Course Syllabus

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Digging up Disney: An Archaeology of WDW, FL
Spring 2024

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

Course Information

Course name: Digging Up Disney: An Archaeology of WDW, FL

Course ID: ANT 3010 (0W60)

Credit hours: 3.0 hours

Semester/year: Spring 2024

Location/time: Online (ASC "Asynchronous")

Professor Contact

Instructor: Dr. Michael Callaghan

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Graduate Teaching Assistants (GTA's)

GTA: Carrie Tucker

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Office Hours: TBA

E-mail: webcourse email

University Catalog Description

This course critically examines the culture of Walt Disney World, FL utilizing methods and theory from the four sub-disciplines of anthropology: biological anthropology, archaeology, linguistics, and cultural anthropology.

Prerequisite: Sophomore Standing

What is this course about?

Disney's "Walt Disney World", FL with its four major theme parks, two water parks, and 26 branded hotels is more than a popular travel destination – it's a place of pilgrimage with its own unique culture. For its 58 million annual visitors, the journey from their front door to the resort is just the beginning of a protracted ritual experience into a world of bodily discipline, strict social proscriptions, discrete linguistic scripts, and perpetual ceremony mediated by material symbols. During the course of a single day's visit, guests will experience a range of emotions - ecstasy, anger, despair, and enlightenment – as they walk for miles, wait for hours, fill their bellies with festival fare, and subject themselves to the thrills and chills of Disney's carefully curated worlds. When guests return home, the difficult memories give way to the good, and these pilgrims are left with a feeling of enduring nostalgia that activates whenever they encounter Disney culture in their everyday lives. I should know. I'm an annual Passholder who visits the parks almost every weekend since 2016!

This course is a product of my own experience, fascination, and affection for Walt Disney World over the past 7-8 years. As an anthropological archaeologist, my trips to the parks each weekend are less recreational excursions than they are archaeological investigations of the meanings and messages promoted by Walt Disney World culture, my participation in that culture, and my changing memories of park experiences.

In this course we'll excavate the culture of Walt Disney World using method and theory from all four sub-disciplines of anthropology. Using the lens of biological anthropology we'll examine how the terrain of the parks, ride-restraints, and restrictions physically discipline and shape perceptions of our bodies. Through the eyes of an archaeologist we'll map the landscape of the parks (above and below ground), investigate their monumentality, and examine the materiality of merchandise and park objects. Using linguistic discourse analysis we'll excavate the scripts of Cast Members, signage, and guests to reveal how values related to gender, class, and power are embedded in language throughout the parks. And finally, using method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast

method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast members in relation to a host of topics including childhood socialization; rites of passage; the intersection of race, class, and gender; diet and nutrition; ideology; nationalism; pilgrimage; and power.

SPOILER ALERT! You will be learning about many aspects of WDW that you've never experienced before. If there were some rides you've yet to experience or urban legends about the parks you enjoy leaving unquestioned/unsolved, there's always the possibility we'll cover something and ruin the mystique. So, consider yourselves warned!

What will I take away from this course?

This class will teach you to:

- Identify the core elements of Walt Disney World culture (i.e., norms, values, cultural constructions, and worldview) and how they are materialized through bodies, objects, language, and behavior
- Apply anthropological method and theory to examine specific aspects of WDW culture
- Evaluate the implications of exporting and perpetuating WDW culture outside the parks

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded.

How should I plan my time for this course?

In this course I'll ask you to learn about and apply concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology to the study of Walt Disney World, Florida. This is only the third time I'm teaching this course (let alone with so many students!) so while I can provide general guidelines, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the

more time you spend on a course, the better you will do, but the quality of the time spent is even more important.

Each week you'll be expected to read the introductory page for each module, read between 2-4 scholarly articles, engage in a class brief discussion, and complete an assignments. There is a midterm in Week 7

(no discussions or assignments will be do). In the second half of the class you, you'll also engage in creating a very short research paper (1000-1500 words, about 4-5 pages) and begin submitting scaffolded assignments including a prospectus (topic), bibliography, outline, and final paper. All told I would plan on spending **5-6 hours per week** on this class. But please keep in mind, this is just an estimate, as everyone reads and writes at their own pace.

