned days and **log in regularly each week** to complete the assigned online activities.

Discussion Board: You will participate in 5 discussion board posts on topics in forensic anthropology. As this is a mixed mode course, you will also be expected to engage with your classmates through these discussion board posts as class time will be dedicated primarily to lectures.

Investigate This!: You will complete 7 written exercises relating to investigating topics in forensic anthropology. As there is no lab component to this course, these assignments serve to give you "hands-on" experience with some of the methods we cover in class. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

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

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

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.

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, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services**: <https://scs.sdes.ucf.edu/services/>

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

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

UCF Mobile App!!

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

Course Requirements

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

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

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. This document is your guide so that you can keep up with the scheduled readings, assignments, and exams. There are many due dates for the assignments and quizzes, so you have to stay on top of this. Second, if you email me using your UCF email account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your

full name so I know who you are. Otherwise, use the Inbox function in Webcourses to contact. Lastly, read the syllabus, it really is like your best friend for this course.


Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

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


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

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

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF **Office of Student Conduct** for further action. See **UCF Golden Rule** and the **UCF Rules of Conduct** for more information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

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

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

Campus Safety (if you are on campus)

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

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

Student Accessibility Services

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, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty, and the student may be warranted to ensure an accessible course experience.

UCF Cares

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

Deployed Active Military Students

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

Religious Observances

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

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

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.

AI Tools

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate

you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

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

Course Summary:

Date	Details	Due
Fri Aug 25, 2023	<u>Getting Started Quiz</u>	due by 5pm
Sun Sep 3, 2023	<u>Discussion Board 1: AAFS and ABFA</u>	due by 11:59pm
Sun Sep 17, 2023	<u>Quiz 1: Osteology</u>	due by 11:59pm
Sun Sep 24, 2023	<u>Investigate This! 1: Terminology & Inventory</u>	due by 11:59pm
Sun Oct 1, 2023	<u>Investigate This! 2: Determining Medicolegal Significance</u>	due by 11:59pm
Sun Oct 8, 2023	<u>Exam 1</u>	due by 11:59pm
Sun Oct 15, 2023	<u>Investigate This! 3: Mapping, Documentation, and Recovery</u>	due by 11:59pm
Sun Oct 22, 2023	<u>Discussion Board 2: Forensic Anthropologists at the ME Office</u>	due by 11:59pm
	<u>Discussion Board 3: Case Reports</u>	due by 11:59pm
	<u>Investigate This! 4: Sex Estimation</u>	due by 11:59pm

Date	Details	Due
Sun Oct 29, 2023	<u>Discussion Board 4: The Role of Ancestry Estimation</u>	due by 11:59pm
Sun Nov 5, 2023	<u>Exam 2</u>	due by 11:59pm
Sun Nov 12, 2023	<u>Investigate This! 5: Age Estimation</u>	due by 11:59pm
Sun Nov 19, 2023	<u>Investigate This! 6: Skeletal Trauma</u>	due by 11:59pm
Sun Nov 26, 2023	<u>Quiz 2: Trauma</u>	due by 11:59pm
Sun Dec 3, 2023	<u>Investigate This! 7: Taphonomy</u>	due by 11:59pm
Sun Dec 3, 2023	<u>Discussion Board : Human Rights and Forensic Anthropology</u>	due by 11:59pm
Fri Dec 8, 2023	<u>Exam 3 (Final Exam)</u>	due by 11:59pm



ANT4525C: Human Osteology

Department of Anthropology College of Sciences, University of Central Florida

COURSE SYLLABUS

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

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

University Course Catalog Description

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

Prerequisites

ANT2511 and Junior standing, ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor.

Course Overview

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

Student Learning Outcomes

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

Student Success:

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

Recommendations for Communication Success:

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

Course Materials and Resources

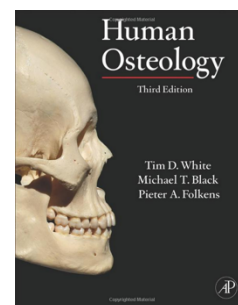
Required Text (available at the bookstore)

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

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

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

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



Course Handouts

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

Assessment and Grading Procedure

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

Your final grade will be based out of a total of 640 possible points.

