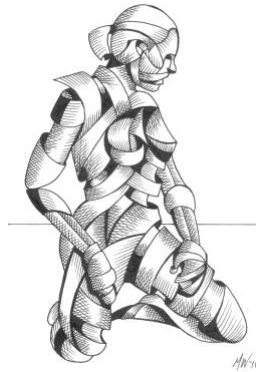


ANTHROPOLOGY OF THE BODY



ANG 5468

Section 0M01

Spring 2024

Tuesday: 3:00pm – 5:50pm & Online

NSC 115

3 Credit Hours

Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

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407-823-4963

Office Hours: Wednesday, 11:30am – 12:00pm (Zoom) & 12:00pm – 1:00pm (in-person)

Course Description

Of the human body, author Bill Bryson insisted that “we pass our existence within this wobble of flesh and yet take it almost entirely for granted.” This course is an effort to take the body seriously by giving it proper analytic attention. Drawing on work from cultural and medical anthropology and adjacent fields, we will explore “the body” as a culturally and historically contingent form, a site of individual and collective identity, and material space for performance and modification. Course materials will cover a range of topics that affect and intersect with the body, including race, gender, illness, nationalism, and disability, in multiple contexts, such as Italy, Bangladesh, Israel, Fiji, India, and the United States. By engaging with key areas of anthropological inquiry on these and other topics, this course will allow us to critically examine how culture, politics, and economics shape the body and how it is experienced.

Public Course Description

Critically examines the body from the perspective of cultural anthropology

Prerequisites

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

Student Learning Objectives

This course has four objectives: 1) to familiarize you with some of the ways in which the body is differentially experienced, managed, and understood in various contexts; 2) to expose you to key areas of inquiry in the anthropology of the body; 3) to instigate critical thinking about the body in both the classroom and your everyday lives; and 4) to encourage the development and advancement of your own research projects and agendas as they pertain to the body.

Class Structure

This mixed mode course has two important components: lectures and seminar discussions. You are required to attend weekly lectures along with the undergraduate students enrolled in ANT 4486: Anthropology of the Body. Lectures will cover material assigned to both graduate and undergraduate students. Additionally, you are required to attend and participate in weekly seminar discussions with your fellow graduate students. These discussions are opportunities for you to engage in more in-depth analysis of the course material, including readings assigned only to graduate students.

Office Hours

Office hours will be in person and via Zoom. An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment.

Course Requirements

Attendance

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

Reading and Participation

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

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. They are expected to create a plan to encourage thoughtful and engaging discussion. If there is more than one discussion leader for the week, they work together ahead of time to create this plan. Your discussion plan must be **emailed to Dr. Harris** no later than **12:00pm on the day of class**. Discussions can take

many forms; you may prepare interesting or provocative questions for the purpose of generating discussion, introduce additional information obtained from websites or print media, etc. But the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

You will write short Reading Reflections on the required readings (500-600 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date style) citations). They should be insightful pieces that comment on the content of all of the week's assigned texts and draw connections between them, **not just summaries**. You will write **eight Reading Reflections** over the course of the semester. You can choose which of the eight (out of 13) weeks you want to submit Reading Reflections. Reading Reflections must be submitted via Webcourses by 11:59pm on the evening prior to class.

Final Paper

You will write a final paper that covers themes and theories discussed in this course. The paper can relate to your dissertation/thesis topic (if already chosen), a thematic area, or a theoretical orientation. This is an opportunity for you to go beyond course material to examine cultural and medical anthropological literature about the body not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words plus bibliography, double-spaced, 1" margins on all sides, Times New Roman 12-point font, and use Chicago Style (author-date version) citations.

Grading Structure

Reading Reflections (8 out of 13)	30% of total grade
Final Paper	30% of total grade
Attendance	10% of total grade
Participation	30% of total grade (15% for discussion leadership, 15% for non-leadership participation)

Grading Scale

Assignments and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

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 the lecture portion of class. However, you may use them for the seminar portion of 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 the lecture, 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. You can also print for **free** in the [Graduate Student Center](#) when you provide your own paper.

Respectful Behavior

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

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

Open Exchange

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

UCF Email and Webcourses Communication

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

Late Policy

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

Placeholder Assignments

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

Grade Disputes

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

Academic Integrity

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

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

Use of Artificial Intelligence

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

Responses to Academic Misconduct

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

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

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, UCF provides resources to support the victim, including confidential [resources](#) and [information](#) concerning reporting options.

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

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

Religious Observance

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

In-Class Recording

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

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.

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 evacuation routes from the classroom and have a plan to find 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 with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris informing her 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, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Writing Center Services

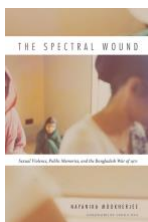
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops 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

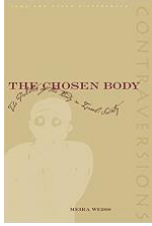
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, January 12**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.



- Weiss, Meira. 2002. *The Chosen Body: The Politics of the Body in Israeli Society*. Stanford: Stanford University Press.

The required books are available for purchase at the UCF bookstore. [A free digital version of Mookherjee's book is also available through the UCF library](#). Several additional required readings are 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.

Course Schedule

Week 1

Tuesday, January 9

- TOPIC: Syllabus and course overview

Week 2

Tuesday, January 16

Reading
Reflection #1

- TOPIC: The Social Body
- READINGS: Douglas, Mary. 1970. *Natural Symbols: Explorations in Cosmology*. London: Routledge. (pg. 69-87)

Mauss, Marcel. 1973. "Techniques of the Body." *Economy and Society* 2(1): 70-88.

Scheper-Hughes, Nancy, and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1(1): 6-41.

Turner, Terence. 2012. "The Social Skin." *HAU: Journal of Ethnographic Theory* 2(2): 486-504.

Week 3

Tuesday, January 23

Reading
Reflection #2

- TOPIC: The Political Body – Part 1

- READING: Weiss, pg. 1-8, 27-64, 94-134
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Week 4

Tuesday, January 30

Reading
Reflection #3

- TOPIC: The Political Body – Part 2
- READINGS: Verdery, Katherine. 1999. *The Political Lives of Dead Bodies: Reburial and Postsocialist Change*. New York: Columbia University Press. (pg. 1-54)

Weiss, pg. 65-93

Week 5

Tuesday, February 6

Reading
Reflection #4

- TOPIC: The Wounded Body
- READINGS: Das, Veena. 1995. "National Honor and Practical Kinship: Unwanted Women and Children." In *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Faye D. Ginsburg and Rayna Rapp, 212-233. Berkeley: University of California Press.

Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

Week 6

Tuesday, February 13

Reading
Reflection #5

- TOPIC: The Lived Body – Part 1
- READINGS: Csordas, Thomas J. 1990. "Embodiment as a Paradigm for Anthropology." *Ethos* 18: 5-47.

Gordon, Deborah R. 1990. "Embodying Illness, Embodying Cancer." *Culture, Medicine and Psychiatry* 14: 275-297.

Merleau-Ponty, Maurice. 2007. "From *The Phenomenology of Perception*." In *Beyond the Body Proper: Reading the Anthropology of Material Life*, edited by Margaret Lock and Judith Farquhar, 133-149. Durham: Duke University Press.

Week 7

Tuesday, February 20

Reading
Reflection #6

- TOPIC: The Lived Body – Part 2
 - READINGS: Breckenridge, Carol A., and Candace Vogler. 2001. “The Critical Limits of Embodiment: Disability’s Criticism.” *Public Culture* 13(3): 349-357.

Frank, Gelya. 1986. “On Embodiment: A Case Study of Congenital Limb Deficiency in American Culture.” *Culture, Medicine and Psychiatry* 10: 189-219.

Murphy, Robert F. 1987. *The Body Silent: The Different World of the Disabled*. New York: H. Holt. (Prologue, Ch. 4-5)
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Week 8

Tuesday, February 27

Reading
Reflection #7

- TOPIC: The Dead Body
 - READINGS: Cromer, Risa, and Sophie Bjork-James. 2023. “Deploying Fetal Death: ‘Fetal Burial’ Laws and the Necropolitics of Reproduction in Indiana.” *Political and Legal Anthropology Review* 46: 9-23.

López, Andrea M. 2020. “Necropolitics in the ‘Compassionate’ City: Care/Brutality in San Francisco.” *Medical Anthropology* 39(8): 751-764.

Mbembe, Achille. 2003. “Necropolitics.” *Public Culture* 15(1): 11-40.
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Week 9

Tuesday, March 5

Reading
Reflection #8

- TOPIC: The Gendered Body
- READINGS: Butler, Judith. 1988. “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory.” *Theatre Journal* 40(4): 519-531.

Gill, Rosalind, Karen Henwood, and Carl McLean. 2005. “Body Projects and the Regulation of Normative Masculinity.” *Body & Society* 11(1): 37-62.

Week 10

Tuesday, March 12

Reading Reflection #9
&
Final Paper topic

- TOPIC: The “Deviant” Body – Part 1
- READINGS: Foucault, Michel. 1978. *The History of Sexuality: Volume I: An Introduction*. New York: Pantheon Books. (pg. 3-13, 17-49, 135-159)

McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. “Big Freaky-Looking Women’: Normalizing Gender Transgression Through Bodybuilding.” *Sociology of Sport Journal* 26: 235-254.

Sloop, John M. 2012. “‘This Is Not Natural’: Caster Semenya’s Gender Threats.” *Critical Studies in Media Communication* 29(2): 81-96.

Week 11

Tuesday, March 19

- NO CLASS – SPRING BREAK
-

Week 12

Tuesday, March 26

Reading
Reflection #10

- TOPIC: The “Deviant” Body – Part 2
- READINGS: Fassin, Didier. 2011. “Racialization: How To Do Races With Bodies.” In *A Companion to the Anthropology of the Body and Embodiment*, edited by Frances E. Mascia-Lees, 419-434. Malden: Wiley-Blackwell.