How do I get started in the course?

Read **Module 1 "Getting Started"** (https://webcourses.ucf.edu/courses/1404149/modules/2324704) - it will tell you a little more about me and the course. Then complete the **brief graded discussion post** (https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353) . This is a simple "all or nothing" assignment. You'll receive full points if you post. This discussion will give me (and all of you) a chance to get to know each other as the class begins. **Discussion 1 also serves as the only academic activity this week, so be sure to take it or you might be at risk of losing financial aid.**

What are the course requirements?

Summary

This course begins on **January 8, 2024** and ends on **April 30, 2024**. Over this period, you will be expected to:

- complete the introductory discussion
- read weekly modules and associated web-based context
- read 2-4 scholarly articles per week
- complete 10 weekly springboard discussions
- complete 8 weekly assignments
- complete a brief (1000-1500 word) scaffolded research paper

Modules

There are 16 modules in the course . **Module 1: Getting Started** (https://webcourses.ucf.edu/courses/1404149/modules/2324704) is an introduction to the course and to me as your professor. A separate non-numbered module contains the short research assignment. Modules 1-6 and 8-14 focus on a defining anthropological theme for the week. These themes include: Pilgrimage, Landscape, Hyperreality, Sensory Stimuli, Discipline, Socialization, Nationalism, various categories of Identity (i.e., character representations in the parks, guests, and cast-members), and finally economy. In each learning module, you'll find an Introduction page outlining the expectations, readings, activities, and

each learning module, you'll find an introduction page outlining the expectations, readings, activities, and assignments for that module. The modules contain your readings, assessments, links to informational websites, and media content. All written work submitted online for grading will be evaluated for plagiarism and use of AI during the grading process.

Readings

Readings are a critical component of this course. The are the primary means through which you'll learn the anthropological theory and method that you will need to complete the weekly assignments, and ultimately the brief research assignment. I have carefully chosen the readings, and other associated content, for each module. I have done my best not to overwhelm you with readings, and to provide you with articles/materials that use accessible language for this level of instruction. It is imperative that you read and engage with the assigned readings for the class.

Introductory Discussion

This is a **brief discussion (https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353)** designed to acquaint us all with one another. It's available in **Module 1: Getting Started (https://webcourses.ucf.edu/courses/1404149/modules/2324704)** , as well as other areas of our canvas course.

Weekly Springboard Discussions

Each week I'll ask you to engage in a discussion with your classmates about an aspect of Disney culture. The discussion prompt will ask you to reflect on your own experiences at WDW, FL in an effort to get you thinking about the larger theme for the week, and hopefully act as a springboard of ideas for your weekly assignment. **Discussions will be due Wednesday nights.** I'll begin the discussion by posting the prompt, but also answering it. This gives me a chance to engage with you all in an informal way, and for you to see where I'm coming from as well. You're required to engage in all **10 discussions,** but and I'm hoping they'll seem like more fun than work (they were the last three times that I taught the class!).

Weekly Assignments

Each week you'll have the opportunity to complete some sort of assignment related to the week's theme. It could be a brief written prompt, a web-search, a "self-ethnography, a photo or video submission, etc. The goal of the assignments is to help you apply theory and method related to the

submission, etc. The goal of the assignments is to help you apply theory and method related to the week's defining theme to an aspect of WDW culture of your choosing. Part of your grade will depend on your engaging with, and specifically referencing, the readings for the week. **Assignments will be due Friday nights.**

Brief Research Assignment

The brief research assignment consists of 4 components: 1) a paper topic, 2) annotated bibliography, 3) outline, and 4) final paper.

Paper Topic

This brief research assignment is a chance for you to explore a topic of your choosing more in-depth than we've covered in the course. You're free to continue to explore one of the main themes in the class with different examples/variables, or to choose something entirely different (as long as the topic addresses some aspect of anthropology at WDW). For the prospectus, I'd like you to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis.