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

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

All postings must be completed by Friday August 25 by 11:59pm. You will receive 5 points for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by the deadline.

Quizzes (5 quizzes for a total of 75 points)

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

Exams

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

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

Poster Presentation: Poster Topic & Outline (20 points)

In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic **MUST** pertain to Human Osteology and must be pre-approved by Dr. Toyne. Do not wait until the last minute to discuss your topic with Dr. Toyne. You must submit a two paragraph description of your approved paper topic by **September 5** that is worth a total of 5 points. Your poster topic outline is due on **October 5** and is worth a total of 15 points. Your outline must include your chosen topic (a working title), the main points of your upcoming poster (a breakdown of the sections), and a list of **at least 7 references** for your outline and a **minimum of 15** for your final poster (should be about 2 pages long, maximum 3 pages). No internet references are permitted. This means that you have complete some research before this outline is due. You should start early!

Poster peer-review (20 points), Final Poster & Presentation (100 points)

You will be required to upload a draft of your poster to course Webcourses by **November 2**. Do not send your poster to Dr. Toyne. Each student is then required to peer-review two assigned poster drafts by **November 8**. Final posters will then be submitted by **November 16** and students will present their posters to the class on **November 16 or 21**. A list of student presentation times will be posted online prior to final poster submission. Students will be given 10 minutes to present their topic. Instructions on how to construct your poster, and perform the peer review, will be discussed in class and will also be posted in a handout on the course website.

Final Exam (120 points)

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

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/640, for a score of 79.6% (or 80%). The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

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

Attendance Policy

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

Course Schedule (see final pages)**Disclaimer**

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

Important UCF Dates to Remember

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

Course Policies

Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – j.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

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

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

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

Deadlines and Make-ups

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

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

An alternative assignment or make up exam may be offered. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Late Penalties

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

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

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

instructor as soon as you can so we can find a solution as soon as possible.

Grades of "Incomplete"

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

Final Grades

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

Obtaining Notes for Missed Lectures

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

TECHNOLOGY AND MEDIA

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

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

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

General Information:

- **Be on time.** If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible. Students who disrupt class and have been warned, may suffer a 5% reduction in their final class grade.
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet.
- While computers/laptops/tablets (**electronic devices**) may be used in class, it is a privilege and not a right. You are allowed to use devices for taking course notes. You are not allowed to use devices for surfing the web, checking your email, working on homework, FaceBooking, or instant messaging (anything NOT course related) as this is very distracting and disrespectful to your

professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are using laptops inappropriately, clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.

- **Tape Recorders.** I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.
- **Be polite.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions,** make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

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

Expectations for Succeeding in Class

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

UCF Policy Statements

COVID-19 Statements

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

Masks in Classrooms

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

Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

COVID-19 and Illness Notification

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

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

Course Accessibility and Disability

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

Academic Conduct

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

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student

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

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

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

Course Accessibility Statement

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

Instructional Concepts

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

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.

Campus Safety Statement

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

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

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

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

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

Deployed Active Duty Military Students Statement

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

Religious Observances

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

Discrimination

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

Copyright

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

Third-Party Software and FERPA

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

Human Osteology Lab Rules

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



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

GOOD LUCK!!!!!!

Course Schedule

Disclaimer

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

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

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

Important UCF Dates to Remember

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

ANT 4586C: Human Origins
Department of Anthropology, College of Science
3 Credit Hours

Instructor:	Dr. Sarah Freidline	Term:	Fall 2023
Office Location:	H. Phillips Hall 409I	Class Modality:	Face to Face Instruction (P)
Office Hours:	Monday 3:00-4:30 Howard Phillips Hall 409I or via Zoom	Class Location & Meeting Time:	LEC – BA1 122 Monday & Wednesday 9:30-10:20 LAB – MSB 149 Wednesday 10:30-12:00 or 12:30 – 2:00
Phone:	407-823-2124		
Email:	Webcourses@UCF messaging		

GTA:	Peter Mercier	Office Hours:	Wednesday 12:00-1:00 MSB 149
Email:	Webcourses@UCF messaging		

Welcome!