Shaw, Andrea Elizabeth. 2006. *The Embodiment of Disobedience: Fat Black Women’s Unruly Political Bodies*. Lanham: Lexington Books. (Ch. 2 – “The Anatomy of Sexual Unruliness”)

Strings, Sabrina. 2015. “Obese Black Women as ‘Social Dead Weight’: Reinventing the ‘Diseased Black Woman.’” *Signs* 41(1): 107-130.

Week 13

Tuesday, April 2

Reading
Reflection #11

- TOPIC: The “Ideal” Body – Part 1

- READINGS: Bordo, Susan. 2004. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley: University of California Press. (pg. 185-213)

Greenhalgh, Susan. 2012. "Weighty Subjects: The Biopolitics of the U.S. War on Fat." *American Ethnologist* 39(3): 471-487.

Lupton, Deborah. 2018. *Fat*. London: Routledge. (pg. 47-69)

West, Lindy. 2016. *Sbrill*. New York: Hachette Books. (pg. 86-107)

Week 14

Tuesday, April 9

Reading Reflection #12

- TOPIC: The "Ideal" Body – Part 2
- READINGS: Becker, Anne. 1994. "Nurturing and Negligence: Working on Others' Bodies in Fiji." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 100-115. Cambridge: Cambridge University Press.

Csordas, Thomas J. 1993. "Somatic Modes of Attention." *Cultural Anthropology* 8(2): 135-156.

Week 15

Tuesday, April 16

Reading Reflection #13

- TOPIC: The Modified Body
- READINGS: Brush, Pippa. 1998. "Metaphors of Inscription: Discipline, Plasticity, and the Rhetoric of Choice." *Feminist Review* 58: 22-43.

Chong, Jia-Rui. 2005. "Beauty and the Bleach." *The Los Angeles Times*, July 26.

Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. (pg. 3-31, 135-169, 195-228)

Kaw, Eugenia. 1994. "'Opening' Faces: The Politics of Cosmetic Surgery and Asian American Women." In *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, 241-265. New Brunswick: Rutgers University Press.

Finals Week

TBD

ANG5535: Scientific Prejudice and Anthropology
Spring 2024 (3 credits)
Tuesdays and Thursdays, 12:00-2:50pm
Location: MSB O149
Mode: P

Instructor Information:

Donovan M. Adams, Ph.D. (Any)
Office: Partnership I 313
Office Phone Number: 407-823-0951
Office Hours: Tuesdays, 12:30-2:00pm, or by appointment
E-mail: donovan.adams@ucf.edu

Prerequisites:

None

Required Text:

- *Race, Monogamy, and Other Lies They Told You: Busting Myths about Human Nature* by Augustín Fuentes. ISBN-13: 978-0520269712.
- *Rising Out of Hatred: The Awakening of a Former White Nationalist* by Eli Saslow. ISBN-13: 978-0525434955.
- Other required readings will be provided on Webcourses@UCF.
- NOTE: There will be difficult readings with negative/harmful terms and arguments. Please keep this in mind while reading and be sure to handle these issues appropriately.

Required Technology:

- Access to Webcourses@UCF
- Zoom (must be accessed using your Knights e-mail).

Course Requirements:

- Discussion/Participation
- Leading discussion
- Article reactions
- Public engagement activity
- Saslow (2018) reaction
- Research project and presentation

Anthropology's origins are marred by typological, discriminatory practices. Modern anthropology practice and research recognizes the scientifically invalid concept of biological race and gender and the incorrect hierarchical notions of race, sex and gender, sexuality, religion, culture, and more. Despite this, arguments remain as to whether anthropology, biological in particular, still reinforces ideas like biological race and the sex binary and how anthropology may be used to bolster discriminatory ideologies. There has been a documented rise in both the number and veracity of white extremist groups/individuals in the United States over the last several years that engage with these topics in online spaces. As such, it is critical for

anthropologists to continue evaluating the ethics and actions of their research, teaching, and public engagement regarding these topics.

This course covers what scientific prejudice is (through studying relevant research and extremists engaging with anthropological concepts to justify prejudicial beliefs) and its effects through three main objectives. First, this course addresses the origins of anthropology to understand the foundations and evolution of contemporary anthropological positions and to understand much of the work weaponized by the far-right. Second, the course will analyze and critique specific thematic examples of scientific prejudice utilizing anthropological research and practice. Third, the course will assess practical ways to address these issues in our work.

Course Objectives:

By the end of the course, students will:

- 1) Be able to critically evaluate the origins of anthropology and how this research has contributed to the foundations of modern scientific prejudice.
- 2) Be able to identify how the subfields of anthropology are currently used in prejudicial science and by the far-right.
- 3) Be able to critically evaluate ethical practice in research design, method, and presentation.
- 4) Evaluate mechanisms by which researchers can mitigate (mis)appropriation of their research.

Course Assignments

- *Discussion/Participation:* It is expected that students will participate in class discussions as a part of the total grade. You must come prepared with the readings completed. Participation includes answering and asking questions and engaging in substantive dialogue regarding weekly readings/topics.
 - *Discussion leaders:* Each student must help to facilitate class discussion once throughout the semester. Leading discussion will include synthesizing the major themes of the readings, connecting them to class lecture, asking substantive questions for the class, and providing space for other students' questions. Students will sign-up for a slot between Weeks 6-10 on the first day of class.
 - *Note:* Even if you are not designated a discussion leader for a particular week, you must still come to class with the readings and *article reaction discussions* completed.
- *Article reaction discussions:* Students will provide reactions and critiques regarding the ethics, methodology, terminology, and interpretations of weekly readings. These may consist of flaws in the research, but also how these studies may or may not also resemble typical anthropological research. These will be done online through Webcourses and must be turned in *before* class the following week.
- *Public Engagement Activity:* Students must participate in a public engagement activity arranged at the beginning of the semester where science is communicated to the public. Students will take the information and skills learned from the class and apply it in a practical context within the Orlando community.
- *Saslow (2018) reaction:* Throughout the semester, you should be reading Saslow (2018), a biography about Derek Black's deradicalization from racial extremism. For this

assignment, you will reflect on the factors that contributed to Derek Black's membership in the community, factors that contributed to Black's deradicalization, and factors that might serve to maintain his deradicalization. Further you will reflect on how this may impact your own practice/research. This assignment is due April 16th.

- *Research Project:* In groups, students will select a specific topic covered in this course, come up with a particular research question, and write both a collaborative research paper and provide a presentation of the written paper. Questions may relate to a specific field of study or data set (e.g., intelligence, craniometrics, etc.), a specific aspect of research presentation (e.g., terminology, figures and tables, abstracts, etc.), historical (e.g., development of biological anthropology, etc.), or broad ethical question (e.g., sample construction, interpretations, ethical practice, etc.).
 - *Research Topic:* The topic of your paper must be decided among your assigned group no later than January 30th. Your topic will be submitted on WebCourses.
 - *Check-in:* Once you have received approval on your topic, you must submit an outline of your project by March 5th. The outline should include relevant headers and subheaders for how your paper will be organized, major points that will be addressed and initial findings/arguments, and relevant citations. No less than 20 citations should be present at this stage. This outline is to be written in the provided Google Doc. The week of March 5th you will also have a 30-minute check-in meeting with me to evaluate progress and explain your plan for your paper.
 - *Written Paper:* A 5000-7500 word (double-spaced, Times New Roman, size 12 font) on the topic of choice must be turned in. This paper will follow the style of *American Anthropologist (AA)*, with an Introduction, Materials and Methods (if appropriate), Results (if appropriate), and Discussion and Conclusions. Appropriate citations and bibliography must be provided. It is expected that all members of the group participate in writing the paper. This paper is to be written in the provided Google Doc. Rubrics will be provided for self and peer assessment.
 - *Presentation:* A 25-minute research presentation will be given at the end of the semester summarizing the research paper for the class. It is expected that all members of the group participate in the presentation. Rubrics will be provided for self and peer assessment.

Grading: Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

Article reaction discussions (10 points x 10 assignments)	100	13.33%
Discussions/Participation	140	18.67%

Discussion Leader	50	6.67%
Public Engagement Activity	100	13.33%
Saslow (2018) Reaction	100	13.33%
Research Project Topic	10	1.33%
Research Project Check-in	50	6.67%
Research Project Presentation	100	13.33%
Research Project Paper	100	13.33%
TOTAL	750	

Classroom Policies:

- We will discuss a range of topics with varying social perspectives (e.g., race/ancestry, human variation, evolution, etc.). Scientific discussion is acceptable; however, this class is an academic space where we will respect each other and treat each other appropriately. This 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) are to be directed at other individuals and will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate.
- All communication will be done either through Webcourses or directly to your UCF email address. Be sure to have these on file and that you are checking these.

Financial Aid Requirement:

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

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 12th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

Academic Integrity:

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

<<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility:

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

Course Accessibility and Disability COVID-19 Supplemental Statement:

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.

Campus Safety:

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

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

Deployed Active Duty Military Students:

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

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

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

Any late assignments will have at least a 20% penalty (barring an excused absence). You have until the last day of class, April 16th, to submit late assignments. No Final Presentations/Papers will be accepted beyond the Final Exam period (April 23, 1:00-3:50pm).

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>.