Annotated Bibliography

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 5 sources prior to submitting the draft. Instructions for creating a bibliography will be appear in the assignment on webcourses.

Paper Outline

The paper must be a minimum of 100 words with a maximum of 1500 words. This equals about 4-5 pages in length, double-spaced, 12 pt. font, one-inch margins. You will need to cite at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit an outline of your paper prior to the final due date. More details on the structure/content of the outline can be found in the assignment.

Final Paper

Noted above, the paper must be 1000-1500 words, double-spaced, 12 pt. font, one-inch margins, with at least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of

least 5 references. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade (approx.)
Introductory Discussion	5	2%
Springboard Discussion (10)	50	20%
Weekly Assignments (8)	80	30%
Midterm	50	20%
Paper Prospectus	5	2%
Paper Bibliography	10	4%
Paper Outline	10	4%
Final Paper	50	30%
Total		100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	86 - 89%	D	60 - 69%
B	80 - 86%	F	59% or less

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the

remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

How is academic integrity maintained?

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

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

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

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

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

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

How do I receive accessibility accommodations?

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

What if there is an emergency on campus?

This is not an on-campus course, but some of you may be completing assignments while on-campus engaging in other activities, so it's always good to know what to do in an emergency on campus. Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index) >**.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations**

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf** ⬀ **(https://nam02.safelinks.protection.outlook.com/? url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0** > and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
https://youtu.be/NIKYajEx4pk ⬀ **(https://youtu.be/NIKYajEx4pk)**

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

What if I am or become deployed active military status?

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

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled**

class presentations. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

that constitute extended absence and missing coursework.

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

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

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

How does Title IX apply to this course?

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

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For

further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345.** (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)

You are expected to have compatible versions of Adobe Reader and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you'd like to schedule a meeting then you will also need Zoom. Please visit the following websites to access and install or upgrade to the most current versions of these products:

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

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

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

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

Use of Artificial Intelligence (AI) Tools

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is **permitted for research purposes only**. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.

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

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

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

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

What is the course module and assignment schedule?

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

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

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

WEEK	TOPIC	READINGS

Week 1	["I'm brushing up on looking down, I'm working on my roar!"](https://webcourses.ucf.edu/courses/1404149/pages/im-brushing-up-on-looking-down-im-working-on-my-roar)	[Knight 2014 (intro)](https://webcourses.ucf.edu/courses/1404...) ↓ [(https://webcourses.ucf.edu/courses/1404... download_frd=1)](https://webcourses.ucf.edu/courses/1404...download_frd=1) ; [Williams and Callagh](https://webcourses.ucf.edu/courses/1451...) ↓ [(https://webcourses.ucf.edu/courses/1451... download_frd=1)](https://webcourses.ucf.edu/courses/1451...download_frd=1)
Week 2	["Are you ready? Transformation central. Reformation central. Transmogrification central!": WDW as a Pilgrimage Center and Liminal Space](https://webcourses.ucf.edu/courses/1404149/pages/intro-are-you-ready-transformation-central-reformation-central-transmogrification-central-wdw-as-a-pilgrimage-center-and-liminal-space)	[Moore 1980](https://webcourses.ucf.edu/courses/1404...) ↓ [(https://webcourses.ucf.edu/courses/1404... download_frd=1)](https://webcourses.ucf.edu/courses/1404...download_frd=1) ; [Knight 2014 (ch. 2)](https://webcourses.ucf.edu/courses/1404...) ↓ [(https://webcourses.ucf.edu/courses/1404... download_frd=1)](https://webcourses.ucf.edu/courses/1404...download_frd=1) ; [Barros 2016](https://webcourses.ucf.edu/courses/1404...) ↓ [(https://webcourses.ucf.edu/courses/1404... download_frd=1)](https://webcourses.ucf.edu/courses/1404...download_frd=1)
Week 3	"I can show you the world, shining, shimmering, splendid": Landscape Archaeology	
Week 4	"All together, that and this, with all our tricks": Hyperreality and Simulacrum	
Week 5	"Try the grey stuff, it's delicious": Sensory Stimulation	
Week 6	"Poor unfortunate souls, in pain, in need": Discipline and Social Control	
Week 7	**MIDTERM**	