This undergraduate level course explores fossils and archaeological evidence of human evolution.

University Course Catalog Description

The fossil evidence for human evolution from Miocene hominoids through *Australopithecus* and the earliest members of the genus *Homo*.

Course Prerequisites

ANT2511, sophomore standing, or permission of instructor.

Course Credits

3 Credit Hours

Course Overview

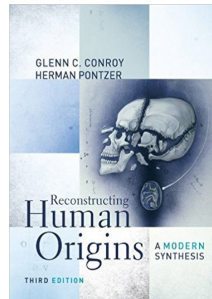
This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to evolutionary concepts, historical background, and modern articulation. We will explore the anatomical and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we

will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence of the modern human suite of anatomical and cultural characteristics. Lecture and lab are required components.

Required Reading

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3rd edition). New York: W.W. Norton & Company. ISBN: 978-0393912890.

***3rd edition required. Older versions are very outdated.**



Additional Required Readings

- Natural History Magazine Special Issue on Human Evolution (2018). Vol. 128. No. 8. This will be available as a .pdf on Webcourses.
- *Handbook of Paleoanthropology*. This will be available as a .pdf on Webcourses
- Students will also be required to read a selection of assigned articles that will be posted electronically on the Webcourses. Additional important websites or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Student Learning Outcomes

- Explain key components of the scientific method.
- Differentiate between hypotheses, theories, and laws.
- Define paleoanthropology and describe its key questions.
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the key events in human evolution and the biological and cultural significance of each.
- Explain the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

Course Activities

This course will include **face-to-face lectures and labs**, and readings that explore diverse aspects of human evolution. The course will include weekly reading and homework assignments, discussions, periodic review exams, and regular lab activities. Attendance is expected and will significantly improve student success. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge week by week. **If you are ill and cannot attend face to face lectures, please notify me by email or Webcourses as soon as possible.**

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing.

Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class. This discussion will be a way for me to gauge your current familiarity with the subject, as well as to let me know what you hope to gain from this class. Your post in this discussion board is your first Homework Assignment.

Assignment Details

- 1) Homework Assignments (13 and the lowest grade is dropped): Homework assignments will occur weekly and are designed to evaluate your understanding of the assigned reading from the textbook by Conroy & Pontzer. Each assignment will consist of multiple-choice questions, True/False statements, fill in the blank, definitions, and/or short answers, and will only cover the textbook chapter that was assigned for that week. These will help you come to class prepared having completed the reading. They will be available on WebCourses in the module for the week they are due, but they will be open one week prior to the due date and closed by **9:00 am EST Monday** morning. You are allowed to consult your textbook. Each Homework Assignment is worth 10 points.
- 2) Discussion Assignments (8 and the lowest grade is dropped): Throughout the semester, you will be assigned reading material to discuss in class that relates to the weekly topic. You will need to prepare **1 question** to ask your fellow students to stimulate discussion. You will **post your question on the Discussion board in WebCourses before the start of class on Monday 9:00 AM**. The questions should be well-written and open-ended and relevant to the assigned reading. You will **also need to respond to 1 question post before the start of class on the following Wednesday by 9:00 AM**. The response should be clear and articulate. Although the length of the response will vary, it should be at least three sentences. Each Discussion Assignment is worth 10 points. Your grade will reflect your participation (in class or on-line), and the questions that you prepared. Please see the Discussion Rubric on WebCourses for further details on grading. The reading for the assignment will be posted in WebCourses in the module for the week they are due, but they will be open one week prior to the due date.

These discussions require **student participation**.

- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

- **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.
- 3) **Lab Assignments (13 labs total and the lowest lab grade is dropped):** Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed in **at the end of class**. Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations.
 - 4) **Exams (3 non-cumulative exams):** There will be three non-cumulative exams: two midterms and one final exam. These exams will take place in the classroom and are not open book. They will include multiple choice questions, True/False statements, fill in the blank, short answer, and short essay with questions based on lectures, all readings, and labs.