Diversity and Inclusion:

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

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

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

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

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



Course Schedule

	Week	Day	Topic	Reading	Assignment
Foundations	1	Jan 9	What is scientific prejudice?	Belkhir (1994) Blakey (1999) Scaffer (2007) Saini (2017): Ch. 1 Fuentes: Ch. 1	
	2	Jan 16	Origins of anthropology	Weston (1993) McDaniel (2007) Baker (2010): Ch. 4 Levine (2010) Schmitt (2020) Blakey (2021) Fuentes (2021): Ch. 2	Reading Response #1
	3	Jan 23	Extremism, worldviews, and metapolitics	Taylor (1997) Redpills (2003-2005) De Benoist (2009) Hartzell (2018) Bjork-James (2020) Picciolini (2020)	Reading Response #2
	4	Jan 30	What is race, gender, and sexuality?	Rushton (2002) Hochman (2016) DuBois and Shattuck-Heidorn (2021) Fuentes (2021): 84-112, 119-129 Ziemińska (2022)	Reading Response #3
Topical Discussions	5	Feb 6	Human evolution	Miller (1997) Whitney (1999a,b) Rushton and Rushton (2003) Miller (2018) Fuentes (2021): Ch. 3 and 4	Reading Response #4 Research Topic
	6	Feb 13	Ethnic and Cultural Origins	Rushton (1989) Francis (1997) Day (2002) McNaughton (2012) Arvin (2019): Ch. 1 and 2	Reading Response #5
	7	Feb 20	Intelligence, Criminality, and Personality	Rushton (1985) Lynn (2006) Templer and Rushton (2011) Dutton and Lynn (2015)	Reading Response #6

				Wright and Morgan (2015) <i>Bird (2021)</i> <i>Kramer (2022)</i>	
	8	Feb 27	Multiculturalism and Religion	MacDonald (2001) Rienzi (2003) Taylor (2003) Andrews (2010) Hama (2011) Vanhanen (2012) Dutton (2018) Orion Manifesto	Reading Response #7
	9	Mar 5	Gender and Sexuality	Jamieson (1999) Ellis and He (2011) Ellis and Ratnasingam (2012) Saini (2017): Ch. 5 Apostolou (2018) Meisenberg (2018) Fuentes (2021): 184-216	Reading Response #8 Research Project Check-in
	10	Mar 12	Ancestry and Sex Estimation	Sesardic (2010) Bulbeck (2011) Bethard and DiGangi (2020) Stull et al. (2021) DiGangi and Bethard (2021) Adams and Pilloud (2022) Weiss (2022) YouTube Video	Reading Response #9
	11	Mar 19	Spring Break NO CLASSES		
Where do we go?	12	Mar 26	Public Engagement and Science Communication	AA (2010) Johnson (2015) Killgrove (2018) Rogers (2019) Fuentes (2021): Ch. 9 Wade (2021)	Reading Response #10
	13	Apr 2	Figures, Tables, and Abstracts	Jedidiah Carlson blog Alexandrov and Hennerici (2007) Wood and Morrison (2011) Passalacqua et al. (2014)	Reading Response #11

				Carlson et al. (2022)	
	14	Apr 9	Terminology	Fuerst (2017) Wilson (2019) Pilloud et al., (2021) HRC Glossary of Terms	Reading Response #12 Public Engagement Project
	15	Apr 16	Research Design	Reardon and TallBear (2012) Zimmer (2018) Duke (2020) Lasisi (2021) Leonard (2021) Tallman et al. (2021) Winburn et al. (2022)	Saslow (2018) reaction
	16	Apr 23	Final Exam – Paper and Presentations Due Apr 1:00-3:50 pm		

Important Dates:

- Week 3: Research Topic Due
- Week 9: Research Project Check-in
- Week 14: Public Engagement Project
- Apr 23: Research Project Write-up Due and Final Presentations



ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Scott Branting	Term:	Spring 2024
Office:	HPH 309	Credit Hours	3
Phone:	(407) 823-4962	Class Meeting Days:	Th
E-Mail:	scott.branting@ucf.edu	Class Meeting Hours:	9:00am – 11:50am
Website:	UCF Webcourses		April 25 th 7:00am – 9:50am
Office Hours:	Dr. Branting is available in person in the department (HPH 309) M 1-2pm or online Th 12:30-1:00pm or by appointment	Class Location:	CB1 219
	Nilver is available online M 9:00-11:00am, F 4:00-6:00pm, or by appointment	TA:	Nilver Tolvar
		TA email:	nilver.tovar@ucf.edu

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

Course Prerequisites

ANT4852/ANG5852, GIS 3043C, POS 4764, PCB 4462, SYA 3352 or consent of instructor

Required Text and Articles

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.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times 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.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	During class with leadership on assigned weeks	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 11 th at start of the class period (9:00am)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 15 or 16	20%	20

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

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

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Course Accessibility

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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 will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Jan. 11	Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 12th, 3pm	
2	Th	Jan. 18	Monitoring Things from Space Classroom Discussion and Project Preparation Session	Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”
3	Th	Jan. 25	Tracking Movement Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”; Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”
4	Th	Feb. 1	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”; Spielman (2006) “Appropriate use of the K Function in Urban Environments”; Austin et al. (2006) “Austin et al. Respond”

5	Th	Feb. 8	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know"; Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	Th	Feb. 15	Maps and Behavior Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	Th	Feb. 22	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	Th	Feb. 29	Simulations Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	Th	Mar. 7	Databases and Privacy Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	Th	Mar. 14	Report Preparation Session	
11	Th	Mar. 21	SPRING BREAK NO CLASS	
12	Th	Mar. 28	Report Preparation Session	
13	Th	Apr. 4	Report Preparation Session	

14	Th	Apr. 11	ASSIGNMENT DUE AT START OF CLASS Final Project Report (no more than 10 pages) The Future of GIS Discussion	Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”
15	Th	Apr. 18	STUDENT PRESENTATIONS	
Finals	Th	Apr. 25	STUDENT PRESENTATIONS *Note Different Time: 7:00am – 9:50pm	

Article Bibliography

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

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
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Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 “Whose data is it anyway?” The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

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

ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY



ANG 6498

Section 0001

Spring 2024

Wednesday: 3:00 pm – 5:50 pm

HPH 409M

3 Credit Hours

Dr. Shana Harris

Department of Anthropology

Howard Phillips Hall 409N

shana.harris@ucf.edu

407-823-4963

Office Hours: Wednesday, 1:00pm – 2:00pm (in person) & 2:00pm – 2:30pm (Zoom)

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, in particular, qualitative methods play a particularly important role in the way we design projects, collect and analyze data, and circulate our work both inside and outside academia. This course is an exploration of various qualitative methods that anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as less common ones, including focus groups and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide you with methodological techniques and strategies for conducting qualitative fieldwork and analysis; and 3) to develop and advance your own research projects and agendas through the use of qualitative methods.

Class Structure

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

Office Hours

Office hours will be in person and via Zoom. An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment.

Course Requirements

Attendance

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

Reading and Participation

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

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

Reading Reflections

You will write short Reading Reflections on the required readings (500-600 words plus bibliography, singled-spaced, 1” margins on all sides, Times New Roman 12-point font, Chicago Style (author-date style) citations). They should be insightful pieces that comment on the content of all of the week’s assigned texts and draw connections between them, **not just summaries**. You will write **seven Reading Reflections** over the course of the semester. You can choose which of the seven (out of 11) weeks you want to submit Reading Reflections. Reading Reflections must be submitted via Webcourses by 11:59pm on the evening prior to class.

CITI Training

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

Project

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

Project Presentation

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

Grading Structure

Reading Reflections (7 out of 11)	20% of total grade
Project	40% of total grade
Project Presentation	10% of total grade
Attendance	10% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

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

Course Policies

Respectful Behavior

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

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

Open Exchange

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

UCF Email and Webcourses Communication

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

Late Policy

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

Placeholder Assignments

UCF is cracking down on students who use “placeholder” assignments to buy more time to complete an assignment (i.e., intentionally submitting a corrupt or “wrong” file). However, you might upload a corrupt or wrong file inadvertently; accidents do happen. If you submit a corrupt or wrong file by the assignment deadline, I will accept one resubmission of the correct file with a small penalty. The

deadline for the resubmission will be set by Dr. Harris. You will receive a zero if the assignment is not submitted by the new deadline. Dr. Harris is offering this courtesy only once for the entire semester. If you submit a corrupt or wrong file more than once, your grade for the assignment will be a zero.

Grade Disputes

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

Academic Integrity

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

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

Use of Artificial Intelligence

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

Responses to Academic Misconduct

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

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

academic dishonesty, resulting in the final grade for this course being preceded by the letter Z.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, UCF provides resources to support the victim, including confidential [resources](#) and [information](#) concerning reporting options.

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

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

Religious Observance

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

In-Class Recording

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

Campus Safety

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

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You can also find the guide [online](#).
- Know evacuation routes from the classroom and have a plan to find 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 with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris informing her 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, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Writing Center Services

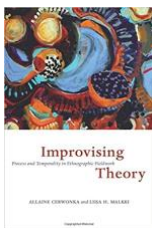
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops 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, January 12**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Cerwonka, Allaine, and Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press.



- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Second Edition. Lanham: Rowman & Littlefield.

The required books are available for purchase at the UCF bookstore. **Free digital versions of the books are also available through the UCF library.** Several additional required readings are 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.

Course Schedule

Week 1

Wednesday, January 10

- TOPIC: Course Overview / Epistemology and Method
- READING: Schnegg, Michael. 2014. "Epistemology: The Nature and Validation of Knowledge." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence G. Gravlee, 21-53. Lanham: Rowman & Littlefield.

Week 2

Wednesday, January 17

Reading Reflection #1

- TOPIC: Ethnography and Participant Observation
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 272-307)

Cerwonka and Malkki, pg. 1-40.

Okley, Judith. 2007. "Fieldwork Embodied." *The Sociological Review* 55 (Supplement 1): 65-79.

Tedlock, Barbara. 1991. "From Participant Observation to the Observation of Participation: The Emergence of Narrative Ethnography." *Journal of Anthropological Research* 47(1): 69-94.

Week 3

Wednesday, January 24

Reading
Reflection #2

- TOPIC: Interviews
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 163-179, 184-232)

Davies, Deirdre, and Jenny Dodd. 2002. "Qualitative Research and the Question of Rigor." *Qualitative Health Research* 12(2): 279-289.