Week 8	"It's a world of laughter, a world of tears": Childhood socialization at WDW	
Week 9	"This tradition is our mission": Nationalism and Nostalgia	
Week 10	"You think the only people who are people, are the people who look and think like you": Othering the non-Western	
Week 11	**NO CLASS - SPRING BREAK**	
Week 12	*"*Light your torch, mount your horse, screw your courage to the sticking place": Guest Identity and Experience	
Week 13	"Don't let them in, don't let them see": Cast-member culture	
Week 14	"Let's get down to business": The Economy of WDW	
Week 15	Paper Research	
Week 16	**FINAL PAPER**	

Course Summary:

| Date	Details	Due

Date	Details	Due
Fri Jan 12, 2024	📝 **DISCUSSION 1: Introduction** (https://webcourses.ucf.edu/courses/1451192/assignments/8370650)	due by 11:59pm
Wed Jan 17, 2024	📝 **DISCUSSION 2: The Merchandise of Pilgrimage** (https://webcourses.ucf.edu/courses/1451192/assignments/8370649)	due by 11:59pm
Fri Jan 19, 2024	📝 **ASSIGNMENT 1: WDW, FL as Pilgrimage Center** (https://webcourses.ucf.edu/courses/1451192/assignments/8370651)	due by 11:59pm
Wed Jan 24, 2024	📝 **DISCUSSION 2: Favorite Space at WDW** (https://webcourses.ucf.edu/courses/1451192/assignments/8370648)	due by 11:59pm
Fri Feb 2, 2024	📝 **ASSIGNMENT 2: Landscape and Hyperreality** (https://webcourses.ucf.edu/courses/1451192/assignments/8370652)	due by 11:59pm
Wed Feb 14, 2024	📝 **DISCUSSION 3: Discipline at WDW** (https://webcourses.ucf.edu/courses/1451192/assignments/8370647)	due by 11:59pm
Fri Feb 16, 2024	📝 **ASSIGNMENT 3: Discipline and the Panopticon** (https://webcourses.ucf.edu/courses/1451192/assignments/8370653)	due by 11:59pm
	📝 **ASSIGNMENT: Paper Prospectus** (https://webcourses.ucf.edu/courses/1451192/assignments/8370660)	due by 11:59pm
Wed Feb 28, 2024	📝 **DISCUSSION 4: Dark Rides at WDW** (https://webcourses.ucf.edu/courses/1451192/assignments/8370646)	due by 11:59pm
Fri Mar 8, 2024	📝 **ASSIGNMENT 4: Socialization and Nationalism** (https://webcourses.ucf.edu/courses/1451192/assignments/8370654)	due by 11:59pm
	📝 **ASSIGNMENT: Annotated Bibliography** (https://webcourses.ucf.edu/courses/1451192/assignments/8370656)	due by 11:59pm

Date	Details	Due
Wed Mar 20, 2024	🗨 **[DISCUSSION 5: Cast Member for a Day](https://webcourses.ucf.edu/courses/1451192/assignments/8370645)**	due by 11:59pm
Fri Mar 22, 2024	📝 **[ASSIGNMENT 5: Individuals and Identities](https://webcourses.ucf.edu/courses/1451192/assignments/8370655)**	due by 11:59pm
	📝 **[ASSIGNMENT: Paper Outline](https://webcourses.ucf.edu/courses/1451192/assignments/8370658)**	due by 11:59pm
Wed Apr 3, 2024	📝 **[ASSIGNMENT: Final Paper](https://webcourses.ucf.edu/courses/1451192/assignments/8370657)**	due by 11:59pm