Activity Submission

Homework Assignments: Will be posted on WebCourses one week before they are due. They will need to be completed through WebCourses by **9:00 AM EST Monday** each week they are due.*

Discussion Assignments: Will be posted on WebCourses one week before they are due. Questions need to be posted on the Discussion board on WebCourses by **9:00 AM EST** on Monday and responses by **9:00 AM Wednesday**, the day of the Discussion. Late discussion assignments will not be accepted without valid documentation (see below).*

Lab Assignments: Need to be handed in by the end of lab.*

Exams will be taken in class and submitted at the end of the allotted time.**

*Without valid documentation, late assignments (homework, lab, and discussion) will be penalized 1 letter grade per day it's late, and not accepted after 5 days late (excluding weekends). In this case, assignments will need to be emailed to me.

**Make-up exams are not allowed without valid documentation (see below).

Course Procedures and Policies

Contacting the professor: Outside of class our official mode of communication is through Webcourses. You can generally expect a response within 48 hrs. If you do not receive a response over the weekend, you can then expect a response Monday morning. 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 "course email" tool and announcements frequently.

WebCourses: ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments on Webcourses. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

Attendance and participation: You should attend all lectures, complete all assignments, and take notes on lectures and reading material. Attendance is important for understanding course materials and to be

successful in this course. Concepts covered in this course build on each other. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.

Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and additional readings) allows you to do this effectively. Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material. Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions. Participation is graded based on preparedness and ability to contribute to discussion. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Course etiquette:

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

Deadline, late assignments, and make-ups: note that you must complete the course requirements according to the timeline provided in this document. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.

Late assignments (homework, discussions, and labs) will not be accepted without a valid reason and documentation such as traffic ticket, police report, obituary, or doctor's note. I will accept late assignments and labs without documentation, but it will be penalized 1 letter grade per day it's late, and not accepted after 5 days late (excluding weekends). In this case, assignments will need to be emailed to me. Make-up exams are not allowed without valid documentation.

You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. I must be notified as soon as possible about the absence or related emergency by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment.

If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date and will take a different format from the original. No penalty will be applied. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>. An alternative assignment or make up exam may be offered.

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

Grading

All efforts will be made to return graded materials to you within two weeks of their due date unless you are informed otherwise through a class-wide announcement. Grades will be posted under the WebCourses gradebook. Your final grade will be calculated based on the following activities:

Grade Category	Weight toward final grade
Discussion Assignments	20%
Homework Assignments	25%
Lab Assignments	25%
Exams (x3)	30%
Total	100%

Grading Scale

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	D+	D	D-	F
92.5-100%	90-92.4%	87.5-89.9%	82.5-87.4%	80-82.4%	77.5-79.9%	70-77.4%	67.5-69.9%	62.5-67.5%	60-62.4%	0-59.9%

UCF Policy Statements

Rules of Conduct Statement

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open R, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course 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. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://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* <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 <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 <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students Statement

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

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/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

Religious Observances

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

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/>.

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Course Schedule and Assignments

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

Important Dates: Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

Human Origins ANT4586C Fall 2023

Course Schedule and Assignments

*Subject to change with notice.