Forsey, Martin Gerard. 2010. "Ethnography as Participant Listening." *Ethnography* 11(4): 558-572.

Linabary, Jasmine R., and Stephanie A. Hamel. 2017. "Feminist Online Interviewing: Engaging Issues of Power, Resistance and Reflexivity in Practice." *Feminist Review* 115: 97-113.

Week 4

Wednesday, January 31

Reading
Reflection #3

- TOPIC: Focus Groups – Part 1
- READING: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: SAGE Publications.
- VIDEO: [Best Practices in Focus Group Research](#)

Week 5

Wednesday, February 7

Reading Reflection #4
AND
CITI Training Due

- TOPIC: Focus Groups – Part 2
- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1): 78-86.

Chen, Julianne, and Pearlyn Neo. 2019. "Texting the Waters: An Assessment of Focus Groups Conducted via WhatsApp Smartphone Messaging Application." *Methodological Innovations* September-December: 1-10.

Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21: 236-265.

Reisner, Sari L., Renee K. Randazzo, Jaclyn M. White Hughto, Sarah Peitzmeier, L. Zachary DuBois, Dana J. Pardee, Elliot Marrow, Sarah McLean, and Jennifer Potter. 2018. "Sensitive Health Topics With Underserved Patient Populations: Methodological Considerations for Online Focus Group Discussions." *Qualitative Health Research* 28(10): 1658-1673.

- ONLINE: [CITI Training](#)

Week 6

Wednesday, February 14

Reading
Reflection #5

- TOPIC: Digital Anthropology and Ethnography – Part 1
- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather Horst and Daniel Miller, 39-60. London: Berg.

Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3): 306-330.

Roberts, Lynne D. 2015. "Ethical Issues in Conducting Qualitative Research in Online Communities." *Qualitative Research in Psychology* 12: 314-325.

Week 7

Wednesday, February 21

Reading
Reflection #6

- TOPIC: Digital Anthropology and Ethnography – Part 2
- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1): 4-17.

Caliandro, Alessandro. 2018. "Digital Methods for Ethnography: Analytical Concepts for Ethnographers Exploring Social Media Environments." *Journal of Contemporary Ethnography* 47(5): 551-578.

Henning, April, and Jesper Andreasson. 2021. "'Yay, Another Lady Starting a Log!': Women's Fitness Doping and the Gendered Space of an Online Doping Forum." *Communication & Sport* 9(6): 988-1007.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: SAGE Publications.

Week 8

Wednesday, February 28

Reading Reflection #7 AND Research Proposal Due
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- TOPIC: Visual Anthropology
- READINGS: Harper, Douglas. 2002. "Talking About Pictures: A Case for Photo Elicitation." *Visual Studies* 17(1): 13-26.

Pink, Sarah. 2013. *Doing Visual Ethnography*. London: SAGE Publications. (pg. 33-47, 73-160)

Silverstein, Sydney M., Katie Milligan, Annette Osborn, Iman Aamir, Danielle Gainer, and Raminta Daniulaityte. 2022. "Visualizing a Calculus of Recovery: Calibrating Relations in an Opioid Epicenter." *Culture, Medicine and Psychiatry* 46: 798-826.

Wang, Caroline, and Mary Ann Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education & Behavior* 24(3): 369-387.

Week 9

Wednesday, March 6

Reading Reflection #8

- TOPIC: Data Analysis
- READINGS: Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield. (pg. 308-322, 437-470)

Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9): 1277-1288.

McLellan, Eleanor, Kathleen M. MacQueen, and Judith L. Neidig. 2003. "Beyond the Qualitative Interview: Data Preparation and Transcription." *Field Methods* 15(1): 63-84.

Nowell, Lorelli S., Jill M. Norris, Deborah E. White, and Nancy J. Moules. 2017. "Thematic Analysis: Striving to Meet the Trustworthiness Criteria." *International Journal of Qualitative Methods* 16: 1-13.

- VIDEO: [An Introduction to Qualitative Data Analysis](#)

Week 10

Wednesday, March 13

<p>Reading Reflection #9</p>

- TOPIC: Data Analysis and Management
- READINGS: La Pelle, Nancy. 2004. "Simplifying Qualitative Data Analysis Using General Purpose Software Tools." *Field Methods* 16(1): 85-108.

Silver, Christina, and Ann Lewins. 2014. *Using Software in Qualitative Research: A Step-By-Step Guide*. London: SAGE Publications. (pg. 9-34)

Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4): 385-403.

- VIDEO: [What is Qualitative Data Analysis Software?](#)

Week 11

Wednesday, March 20

- NO CLASS – SPRING BREAK

Week 12

Wednesday, March 27

<p>Reading Reflection #10 AND Data Collection and Analysis Due</p>

- TOPIC: Sampling
- READINGS: Guest, Greg. 2015. "Sampling and Selecting Participants in Field Research." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence C. Gravlee, 215-250. Lanham: Rowman & Littlefield.

Hennink, Monique M., Bonnie N. Kaiser, and Vincent C. Marconi. 2017. "Code Saturation Versus Meaning Saturation: How Many Interviews Are Enough?" *Qualitative Health Research* 27(4): 591-608.

Noy, Chaim. 2008. "Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research." *International Journal of Social Research Methodology* 11(4): 327-344.

Small, Mario Luis. 2009. “‘How Many Cases Do I Need?’: On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10(1): 5-38.

Week 13

Wednesday, April 3

Reading Reflection #11

- TOPIC: Ethics and Emotion in Ethnography
- READINGS: Cerwonka and Malkki, pg. 41-161.

Dickson-Swift, Virginia, Erica L. James, Sandra Kippen, and Pranee Liamputtong. 2009. “Researching Sensitive Topics: Qualitative Research as Emotion Work.” *Qualitative Research* 9(1): 61-79.

Lo Bosco, Maria Concetta. 2021. “Feelings in the Field: The Emotional Labour of the Ethnographer.” *Anthropology in Action* 28(2): 8-17.

Week 14

Wednesday, April 10

- Student Presentations – Part 1
-

Week 15

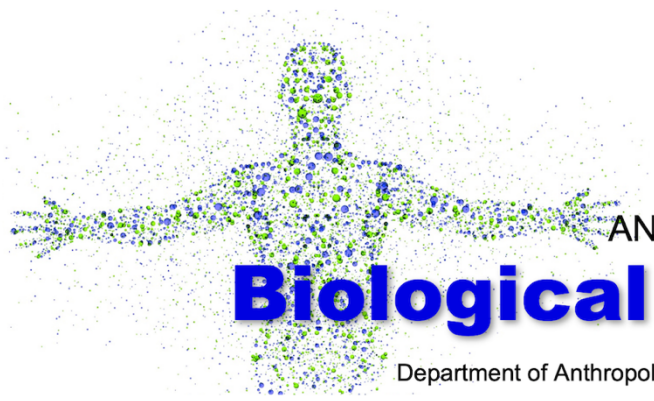
Wednesday, April 17

- Student Presentations – Part 2
-

Finals Week

Wednesday, April 24

Project Report due by 1:00pm



ANG 6587 (0001) Spring Seminar 2024

Biological Anthropology

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

Course Information

Course Name: Seminar in Biological Anthropology
Course ID: ANG6587 (0001) / Spring 2024
Credit Hours: 3.0 hours
Location / time: Tuesday 6:00-8:50pm in HPH 409M

Professor Contact

Professor: **Dr. Lana Williams**
Main office: UCF Main campus – Howard Phillips Hall 309F
Phone: 407-823-2227
Office Hrs: Tuesday 4:15-5:45 PM (open drop-in, HPH 309F)
E-mail: via WebCourses Inbox messaging (or lane.williams@ucf.edu)

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation. **Prerequisite:** Admission to Anthropology MA or CI.

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

What is this course about?

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research using discussion as our analytical framework. Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism, and modern synthetic theories.
- Molecular genomics, population and behavioral genetics and evolutionary forces.
- Human and primate behavioral and cognitive evolution.
- Functional and adaptive nature of phenotypic and genotypic human diversity and biological variation.
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course.
- Evolutionary and contemporary perspectives on biological/cultural integrations in human health, including nutrition and adaptive immunity.

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, and the biological basis for human diversity and behavior.** After successfully completing this course, you should be able to:

- Explain core theoretical concepts fundamental to biological anthropology, including their historical development.
- Describe historical and current influences on scientific understanding of human biological diversity.
- Explore problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Discuss social implications of controversial topics such as genetic testing, racial identification, and infectious disease response.

- Integrate empirical evidence relevant to the human experience in evolutionary history, our biological diversity and social-environmental ecology.

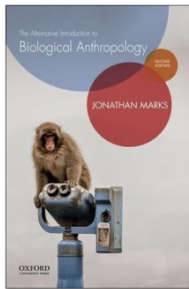
You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

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

What textbooks will I need?

The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in [WebCourses@UCF](https://webcourses.ucf.edu).

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible if using this vendor.



The Alternative Introduction to Biological Anthropology

Author: J. Marks

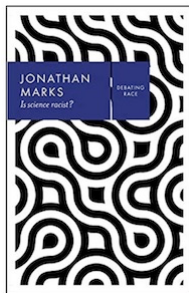
Edition: **2nd edition**

Year: 2018

Publisher: Oxford University Press

ISBN: 9780190490997

Available in paperback, eBook and rental formats



Is Science Racist?