🗨 **DISCUSSION 5: Cast Member for a Day**

Course Syllabus
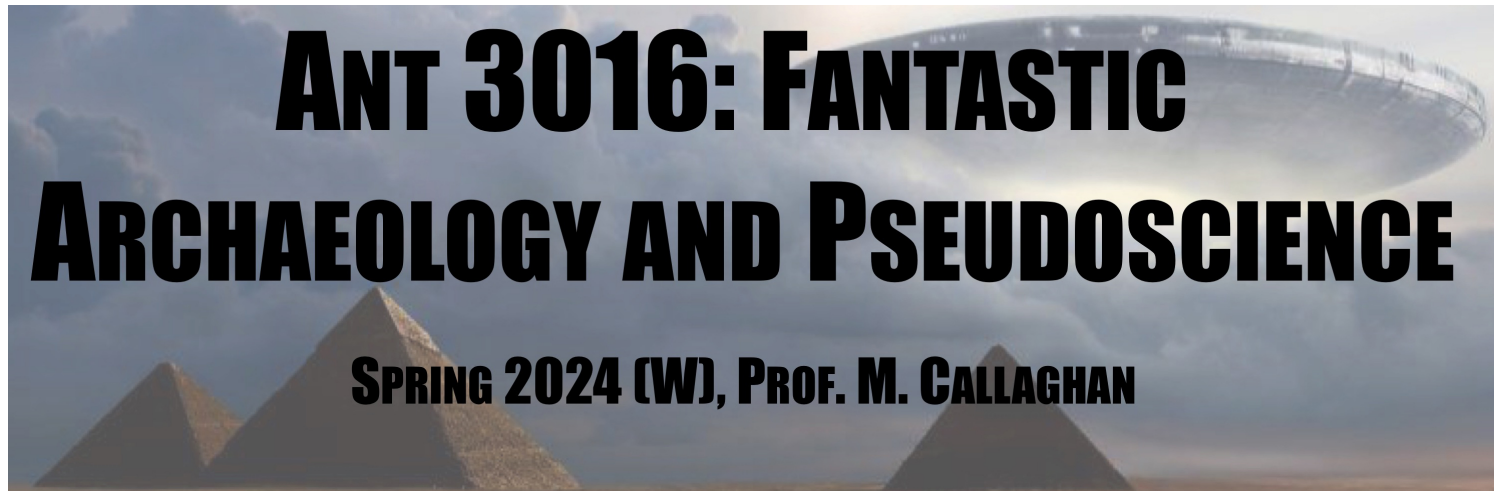
✎ Edit

Course Information

Course name:	Fantastic Archaeology and Pseudoscience
Course ID:	ANT 3016-0001
Credit hours:	3.0 hours
Semester/year:	Spring 2024
Location & time:	Online

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	MW 11:30am-1pm and by appt.
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

GTA Contact

GTA:	TBA
Main office:	Phillips Hall 309

University Catalog Description

This course critically examines pseudoscience, cult archaeology, and creationism from a scientific perspective. Through case studies and research, students learn that a strong adherence to scientific investigation can uncover facts about prehistory that are even more interesting than myths and mysteries. **Prerequisites:** ANT 2000 or CI

Course Overview

Fantastic archaeology comprises reconstructions of the human past which do not follow the accepted rules of evidence and argument, but which assert that they have scientific support, use science terminology, or claim scientific validity. These can be called pseudoscientific reconstructions. They can be also called cult archaeology when they provide the core beliefs of a group or community. When they attach to religious beliefs questioning human evolution or they use pseudoscientific evidence to promote a religious belief in a supernatural creation event in the past, then they pertain to Creationism. We will look at all of these matters in this class. But the issues surrounding Fantastic Archaeology are by no means always clear-cut. In several archaeological arenas, legitimate controversies among scientists about what is known and knowable grade into speculations about the past that go beyond any possibility of documentation. Sometimes these frontiers between the legitimate and the lunatic are the most dynamic and interesting of all. Finally, we consider, thematically and periodically throughout the course, the difference between legitimate controversies within scientific archaeology, what is termed a "Paradigm controversy", and controversy pitting scientists against pseudoscientists and charlatans. As Ken Feder describes in the first two chapters of his book, *Frauds, Myths and Mysteries,* a controversy between legitimate scientists operates by clear and consistent rules of evidence, even if those scientists have very different interpretations of evidence. A controversy between scientists and charlatans (people who capitalize on the gullibility in others) pits people working with such rules against people who ignore them.