Week	In-Class Dates	Topic	Assignment & Due Dates H (Homework Assignment) D (Discussion Assignment)
1	Aug 21 Aug 23 Lab 1	Introduction to course Overview of human evolution Human anatomy	H1: Financial Aid Due 8/25 Lab 1: Due 8/23
2	Aug 28 Aug 30 Lab 2	Humans as Primates Comparative Primate Anatomy	H2: Ch. 1 Due 8/28 Lab 2: Due 8/30
3	Sept 4 Sept 6 Lab 3	No Class – Labor Day The Plio-Pleistocene World Comparative Anatomy: Humans vs. Great Apes	H3: Ch. 2 Due 9/6 Lab 3: Due 9/6
4	Sept 11 Sept 13 Lab 4	Finding and Dating Fossils Taphonomy and Dating	H4: Ch. 3 Due 9/11 Lab 4: Due 9/13
5	Sept 18 Sept 20 Lab 5	Naming & Classifying Hominins Discussion 1 & Midterm Review Species Concepts & Classifications	H5: Ch. 4 Due 9/18, D1: Part 1 Due 9/18 D1: Part 2 Due 9/20 Lab 5: Due 9/20
6	Sept 25 Sept 27 Lab 6	Midterm Exam Miocene Apes Miocene Ape Anatomy	H6: Ch. 5 Due 9/27 Lab 6: Due 9/27
7	Oct 2 Oct 4 Lab 7	Early Hominins: South Africa Discussion 2 South African Australopiths	H7: Ch. 6 Due 10/2; D2: Part 1 Due 10/2 D2: Part 2 due 10/4 Lab 7: Due 10/4
8	Oct 9 Oct 11 Lab 8	Early Hominins: East Africa Discussion 3 East African Australopiths	H8: Ch. 7 Due 10/9, D3: Part 1 Due 10/9 D3: Part 2 due 10/11 Lab 8: Due 10/11
9	Oct 16 Oct 18 Lab 9	Australopith Paleobiology & Phylogeny Discussion 4 Bipedalism	H9: Ch. 8 Due 10/16, D4: Part 1 Due 10/16 D4: Part 2 due 10/18 Lab 9: Due 10/18
10	Oct 23 Oct 25 Lab 10	Early Homo Discussion 5 & Midterm Review Homo habilis	H10: Ch. 9 Due 10/23, D5: Part 1 Due 10/23 D5: Part 2 due 10/25 Lab 10: Due 10/25
11	Oct 30 Nov 1 Lab 11	Midterm Exam Homo erectus Homo erectus	Ch. 10 Due 11/1 Lab 11: Due 11/1
12	Nov 6 Nov 8 Lab 12	Middle Pleistocene hominins Discussion 6 Middle Pleistocene hominins	H11: Ch. 11, Due 11/6, D6: Part 1 Due 11/6 D6: Part 2 due 11/8 Lab 12: Due 11/8
13	Nov 13 Nov 15 Lab 13	Neanderthals Discussion 7 Neanderthals & H. sapiens	H12: Ch. 13 due 11/13, D7: Part 1 Due 11/13 D7: Part 2 11/15 Lab 13 Due 11/15

14	Nov 20 Nov 22	Early Homo sapiens & Modern Human Origins No Class Thanksgiving	H13: Ch. 12 Due 11/20
15	Nov 27 Nov. 29	Upper Paleolithic to Holocene Humans Discussion 8 & Review	D8: Part 1 Due 11/27 D8: Part 2 Due 11/29
16	Dec 4-9	Finals Week: Final Exam TBA	

Required Readings (Tentative List)

(Check WebCourses for updates. Any additions will be announced during the previous week.)

Week 1: Introduction to Course & Overview of Human Evolution

- NHM: Know thyself
- Wuketits, F. M. (2015). Charles Darwin, Paleoanthropology, and the Modern Synthesis. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 97-125). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_82

Week 2: Humans as Primates

- Ch. 1: Humans as Primates
- NHM: Tooth and Nail
- Kirk, E. C. (2013) Characteristics of Crown Primates. *Nature Education Knowledge* 4(8):3 <https://www.nature.com/scitable/knowledge/library/characteristics-of-crown-primates-105284416/>
- Martin, R. D. (2015). Chapter 3 - Primate Evolution. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 31-41). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00003-7>