Author: J. Marks

Edition: 1st edition

Year: 2017

Publisher: Polity

ISBN: 9780745689227

Available in paperback and eBook 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, submit your assignments and communicate with your professor and peers in the course. [Knight's Online](https://knightsonline.com) has excellent resources to assist you in being successful when working in a combined face-to-face and 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 the many aspects of biological anthropology through evolution, human genomics, and human biological diversity – 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 students striving for an A- grade or higher, I recommend that you spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities**. You should also plan on setting aside at least **six hours each week to complete your assigned reading and work through required assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate seminar. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for graded work 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. If you need any assistance with course materials, assignments, or study tips with the readings, please visit your instructor's **office hours on Tuesdays from 4:15-5:45PM in HPH 309F**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an office or 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 **Spring 2024** session begins on **JAN 08, 2024** and ends on **APR 30, 2024**. Over this period, you will be expected to:

- submit responses in a **university-required academic activity** to start the course;
- **preview and read assigned literature** and keep reading notes;
- **contribute one relevant outside academic reading** to each discussion;
- fully **participate in weekly class discussion** forums;
- prepare relevant discussion questions and **lead one weekly discussion**
- write **six short critical reaction papers** and participate in **peer reviews** of written work.

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 any assigned media content. 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 assignments will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed class or

assignments). 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 submit your initial online forum contribution in [FORUM 1: Validating Science?](#) in MODULE 1 by **11:59pm EST on JAN 12, 2024**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding**.

How will I be evaluated and graded?

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Discussion contributions:** You will need to participate in weekly class discussion forums. In each forum, you will **prepare through a provided discussion forum prompt and contribute an oral summary and critical analysis** of one relevant outside reading to each class discussion. On average, preparation for discussion forum should take **about 30-45 minutes** to complete prior to class meeting times.
- **Discussion lead:** You will be expected to take the lead on a discussion topic by preparing at least three relevant discussion questions based on the assigned reading and discussion forum prompt. You will need to be familiar with the assigned readings and role they play in theoretical or methodological development in biological anthropology.
- **Critical reaction papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper includes a thoughtful and constructive critique that references required readings and outside sources not included in the course. On average, you should expect to spend **approximately 2-3 hours** writing and editing your paper prior to submission.
- **Active participation:** You will need to fully participate in weekly class discussion using your notes on assigned readings. Active participation means you are prepared, present in the discussion, and proactive (and polite) when engaging in scholarly discourse. This is a **self-graded reflection** intended to evaluate your learning and participation fairly and responsibly, taking **about 5 minutes** to complete each week.
- **Peer review process:** A portion of your participation grade is based on completing peer reviews of critical reaction papers written by your seminar colleagues. You are expected to provide feedback on structure, organization, and critical thinking in each review. On average, you should expect to spend **approximately 30-45 minutes** reading and writing review comments each week that a paper is submitted and assigned for review.

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

Assessment:	Points Possible	% Final Grade
Discussion contributions (10 points each week)	140	30%
Discussion lead (relevant discussion questions)	30	15%
Critical reaction papers (10 points each paper)	60	30%
Peer review process (5 points each paper)	30	15%
Active participation (regular attendance)	65	10%

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.

NOTE: As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does not count** toward completion of the degree program.

How do I view my grades?

You can access your grades for assignments 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, participation and forum contribution grades will be available within five-to-seven days after the final due date. For critical summary papers, grades will be available within seven-to-ten 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.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader and/or overall class feedback in announcements. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all 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. **You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence** (e.g., two or more consecutive weeks).

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 **illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the class meeting time. 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 **within five days of the missed seminar meeting 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 classroom and/or 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 seminar discussion 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 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.

Spring 2024 Session Schedule

Weekly Content	Topics	Written Assignments
Week 1 (Jan 08-16) <ul style="list-style-type: none">Course IntroModule 1	Things You Should Know Science and Biological Anthropology	Required Activity Forum preparation
Week 2 (Jan 17-23) <ul style="list-style-type: none">Module 2	Darwin's Evolutionary Theory	Forum preparation
Week 3 (Jan 24-30) <ul style="list-style-type: none">Module 3	Molecular Genomics and Us	Forum preparation & reaction paper
Week 4 (Jan 31-Feb 04) <ul style="list-style-type: none">Module 4	Microevolution and Gene Pools	Forum preparation
Week 5 (Feb 05-13) <ul style="list-style-type: none">Module 5	Natural Order of Things <i>Primates</i>	Forum preparation
Week 6 (Feb 14-20) <ul style="list-style-type: none">Module 6	What Primates Tells Us	Forum preparation & reaction paper
Week 7 (Feb 21-27) <ul style="list-style-type: none">Module 7	Becoming 'Sexy' Hominins	Forum preparation
Week 8 (Feb 28-Mar 05) <ul style="list-style-type: none">Module 8	Modernity and Us	Forum preparation & reaction paper
Week 9 (Mar 06-12) <ul style="list-style-type: none">Module 9	In Between Birth and Death	Forum preparation
Week 10 (Mar 13-26) <ul style="list-style-type: none">Module 10	Our Evolutionary Banquet	Forum preparation & reaction paper
Spring Break (Mar 18-24)		
Week 11 (Mar 27-Apr 02) <ul style="list-style-type: none">Module 11	The Evolutionary Petri Dish	Forum preparation & reaction paper
Week 12 (Apr 03-09) <ul style="list-style-type: none">Module 12	Adapting to Extremes and Niches	Forum preparation
Week 13 (Apr 10-16) <ul style="list-style-type: none">Module 13	Different Is Different (Or Not)	Forum preparation & reaction paper
Weeks 14 (Apr 30) <ul style="list-style-type: none">Module 14	Our Next Step (Finals Wrap Up)	—

ANG 6930: Seminar in Cultural Anthropology

Department of Anthropology, College of Sciences

Instructor Information

Instructor: Monica E. Rodriguez, PhD

Office Location: HPH 409E

Office Hours:

- Monday: 3pm-5pm (in person and online)
- Tuesday: 12pm-2pm (in person and online)
- Thursday: 1pm-3pm (online only)

Phone: (407)823-3163

Email: monica.rodriguez2@ucf.edu

Course Information

Term: Spring 2024

Credit Hours: 3

Class Meeting Days: Mondays

Class Meeting Time: 6:00 pm – 8:50 pm

Class Location: HPH 409 M

Course Prerequisite (If applicable): Admission to the MA in Anthropology Program or permission from the instructor.

Catalog Course Description: Theoretical foundations and contemporary issues in the study of living creatures.

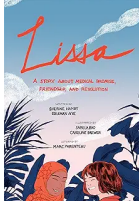


Instructor's Course Description

This course is an advanced review of topics in cultural anthropology. We will examine historic and contemporary topics in cultural anthropology. This course is a reading- and writing-intensive course that will require you to read weekly materials from articles, webpages, and other sources. We will also be reading three ethnographies over the course of the class.

Student Learning Outcomes

- Introduce students to theories, key terms, concepts, methods, and ethics in cultural anthropology.
- Examine key concepts in cultural anthropology in historic and contemporary use.
- Identify aspects of cultural anthropology that connect to individual student interests
- Prepare to explain cultural anthropology theories, terms, concepts, methods, etc. to different audiences.

Required Books

	<p>Hamdy, Sherine and Coleman Nye. 2017. A Story about Medical Promise, Friendship, and Revolution. Toronto: University of Toronto Press.</p> <p><u>Estimated Cost:</u></p> <ul style="list-style-type: none"> • New – Paperback: about \$26, • Used – Paperback: starts at about \$14, • Kindle: about \$14
	<p>Ngin, ChorSwang. 2018. Identities on Trial in the United States: Asylum Seekers from Asia. Lanham: Lexington Books.</p> <p><u>Estimated Cost:</u></p> <ul style="list-style-type: none"> • New – Paperback: about \$39 • Used – Hardcover: about \$33 • Kindle: about \$37
	<p>Silber, Irina Carlota. 2022. After Stories: Transnational Intimacies of Postwar El Salvador. Stanford: Stanford University Press.</p> <ul style="list-style-type: none"> • New – Paperback: about \$28, • Used – Paperback: starts at about \$27, • Kindle: about \$26

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Assignments**Required Academic Activity**

All students are required to complete the Required Academic Activity before **Friday, January 12th at 11:59pm**. This quiz establishes your engagement in the class for financial aid purposes. Not doing so may result in a delay in your financial aid award. Opening and closing the quiz is not sufficient to fulfill this requirement. You must receive points above zero in order for it to count. The activity itself is a review of the syllabus. It will ask basic questions that can be easily answered on Webcourses. You can take the quiz as many times as you like until you are happy with your score. 5 points

Participation

This class is a seminar, and your participation is required. Participation means adding to a discussion of a topic in class constructively. Saying things like “good job” or “I agree,” while friendly and supportive, do not count toward participation. By contrast, being argumentative does not count either. This does not mean you cannot disagree; it means that when disagreements occur you will behave professionally and make arguments based on anthropological knowledge and not opinion. Participation may also include having you look further into topics outside of class and sharing them in the next class period. This could be in the form of you searching for articles, blogs, videos, popular media, social media, etc. There may also be periods where you will be picked on to answer a specific question. 80 points

Weekly Teaching Presentation

Each week we will begin our class with a student teaching a specific topic relevant to the topics that will be discussed in class. This teaching presentation should be 15-20 minutes in length and focus on a topic or concept that we will be reviewing that week. This will be followed by questions from the audience. You have a total of 30-40 minutes for this segment. Think of your audience being undergraduate level

students. This will be explained further in class. You will sign up for a day and topic to present in Week Two. 30 points

Review of the weekly readings presentation

Each week one person will briefly summarize the readings and lead a discussion on those readings. The summary portion should explain what the author(s) of each article is(are) arguing and what evidence they use to support that. This should be geared to your graduate level peers. You will then lead a discussion of those readings in class. Specific details will be provided in class. 40 points

Response Paper

Each week you will write and submit a short response paper (400-500 words) on the assigned readings for the week. The paper should not only be a summary of the articles; you should discuss what the articles have in common or how they are different from each other. Due on Webcourses every Sunday before 11:59pm. You will not write a response for the three ethnographies assigned. 10 points per paper X 10 papers. (The ten highest scores will count toward the final grade).