In this course we will critically examine pseudoscience, cult archaeology and creationism from a scientific perspective. Through the close examination of case studies we will dispel archaeological myths and mysteries, which are often depicted as fantastic or cult archaeology. This course will demonstrate

that a strong adherence to scientific investigation can uncover facts about prehistory that are as interesting as the myths.

Through the course of the class students will learn to:

- Identify pseudoscientific claims, particularly about the human past involving archaeology

- Identify pseudoscientific claims, particularly about the human past involving archaeology
- Distinguish legitimate controversies within scientific archaeology from fraudulent debates and interpretations proposed by pseudoscientists
- Examine and interrogate how pseudoscientific archaeological claims are used to legitimate authoritarian political regimes, racism, nationalism, and exploitative dominant ideologies

What materials will I need?

There is one text required for the course: Feder, Kenneth L. 2020. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, 10th Edition, McGraw Hill, New York.

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

What are the course requirements?

This course begins on **January 8, 2024** and ends on **April 30, 2024**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Complete 10 out of 12 weekly reading quizzes
- Complete 8 weekly assignments
- Complete 1 Midterm Exam
- Complete 1 Final Exam
- Write a short research paper (3-4 pages) including a prospectus, annotated bibliography, outline, and final draft

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

How will I be evaluated and graded?

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

rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

Your final grade for the course will be based on your performance in the following categories:

Assignment	Points	Percentage (approx.)
Reading Quizzes (10)	50	13
Assignments (8)	40	10
Midterm Exam	100	26
Final Exam	100	26
Prospectus	10	3
Annotated Bibliography	20	5
Outline	20	5
Final Paper	50	13
TOTAL	**390**	**100**

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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	86 - 89%	D	60 - 69%
B	80 - 86%	F	59% or less

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

How is academic integrity maintained?

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

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

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the

zero, not a shortcut.

How do I receive accessibility accommodations?

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

What if there is an emergency on campus?

While this is not an on-campus course, it's still good to know what to do in case of 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 an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**https://centralflorida-prod.modolabs.net/student/safety/index** ⤳ **(https://centralflorida-prod.modolabs.net/student/safety/index)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** >.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf** ⤳ **(https://nam02.safelinks.protection.outlook.com/? url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0** > and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.

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

  ▷

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

What if I am or become deployed active military status?

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

What if I miss a class discussion or assignment?

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

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

due dates.

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

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

How does Title IX apply to this course?

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

Should I use UCF email or the Canvas Inbox?

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

Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

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

What are the course technology and software requirements?

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

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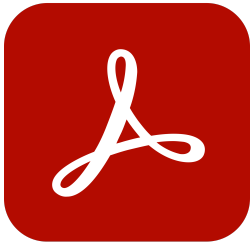
You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of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

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work,

please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by **OnlineSupport@UCF. (http://learn.ucf.edu/support/)**

What about copyright and third-party software?

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

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

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

Are AI tools permitted in this class?

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

Where can I find the course reading and assignment schedule?

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

Week	Dates	Topic	Feder	Additional Readings
1	8-Jan	Science and Pseudoscience	1	**Shermer 1998 (chapter 1) small.pdf** **(https://webcourses.ucf.edu/courses/1450083/files/104009251?wrap=1)** ↓