Week 3: The Plio-Pleistocene World

- Ch. 2: The Plio-Pleistocene World
- Campisano, C. J. (2012) Milankovitch Cycles, Paleoclimatic Change, and Hominin Evolution. *Nature Education Knowledge* 4(3):5 <https://www.nature.com/scitable/knowledge/library/milankovitch-cycles-paleoclimatic-change-and-hominin-evolution-68244581/>
- Kovarovic, K. (2012) Paleoecology and Paleoenvironment: a Case Study of Plio-Pleistocene Mammals from Laetoli. *Nature Education Knowledge* 4(4):25 <https://www.nature.com/scitable/knowledge/library/paleoecology-and-paleoenvironment-a-case-study-of-68245441/>
- Rowan, J., & Reed, K. E. (2015). The Paleoclimatic Record and Plio-Pleistocene Paleoenvironments. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 465-491). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_75
- Sept, J. (2015). Chapter 7 - Early Hominin Ecology. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 85-101). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00007-4>

Week 4: Finding and Dating Fossil Hominins

- Ch. 3: Finding and Dating Fossil Hominins
- Peppe, D. J. & Deino, A. L. (2013) Dating Rocks and Fossils Using Geologic Methods. *Nature Education Knowledge* 4(10):1 <https://www.nature.com/scitable/knowledge/library/dating-rocks-and-fossils-using-geologic-methods-107924044/>
- Richter, D., & Wagner, G. A. (2015). Chronometric Methods in Paleoanthropology. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 317-350). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_10

Week 5: Naming & Classifying Hominins

- Ch. 4: Naming and Classifying Fossil Hominins

- McNulty, K. P. (2016) Hominin Taxonomy and Phylogeny: What's In A Name? *Nature Education Knowledge* 7(1):2 <https://www.nature.com/scitable/knowledge/library/hominin-taxonomy-and-phylogeny-what-s-in-142102877/>

Discussion Articles

- Jolly, C. J. (2014). A Darwinian species definition and its implications. *Evol Anthropol*, 23(1), 36-38. <https://doi.org/10.1002/evan.21396>
- Tattersall, I. (2014). Recognizing species, present and past. *Evol Anthropol*, 23(1), 5-7. <https://doi.org/10.1002/evan.21385>
- White, T. D. (2014). Delimitating species in paleoanthropology. *Evol Anthropol*, 23(1), 30-32. <https://doi.org/10.1002/evan.21391>
- Groves, C. (2015). Species Concepts and Speciation: Facts and Fantasies. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 237-256). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_61

Week 6: Miocene Apes

- Ch. 5: Before the Bipedals
- NHM: Going Ape
- McNulty, K. P. (2010). Apes and Tricksters: The Evolution and Diversification of Humans' Closest Relatives. *Evolution: Education and Outreach*, 3(3), 322-332. <https://doi.org/10.1007/s12052-010-0251-z>
- MacLatchy, L. M., Sanders, W. J. & Wuthrich, C. L. (2015) Hominoid Origins. *Nature Education Knowledge* 6(7):4 <https://www.nature.com/scitable/knowledge/library/hominoid-origins-135874580/>

Week 7: Early Hominins: South African

- Ch. 6: The Earliest Hominins (Part 1): The Australopiths of Southern Africa
- Kullmer, O. (2015). Geological Background of Early Hominid Sites in Africa. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 493-510). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_11
- Ward, C. V. & Hammond, A. S. (2016) Australopithecus and Kin. *Nature Education Knowledge* 7(3):1 <https://www.nature.com/scitable/knowledge/library/australopithecus-and-kin-145077614/>

Discussion Articles

- Clarke, R. J., Pickering, T. R., Heaton, J. L., & Kuman, K. (2021). The Earliest South African Hominids. *Annual Review of Anthropology*, 50(1), 125-143. <https://doi.org/10.1146/annurev-anthro-091619-124837>
- Broom R. 1938. The Pleistocene anthropoid apes of South Africa. *Nature* 142:377-79
- Dart RA. 1925. *Australopithecus africanus*: the man-ape of South Africa. *Nature* 115:195-99
- Berger, L. R., Ruiters, D. J. d., Churchill, S. E., Schmid, P., Carlson, K. J., Dirks, P. H. G. M., & Kibii, J. M. (2010). *Australopithecus sediba*: A New Species of *Homo*-Like Australopith from South Africa. *Science*, 328(5975), 195-204. <https://doi.org/doi:10.1126/science.1184944>
- Madison, P., & Wood, B. (2021). Birth of Australopithecus. *Evol Anthropol*, 30(5), 298-306. <https://doi.org/10.1002/evan.21917>