Final Assignments

1. Book review. You will write a book review on one of the assigned ethnographies for class following the specifications for a major cultural anthropology journal (Current Anthropology, Medical Anthropology Quarterly, etc.). Specific instructions will be given on Webcourses and we will discuss this in further detail in class.
2. Final Paper Assignments. There are different components leading up to the final paper and presentation explained below.
 - A. Proposal – This one-page proposal will be submitted on a discussion board and you will provide feedback on your classmates' work. The proposal must make a connection to one or more of the general topics we discuss in class. 25 points (20 points for proposal and 5 points on feedback)
 - B. Annotated Bibliography – You will create an annotated bibliography with at least five sources relevant to the topic and paper you will write. 25 points
 - C. Final paper – You are to write a 5-6 page (double-spaced, 11- or 12-point font, Arial/Calibri/Times New Roman) final paper on a topic that interests you, ideally your research interests, from a cultural anthropology perspective. I realize students in this class come from all areas of anthropology, however, you must relate this paper to **cultural anthropology**. This will be discussed further in class. 50 points
 - D. Final Presentation – Provide a 10 minute presentation of your paper to be presented on the final exam date. 20 points

Grading

Assignment	Points	Percent
Required Academic Activity	5	1.3%
Participation	80	21.3%
Teaching Presentation	30	8.0%
Response Papers (10/12) (10 X 10 points)	100	26.7%
Review of Weekly Readings Presentation	40	10.7%
Final Paper Assignments	120	32.0%
TOTAL:	375	100%

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

Classroom Etiquette and Netiquette Guidelines

As we proceed through the class it is important to remember that the people we are interacting with are our colleagues rather than our friends. This is an important distinction because we can be friendly with our colleagues, but we must remain professional at all times in the classroom environment, whether it is in person or online. Think of this class as being a business casual environment.

The following is not an exhaustive list. It is intended to guide us through the course in a professional manner. While these mostly apply to discussion boards, they are intended for all interactions with your classmates, professor, and any guests we may see in this course.

Be respectful

- Write in a business casual way.
- No profanity or belittling of classmates, or instructor. This is not just in the words/sentences you use, but also emojis, memes, recordings, etc.
- No "text speech." Use full sentences when posting or emailing.
- No solicitation. The class will have a space for sharing campus events on our page for student viewing. Do not submit fliers on any assignments or via email. If there is a campus

event you want to share with the class, email me a flyer and I will post it in the class page for students to view if they so wish.

- No shouting. Remember that many people perceive all capital letters as SHOUTING. Make sure your cap lock button is off when writing.
- No Trolls. Trolling is a way to 'bait' people to provoke an argument. It can be easy to do when our assignments are online. Don't do it.

Keep the following in mind

- Once you write something down, others can see it.
- When we communicate in person, our voice and/or facial expressions can convey a lot of information like a statement being a joke, sarcasm, serious, happy, angry, or many other things. When we write, it can be difficult to tell the difference sometimes.
- This is not an exhaustive list. We may add to this list as the semester progresses.

What should we add to this list?

Respect for your fellow classmates, faculty and others

You are expected to respect your classmates, GTAs, instructor, and others in and outside of the class. While this is not an exhaustive list, disrespect on the grounds of gender, sexuality, race, class, immigration status, ethnicity, disability, socioeconomic status, age, among others will not be tolerated. Respect for your fellow humans includes the words you use, the gestures you make (including the use of emojis), and the words you write, among many other things. Not showing respect may result in you being reported to the appropriate office on campus like the [Office of Student Conduct](#) and can lead to removal from this class. Please review the [Golden Rule Student Handbook](#) for more detailed information.

In order for me to respect each of you, I ask that you tell me your appropriate pronouns and preferred name/nickname. Here is a guide to show you how to add the appropriate pronouns to your WebCourse page. [How do I select personal pronouns?](#) I will otherwise address you by the first name listed in my roster and revert to you/they pronouns.

If there is something specific to you that you need me to know, please email me and let me know.

Course Accessibility

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

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). 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 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](#). 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.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources

available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

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

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [Office of the VP for Diversity, Equity & Inclusion](#)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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

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 [Safety](#)
- 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 [AED Locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) 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 from the UCF Police Department, [You CAN Survive an Active Shooter](#).

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 [RAVE Mobile Security](#) 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 instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Calendar

1/8/24 – 4/22/24

Week	Class Meetings Mondays	Topic	Read before coming to class
Beginnings: The Shaping of Cultural Anthropology			
1	January 8	Introductions	Financial Aid Activity DUE: Friday, January 12th
2	January 15	The Four Fields	<ul style="list-style-type: none"> Forrest & Blincoe Gross de Leon
3	January 22	Culture in anthropology	<ul style="list-style-type: none"> Boas Malinowski
4	January 29	Language	<ul style="list-style-type: none"> Duranti Urciuoli
5	February 5	Race and Ethnicity	<ul style="list-style-type: none"> Baker Engle Merry Mullins
6	February 12	Ethnography Presentations	Ngin-2018
7	February 19	Sex and Gender	<ul style="list-style-type: none"> Nanda Schilt & Westbrook
8	February 26	Kinship	<ul style="list-style-type: none"> Furstenberg Inhorn & Birenbaum-Carmeli Voorhees, Read & Gabora Schneider
9	March 4	Narrative	<ul style="list-style-type: none"> Fadiman Frank Garro & Mattingly
10	March 11	Ethnography Presentations	Silber-2022
11	March 18	Spring Break	No Class Meeting
Alternative Representations of Cultural Anthropology			
12	March 25	Decolonizing Anthro	<ul style="list-style-type: none"> Deloria Gupta & Stoolman Simpson
13	April 1	Graphic Anthropology	<ul style="list-style-type: none"> McMullin Pigg
14	April 8	Fiction	<ul style="list-style-type: none"> Bohannon Leguin Miner
15	April 15	Film as ethnography	<ul style="list-style-type: none"> Ginsberg
16	April 22 Last Day of Class	Ethnography Presentations	Hamdy and Nye (2017)
17	April 29	Finals Week	Exams 4/24-4/30 (WE MEET AT 7PM)

January 8th- IntroductionsFinancial Aid Activity → DUE: Friday, January 12th before 11:59PM

January 15th - The Four Fields

de Leon, Jason. 2015. *The Land of Open Graves* (2015) Ebook available through the library

Forrest, John and Badger Forrest-Blincoe. 2020. "New Approaches to Four-Field Anthropology." *Anthropology News* website, November 24, 2020.

Gross, Nora. 1985. *Everyone Here Spoke Sign Language* (1985) Ebook available through the library

January 22nd - Culture in Anthropology**January 29th - Language**

Duranti, Alessandro. 2003. *Language as Culture in U.S. Anthropology: Three Paradigms*. *Current Anthropology*, 44(3):323-347.

Urciuoli, Bonnie. 2001. "The Complex Diversity of Language in the United States." In *Cultural Diversity in the United States*. Susser, Ida and Thomas C. Patterson, eds. Oxford: Blackwell Publishers.

February 5th - Race and Ethnicity

Baker, Lee D. 2001. "The Color-blind Bind." In *Cultural Diversity in the United States*. Susser, Ida and Thomas C. Patterson, eds. Oxford: Blackwell Publishers.

Engle Merry, Sally. 2001. "Racialized Identity and the Law." In *Cultural Diversity in the United States*. Susser, Ida and Thomas C. Patterson, eds. Oxford: Blackwell Publishers.

Mullings, Leith. 2005. "Interrogating Racism: Toward an Antiracist Anthropology." *Annual Review of Anthropology* 34:667-693.

February 12th - Ethnography Presentations

Presentations on Ngina chapters and discussion of book

February 19th - Sex and Gender

Nanda, Serena. 2014. *Gender Diversity: Crosscultural Variations*, 2/E. Long Grove, IL: Waveland Press.

Schilt, Kristin and Laurel Westbrook. 2009. "Doing Gender Heteronormativity: 'Gender Normals,' Transgender People, and Social Maintenance of Heterosexuality." *Gender and Society* 23(4): 440-446.

February 26th - Kinship

Furstenberg, Frank F. 2020. *Kinship Reconsidered: Research on a Neglected Topic*. *Journal of Marriage and Family* 82: 364-382.

Inhorn, Marcia C. and Daphna Birenbaum-Carmeli. 2008. "Assisted Reproductive Technology and Culture Change." *Annual Review of Anthropology* 37:177-196.

Voorhees, Burton, Dwight Read, and Liane Gabora. 2020. "Identity, Kinship, and the Evolution of Cooperation." *Current Anthropology* 61(2): 194-217.

Schneider, David M. 1980. *American Kinship: A Cultural Account*. Chicago: The University of Chicago Press.

March 4th - Narrative/Illness Narrative/Testimonio/Biography

Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Strauss and Giroux.

Frank, Gelya. 2000. *Venus on Wheels: Two Decades of Dialogue on Disability, Biography, and Being Female in America*. Los Angeles: University of California Press.

Garro, Linda C. and Cheryl Mattingly. 2000. *Narrative and the Cultural Construction of Illness and Healing*. Berkeley: University of California Press. *Alternative Anthropologies*

March 11th - Ethnography Presentations

Presentations on Silver chapters and discussion of book

March 18th - SPRING BREAK

NO CLASS MEETING

March 25th - Decolonizing Anthro

Deloria, Vine. [1969]1988. *Custer Died for your Sins: An Indian Manifesto*. Norman: University of Oklahoma Press.

Gupta, Akhil and Jessie Stoolman. 2022. "Decolonizing US Anthropology." *American Anthropologist* 124(4): 778-799.

Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 67-80.