Week 8: Early Hominins: East Africa

- Ch. 7: The Earliest Hominins (Part 2): The Australopiths of Eastern Africa
- NHM: Where do we begin?
- NHM: Lucy and her ilk

- NHM: Chipping Away
- Kullmer, O. (2015). Geological Background of Early Hominid Sites in Africa. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 493-510). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_11
- Su, D. F. (2013). Nature Education Knowledge 4(4):11 <https://www.nature.com/scitable/knowledge/library/the-earliest-hominins-sahelanthropus-orrerin-and-ardipithecus-67648286/>

Discussion Articles

- Bobe, R., & Wood, B. (2022). Estimating origination times from the early hominin fossil record. *Evol Anthropol*, 31(2), 92-102. <https://doi.org/10.1002/evan.21928>
- Ward, C. V. (2015). Chapter 10 - Australopithecines. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 129-142). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00010-4>
- White, T. D., Lovejoy, C. O., Asfaw, B., Carlson, J. P., & Suwa, G. (2015). Neither chimpanzee nor human, *Ardipithecus* reveals the surprising ancestry of both. *Proceedings of the National Academy of Sciences*, 112(16), 4877-4884. <https://doi.org/doi:10.1073/pnas.1403659111>

Week 9: Australopith Paleobiology and Phylogeny

- Ch. 8: Australopith Paleobiology and Phylogeny
- Constantino, P. J. (2013) The "Robust" Australopiths. Nature Education Knowledge 4(1):1 <https://www.nature.com/scitable/knowledge/library/the-robust-australopiths-84076648/>

Discussion Articles

- Harcourt-Smith, W. E. H. (2015). Origin of Bipedal Locomotion. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 1919-1959). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_48
- Hunt, K. D. (2015). Chapter 8 - Bipedalism. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 103-112). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00008-6>

Week 10: Early *Homo*

- Ch. 9: The Emergence of Culture and the Origins of the Genus *Homo*
- NHM: Scouting for the *Homo* Team

Discussion Articles

- Collard, M., & Wood, B. (2015). Defining the Genus *Homo*. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2107-2144). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-39979-4_51
- Simpson, S. W. (2015). Chapter 11 - Early Pleistocene *Homo*. In M. P. Muehlenbein (Ed.), *Basics in Human Evolution* (pp. 143-161). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-802652-6.00011-6>

Week 11: *Homo erectus*

- Ch. 10: Que Vadis *Homo erectus*
- Van Arsdale, A. P. (2013) *Homo erectus* - A Bigger, Smarter, Faster Hominin Lineage. Nature Education Knowledge 4(1):2 <https://www.nature.com/scitable/knowledge/library/homo-erectus-a-bigger-smarter-97879043/>

Week 12: Middle Pleistocene hominins

- Ch. 11: Almost There – But not Quite: “Archaic” Hominins of the Middle Pleistocene
- Bae, C. J. (2013) . Nature Education Knowledge 4(8):4
<https://www.nature.com/scitable/knowledge/library/archaic-homo-sapiens-103852137/>
- Rightmire, G. P. (2015). Later Middle Pleistocene Homo. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2221-2242). Springer Berlin Heidelberg.
https://doi.org/10.1007/978-3-642-39979-4_55

Discussion Articles

- Roksandic, M., Radović, P., Wu, X. J., & Bae, C. J. (2022). Homo bodoensis and why it matters. *Evolutionary Anthropology: Issues, News, and Reviews*. <https://doi.org/10.1002/evan.21954>
- Sarmiento, E. E., & Pickford, M. (2022). Muddying the muddle in the middle even more. *Evol Anthropol*. <https://doi.org/10.1002/evan.21952>
- Delson, E., & Stringer, C. (2022). The naming of Homo bodoensis by Roksandic and colleagues does not resolve issues surrounding Middle Pleistocene human evolution. *Evol Anthropol*. <https://doi.org/10.1002/evan.21950>
- Roksandic, M., Radovic, P., Wu, X. J., & Bae, C. J. (2022). Resolving the "muddle in the middle": The case for Homo bodoensis sp. nov. *Evol Anthropol*, 31(1), 20-29.
<https://doi.org/10.1002/evan.21929>

Week 13: Neanderthals

- Ch. 13: What the Fossils Say About “Modern” Human Origins: A Reality Check
- NHM: The Origin of Us

Discussion Articles

- Harvati, K. (2015). Neanderthals and Their Contemporaries. In W. Henke & I. Tattersall (Eds.), *Handbook of Paleoanthropology* (pp. 2243-2279). Springer Berlin Heidelberg.
https://doi.org/10.1007/978-3-642-39979-4_56
- Weaver, T. D. (2009). The meaning of Neanderthal skeletal morphology. *Proceedings of the National Academy of Sciences*, 106(38), 16028.
- Wroe, S., Parr, W. C. H., Ledogar, J. A., Bourke, J., Evans, S. P., Fiorenza, L., Benazzi, S., Hublin, J. J., Stringer, C., Kullmer, O., Curry, M., Rae, T. C., & Yokley, T. R. (2018). Computer simulations show that Neanderthal facial morphology represents adaptation to cold and high energy demands, but not heavy biting. *Proc Biol Sci*, 285(1876).
<https://doi.org/10.1098/rspb.2018.0085>

Week 14: Early *Homo sapiens* & Modern Human Origins

- Ch. 12: Between Apes and Humanity: “Modern” Human Origins
- NHM: The Paleogenomic Revolution

Discussion Articles

- Stringer, C. (2014). Why we are not all multiregionalists now. *Trends in Ecology & Evolution*, 29(5), 248-251. <https://doi.org/https://doi.org/10.1016/j.tree.2014.03.001>
- Henn, B. M., Steele, T. E., & Weaver, T. D. (2018). Clarifying distinct models of modern human origins in Africa. *Curr Opin Genet Dev*, 53, 148-156. <https://doi.org/10.1016/j.gde.2018.10.003>
- Stringer, C. (2016). The origin and evolution of *Homo sapiens*. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1698), 20150237.
<https://doi.org/doi:10.1098/rstb.2015.0237>

Week 15: Upper Paleolithic to Holocene Humans

- NHM: Finding Meaning

- NHM: The Future of *Homo sapiens*
- Wurz, S. (2012) The Transition to Modern Behavior. *Nature Education Knowledge* 3(10):15

Discussion Articles

- Mirazon Lahr, M. (2016). The shaping of human diversity: filters, boundaries and transitions. *Philos Trans R Soc Lond B Biol Sci*, 371(1698). <https://doi.org/10.1098/rstb.2015.0241>
- Ackermann, R. R., Arnold, M. L., Baiz, M. D., Cahill, J. A., Cortés-Ortiz, L., Evans, B. J., Grant, B. R., Grant, P. R., Hallgrímsson, B., Humphreys, R. A., Jolly, C. J., Malukiewicz, J., Percival, C. J., Ritzman, T. B., Roos, C., Roseman, C. C., Schroeder, L., Smith, F. H., Warren, K. A., . . . Zinner, D. (2019). Hybridization in human evolution: Insights from other organisms. *Evolutionary Anthropology: Issues, News, and Reviews*, 28(4), 189-209. <https://doi.org/https://doi.org/10.1002/evan.21787>



ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

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

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

Course Prerequisites

None

Required Text and Articles

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

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

Basis for Final Grade

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

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

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

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. This includes submitting Artificial Intelligence (AI) output as your own work, which is plagiarism.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility

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

In-Class Recording

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

University Writing Center:

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

Electronic Device Policy

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

Controversial Content

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

Campus Safety

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

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

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

Accommodations for Active Duty Military Students

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

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

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

Title IX Policy

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

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of “Incomplete”

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

Course Schedule

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

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

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

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

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

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

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