April 1st - Graphic Novels/Comic Book Anthropology

Pigg, Stacy Leigh. 2015. Learning Graphic Novels from an Artists Perspective. *Teaching Culture Blog*: University of Toronto Press online. Upteachingculture.com.

Juliette McMullin. 2016. "Cancer and the Comics: Graphic Narratives and Biolegitimate Lives." *Medical Anthropology Quarterly*

April 8th - Fiction

Bohannon, Laura (Elenore Smith Bowen). 1954. *Return to Laughter: An Anthropological Novel*. Various presses.

Leguin, Ursula K. 1969. *The Left Hand of Darkness*. New York: ACE.

Miner, Horace. 1956. Body Ritual Among the Nacirema. *American Anthropologist* 58(3):503-507.

April 15th - Film as ethnography

Ginsberg, Faye. 2005. "Media Anthropology: An Introduction." In *Media Anthropology*, edited by Eric W. Rothenbuhler and Mihai Coman. Thousand Oaks, CA: Sage Publications.

Films will be selected for viewing in class.

April 22nd - Ethnography Presentations

Presentations on Hamdy and Nye's chapters and discussion of book

April 29th – Final Exam period (Final Presentations)

7pm – 9:50pm (NOTE: The final exam is different from our regular class period)

Course Syllabus

[Jump to Today](#)

 Edit

ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>John Walker</i>	Term:	<i>Spring 2024</i>
Office:	<i>Phillips Hall 409-O</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-3798</i>	Class Meeting Days:	<i>Fridays</i>
E-Mail:	<i>john.walker@ucf.edu</i>	Class Meeting Hours:	<i>1:00-4:00 PM</i>
Website:	<i>webcourses.ucf.edu</i>	Class Location:	<i>PSY-107</i>

Office Hours:	<i>Dr. Walker: Tuesday, Thursday 1:30pm – 3:00pm or by appointment</i>	<i>TA and Contact Information:</i>	<i>None</i>
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University Course Catalog Description

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

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking through the presentation of the project and its analysis
- Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer- review of other students' projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor


Required Text and Articles

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 \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF). We will be working together to select topics and papers that are useful to all of us, so you can expect the weekly readings to be modified as the semester goes on.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times 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.

<i>Assignments</i>	<i>Due Date</i>
<u>Syllabus Quiz</u> . (https://webcourses.ucf.edu/courses/1446492/assignments/8273197)	By Friday of Week 1, January 11 th , at 3pm
Participation in Classroom Discussions	In class and in Zoom sessions
<u>Final Project Report</u> . (https://webcourses.ucf.edu/courses/1446492/assignments/8273200) Details about the: <u>Final_Project_Handout.pdf</u> . (https://webcourses.ucf.edu/courses/1446492/files/103575702/download?wrap=1)  . (https://webcourses.ucf.edu/courses/1446492/files/103575702/download?download_frd=1)	April 8 th , 2019 (Week 14) at start of the class period (9:30pm)

Oral Presentation of Project	Assigned Class Period in Weeks 15 and 16
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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.

Grading Scale

Letter Grade	Percentage		Letter Grade	Percentage
A	93 - 100 %		C	73 - 76 %
A-	90 - 92 %		C-	70 - 72 %

B+	87 - 89 %		D+	67 - 69 %
B	83 - 86 %		D	63 - 66 %
B-	80 - 82 %		D-	60 - 62 %
C+	77 - 79 %		F	59 % and below

Course Policies

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. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>

(<http://z.ucf.edu/>). All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook (www.goldenrule.sdes.ucf.edu (<http://www.goldenrule.sdes.ucf.edu>)). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services (sas.sdes.ucf.edu (<http://sas.sdes.ucf.edu>)) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu (<http://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 a written assignment comprises 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. If you wish to use them to record a lecture you need to ask about this in advance. 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.

Attendance

Attendance at class meetings is important to meet the goals of 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. I expect that students attend class regularly and I will not provide class notes 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.

Updates and Notifications

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

Obtaining Notes for Missed Class Periods

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

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. We will be working together to select useful articles, which will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due
1	Fri	Jan. 14	Course Introduction <u>ASSIGNMENT: Syllabus Quiz due Fri. Jan. 11th at 3pm</u> <u>(https://webcourses.ucf.edu/courses/1446492/assignments/827319)</u>

2	Fri	Jan. 21	<p>Monitoring Things from Space</p> <p>Classroom Discussion and Project Preparation Session</p>
3	Fri	Jan 28	<p>Landscape and Phenomenology</p> <p>Classroom Discussion and Project Preparation Session</p>

4	Fri	Jan. 4	<p>Tracking Movement</p> <p>Classroom Discussion and Project Preparation Session</p>
5	Fri	Feb. 11	<p>More Statistical Analysis and Arguments</p> <p>Classroom Discussion and Project Preparation Session</p>

6	Fri	Feb. 18	<p>Telling a Story with Maps - Cartography</p> <p>Classroom Discussion and Project Preparation Session</p>

7	Fri	Feb. 25	<p>Maps and Behavior</p> <p>Classroom Discussion and Project Preparation Session</p>
8	Fri	Mar. 4	<p>PPGIS, Crowdsourcing, Web</p> <p>Classroom Discussion and Project Preparation Session</p>
9	Fri	Mar. 11	<p>Simulations</p> <p>Classroom Discussion and Project Preparation Session</p>

10	Fri	Mar. 18	SPRING BREAK NO CLASS
11	Fri	Mar. 25	Databases and Privacy Classroom Discussion and Project Preparation Session Zoom class (see link at bottom left) @ 9 am
12	Fri	Apr. 1	Class selected Topic Classroom Discussion and Proposal Preparation Session Zoom class (see link at bottom left) @ 9 am
13	Fri	Apr. 8	Class selected Topic Classroom Discussion and Proposal Preparation Session Zoom class (see link at bottom left) @ 9 am
14	Fri	Apr. 15	The Future of GIS

			<p>ASSIGNMENT DUE AT START OF CLASS</p> <p><u>FINAL PROJECT REPORT</u> <u>https://webcourses.ucf.edu/courses/1446492/assignments/827320</u></p> <p>Monday Apr 8, 9:30am</p> <p><u>Final Project Report</u> <u>https://webcourses.ucf.edu/courses/1446492/files/103575702/download?wrap=1</u>)_ ↓ <u>https://webcourses.ucf.edu/courses/1446492/files/103575702/download?download_frd=1</u>) (no more than 10 pages)</p>
15	Fri	Apr. 22	<p>STUDENT PRESENTATIONS</p> <p>We will present online through the Zoom tool</p>
FINAL	Fri	Apr. 29	<p>STUDENT PRESENTATIONS</p> <p>We will present online through the Zoom tool</p>

Details of Written Assignments

[Final Project Report \(10 pages\) - See Project Handout](#)

<https://webcourses.ucf.edu/courses/1446492/files/103575702/download?wrap=1>)_ ↓

(https://webcourses.ucf.edu/courses/1446492/files/103575702/download?download_frd=1)

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni

2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti

2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and

M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel

2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Hillier, Amy

2007. WEB Du Bois and the "Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.

2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, 9(2), pp.122-134.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.



Sui, Daniel

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

Course Summary:

Date	Details	Due
Fri Jan 12, 2024	 Syllabus Quiz (https://webcourses.ucf.edu/courses/1446492/assignments/8273)	due by 3pm
Mon Mar 18, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962888&include_contexts=course_1446492)	10am to 11am
Wed Mar 20, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962889&include_contexts=course_1446492)	3pm to 4pm
Thu Mar 21, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962881&include_contexts=course_1446492)	9am to 12pm
Thu Mar 28, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962887&include_contexts=course_1446492)	9am to 12pm
Thu Apr 4, 2024	 ANG7075-20Spring 0001	9am to 12pm

Date	Details	Due
	(https://webcourses.ucf.edu/calendar?event_id=2962882&include_contexts=course_1446492)	
Thu Apr 11, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962883&include_contexts=course_1446492)	9am to 12pm
Thu Apr 18, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962890&include_contexts=course_1446492)	9am to 12pm
Fri Apr 19, 2024	 Draft (https://webcourses.ucf.edu/courses/1446492/assignments/8273)	due by 11:59pm
Thu Apr 25, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962884&include_contexts=course_1446492)	9am to 12pm
Tue Apr 30, 2024	 Final Research Report (https://webcourses.ucf.edu/courses/1446492/assignments/8273)	due by 5pm
Thu May 2, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962885&include_contexts=course_1446492)	9am to 12pm
Thu May 9, 2024	 ANG7075-20Spring 0001 (https://webcourses.ucf.edu/calendar?event_id=2962886&include_contexts=course_1446492)	9am to 12pm

Date	Details	Due
	 <u>Class participation</u> (https://webcourses.ucf.edu/courses/1446492/assignments/8273)	
	 <u>Oral Presentation</u> (https://webcourses.ucf.edu/courses/1446492/assignments/8273)	

ANG 7496: Advanced Quantitative Methods in Anthropology

Dept. of Anthropology, College of Science

3 Credit Hours

Course Name: Advanced Quantitative Methods in Anthropology (ANG 7496)

Course Modality: Face-to-face (P)

Credit Hours: 3.0

Semester/Year: Spring 2024

Location: Partnership 1 Room 315

Day/Time: Monday 10:00 AM – 12:50 PM

Professor Information

Professor: Sarah Freidline, Ph.D.

Office: Howard Phillips Hall 4091

Office Phone: 407-823-2124

Office Hours: Tuesday 3:30 – 5:00 PM, or by appointment

E-mail: WebCourses e-mail (best way to contact me) or sarah.freidline@ucf.edu

University Course Catalog Description

Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Prerequisites: ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I.

Course Overview and Goals

In this course you will learn about multivariate statistics and how to apply it in R. You will be introduced to the most relevant multivariate statistics in biological anthropology including multiple regression and generalized linear models, MANOVA and discriminant analysis, principal component analysis, distances and scaling, and cluster analysis. Each topic will have a lecture and practical, lab-based component, as well as in-class presentations. Some key goals of the course are to be able to build and test hypotheses, to evaluate and present research findings and to learn how to design and undertake an independent research project.

Student Learning Outcomes

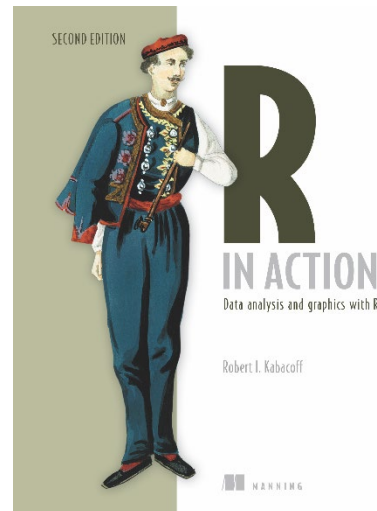
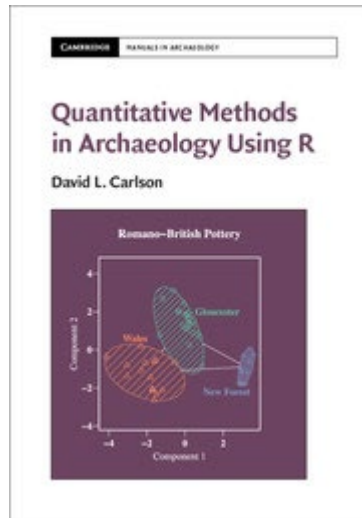
Upon course completion, you should have:

1. Knowledge and understanding of scientific research methods, including hypothesis building, methods of data collection, and research design.
2. Knowledge and application of multivariate quantitative methods;
3. Basic programming skills in R;
4. Discussion skills, through in-class discussions;
5. Oral presentation skills, through in-class presentations;
6. The ability to critically evaluate research results;
7. The ability to propose, design and present a research project

Required Textbooks

Carlson, D. (2017). *Quantitative Methods in Archaeology Using R* (Cambridge Manuals in Archaeology). Cambridge: Cambridge University Press. doi:10.1017/9781139628730

Kabacoff, R.I. (2015) *R in Action*, Second Edition. Manning.



Additional Required Reading

In addition to the assigned readings from the textbooks, you will be required to read and present journal articles available in .pdf format on WebCourses. All other supplementary readings will be posted on WebCourses.

Required Software

You will be required to have access to R Studio (available here: <https://www.rstudio.com/products/rstudio/>). Please make sure you are running the most current version.

Multivariate Data Set

Throughout the semester you will be working with a multivariate data set to complete the homework assignments and final project. You will select one data set from those that are listed on WebCourses to work with throughout the semester. Everyone will have a different data set. If you already have your own data or there is a data set that you would like to utilize instead of what is offered, then please see me.

Course Activities

- 1) **Lab assignments – R Coding:** These assignments will be found on WebCourses in the module for the week they are due. They will open one week prior to the due date. You will upload each homework assignment through WebCourses by 11:59 pm EST on Sunday each week they are due.
- 2) **Data presentation:** In these homework assignments, you will apply the statistical method introduced that week to your multivariate data set and present the results as a brief (~ 10 min.) presentation either in R Markdown or PowerPoint. Depending on the topic, you may present your results as figures, graphs and/or tables with the relevant statistics. You will be graded on whether the statistic is applied correctly and how you presented the data. The goal of this exercise is to practice programming in R and to practice speaking about statistical methods.
- 3) **Participation in student-led discussion:** Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each class a

student will lead the class discussion about the topics covered in the assigned papers. The goal is for you to learn how to read *and* to critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and well-executed. This skill takes time to develop, and I expect everyone to get better at it as class progresses. **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.

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.

- 4) Discussion leader: Each of you will lead the class discussions on a manuscript several times during the semester. As a leader you will give a PowerPoint presentation summarizing the article and evaluating the application and presentation of the methods used in the paper. What are the methods? Is the methodology sound? Is it the appropriate method for the research question? Are the necessary statistics, figures and tables included? The assignment is to not only summarize the article but to also lead the discussion.

- Prepare at least **5 questions** for each article to ask your fellow students to stimulate discussion and **post these questions on the Discussion board in WebCourses by Thursday 11:59 PM before class. Students do not need to respond to the questions on WebCourses.**
- Begin with a summary of the paper's topics, methods, and results. Discussion leaders can make this a PowerPoint presentation, if they'd like.
- When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
- You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.
- Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.

- 5) Final project: For your final project you will design a research project based on the multivariate data set that you have chosen to work with throughout the semester. However, if there is another data set that you would like to work with then please speak to me first. The goal of this assignment is to learn how to design, undertake, and present an independent research project. You will work on this project throughout the semester and there will be a series of deadlines that you will need to meet (see below).

The final project will consist of the following parts (all deadlines are on WebCourses):

- **Approval of topic**: Your proposed topic
- **Written plan of research**: A research plan outlining your topic, research question, hypotheses, and methods, as well as title.
- **Draft of Abstract**: a 250-word summary including research question, materials and methods, results, and significance.
- **Draft of Final Paper**: A draft of paper including title, abstract, introduction, materials & methods, results, discussion and conclusion.

- **Final Poster:** a conference style poster that (1) defines the problem or states the central question being addressed; (2) indicates its importance; (3) describes methods; (4) provides supporting figures, tables and/or graphs; (4) states the results; and (5) considers the broader implications of the findings. It does not need to be printed but saved as a .pdf so that it can be viewed on the projector.
- **Final Paper:** The paper should be approximately **15-20 pages** (double-spaced, not including bibliography, 12-point Times New Roman font, 1 inch margins) in length and submitted through WebCourses as either a Microsoft Word or Adobe .pdf document due by **11:59 PM April 29th**. The bibliography should use AJBA (American Journal of Biological Anthropology) referencing. Spelling and grammar are also very important and will be taken into consideration. Further format and bibliographic details will be provided in class and on Webcourses.
- **Final presentation:** an oral conference style presentation of the project (~ 15 min.). In this presentation you will walk us through the project, describing your research question, methods, and all figures, tables, and results.

Attendance/Participation

You should attend all lectures, complete all reading 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.

Class participation is essential. 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.

Late Assignments

Typically, I will not accept late homework assignments, unless there are special circumstances with documentation.

Grading

Your grade in this course will be derived from lab participation, data and journal club presentations and your final project. See details on requirements and assignments below. There are no quizzes, tests or final exams in this course. Your grade will be calculated as follows:

Grade Category	Weight toward final grade
Lab assignments	15%
Data presentation	15%
Participation	10%
Discussion leader	25%
Final Project	35%
Total	100%

The following grading scale will be used in this course:

A	B	C	D	F
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90-100%	80-89.9%	70-79.9%	60-69.9%	0-59.9%
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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

Date	Topics
Week 1: Jan. 8	<ul style="list-style-type: none"> • Course Introduction • Introduction to RStudio, R Markdown and statistics • Lab Assignment 1 due Friday Jan. 12 – Financial Aid Requirement
Week 2: Jan. 15	Martin Luther King Day – No Class <ul style="list-style-type: none"> • Lab Assignment 2 due Jan. 14
Week 3: Jan. 22	<ul style="list-style-type: none"> • Reviewing R and Bivariate Statistics • Designing a research project; reading and writing a scientific paper • Discussion 1 • Lab Assignment 3 due Jan. 21
Week 4: Jan. 29	<ul style="list-style-type: none"> • Multiple Regression and Generalized Linear Models • Transformations & Missing Values • Discussion 2 • Lab Assignment 4 due Jan. 28 • Final Project: Approval of Topic & Dataset due Jan. 29
Week 5: Feb. 5	<ul style="list-style-type: none"> • Multiple Regression and Generalized Linear Models • Transformations & Missing Values • Discussion 3 • Lab Assignment 5 due Feb. 4
Week 6: Feb. 12	<ul style="list-style-type: none"> • Multiple Regression and Generalized Linear Models • Transformations & Missing Values • Discussion 4 • Data Presentation 1 due Feb. 12 • Final Project: Written Plan of Research due Feb. 12
Week 7: Feb. 19	<ul style="list-style-type: none"> • MANOVA and Discriminant Analysis • Discussion 5 • Lab Assignment 6 due Feb. 18
Week 8: Feb.26	<ul style="list-style-type: none"> • MANOVA and Discriminant Analysis • Discussion 6 • Data Presentation 2 due Feb. 26
Week 9: March 4	<ul style="list-style-type: none"> • Principal Component Analysis (PCA) • Tables & Graphs • Discussion 7 • Lab Assignment 7 due March 3 Final Project: Draft of Abstract due March 4
Week 10: March 11	<ul style="list-style-type: none"> • Principal Component Analysis (PCA) • Tables & Graphs • Discussion 8 • Data Presentation 3 due March 11
Week 11: March 18	<ul style="list-style-type: none"> • No Class - Spring Break
Week 12: March 25	<ul style="list-style-type: none"> • Correspondence analysis • Discussion 9
Week 13: April 1	<ul style="list-style-type: none"> • Distances & Scaling • Discussion 10 • Lab Assignment 8 due March 31 • Final Project: Draft of Final Paper due April 1

Week 14: April 8	<ul style="list-style-type: none"> • Distances & Scaling • Discussion 11 • Data Presentation 4 due April 8
Week 15: April 15	<ul style="list-style-type: none"> • Cluster Analysis • Discussion 12
Week 16: April 22	<ul style="list-style-type: none"> • Data Presentation 5 due April 22
Week 17: April 29	<ul style="list-style-type: none"> • Final Project: Paper, Posters, & in-class Presentations

This syllabus is tentative and may change during the semester. It is your responsibility to come to class and check WebCourses for updates. Any changes to readings or assignments will be given in advance.