		Pseudoscience		(https://webcourses.ucf.edu/courses/1450083/files/104009251/downloa download_frd=1)
2	15-Jan	Epistemology: How You Know What You Know	2	**Sagan Ch 12.pdf (https://webcourses.ucf.edu/courses/1450083/files/104009179?wrap=1)** ↓ **(https://webcourses.ucf.edu/courses/1450083/files/104009179/downloa download_frd=1)** ; **Shermer 1998 (chapter 3) OCR.pdf (https://webcourses.ucf.edu/courses/1450083/files/104009187?wrap=1)** ↓ **(https://webcourses.ucf.edu/courses/1450083/files/104009187/downloa download_frd=1)**
3	22-Jan	GIANTS! Anatomy of an Archaeological Hoax	3	Film: _**The Cardiff Giant**_ ⤷ **(https://www.youtube.com/watch?v=hO189oBtn5U)**
4	29-Jan	Dawson's Dawn Man: The Hoax at Piltdown	4	**Arnold (2006) (https://webcourses.ucf.edu/courses/1450083/files/104009246?wrap=1)** ↓ **(https://webcourses.ucf.edu/courses/1450083/files/104009246/downloa download_frd=1)** Film: _The Boldest Hoax_
5	5-Feb	Who Discovered America?	5	
6	12-Feb	Who's Next? After the Indians, before Columbus	6	
7	19-Feb	The Myth of the Mound Builders	7	
8	26-Feb	**MIDTERM EXAM**		

9	4-Mar	Lost: One Continent - Reward	8
10	11-Mar	Prehistoric E.T.: The Fantasy of Ancient Astronauts	9
11	18-Mar	**NO CLASS - SPRING BREAK**	
12	25-Mar	The Mystery of Ancient Civilizations: How did People Get so Smart?	10
13	1-Apr	Good Vibrations: Psychics and Archaeology	11
14	8-Apr	Old-Time Religion, New Age Visions, and Paranormal Predictions	12
15	15-Apr	Epilogue: A Past We Deserve	13
16	16-Apr	**FINAL EXAM due April 26, 11:59pm**	

Course Summary:

Date	Details	Due

| Date	Details	Due
	🚀 **ASSIGNMENT 1A: Birthday** (https://webcourses.ucf.edu/courses/1450083/assignments/8327944)	due by 11:59pm
Tue Jan 9, 2024	🚀 **QUIZ 1: Survey of Beliefs** (https://webcourses.ucf.edu/courses/1450083/assignments/8327951)	due by 11:59pm
	📝 **ASSIGNMENT 1B: Astrological Reading** (https://webcourses.ucf.edu/courses/1450083/assignments/8327967)	due by 11:59pm
Wed Jan 17, 2024	🚀 **QUIZ 2: Feder Chapter 2** (https://webcourses.ucf.edu/courses/1450083/assignments/8327947)	due by 11:59pm
Fri Jan 19, 2024	💬 **ASSIGNMENT 2: Logical Fallacies - You Make the Call!** (https://webcourses.ucf.edu/courses/1450083/assignments/8327963)	due by 11:59pm
Wed Jan 24, 2024	🚀 **QUIZ 3: Feder Chapter 3** (https://webcourses.ucf.edu/courses/1450083/assignments/8327946)	due by 11:59pm
Fri Jan 26, 2024	💬 **ASSIGNMENT 3: To Catch a Hoaxer** (https://webcourses.ucf.edu/courses/1450083/assignments/8327962)	due by 11:59pm
Wed Jan 31, 2024	🚀 **QUIZ 4: Feder Chapter 4** (https://webcourses.ucf.edu/courses/1450083/assignments/8327955)	due by 11:59pm
Fri Feb 2, 2024	💬 **ASSIGNMENT 4: In Archaeology We Trust** (https://webcourses.ucf.edu/courses/1450083/assignments/8327961)	due by 11:59pm
Wed Feb 7, 2024	🚀 **QUIZ 5: Feder Chapter 5** (https://webcourses.ucf.edu/courses/1450083/assignments/8327945)	due by 11:59pm
Fri Feb 9, 2024	💬 **ASSIGNMENT 5: Meme that Pseudo!** (https://webcourses.ucf.edu/courses/1450083/assignments/8327960)	due by 11:59pm
Wed Feb 14, 2024	🚀 **QUIZ 6: Feder Chapter 6** (https://webcourses.ucf.edu/courses/1450083/assignments/8327942)	due by 11:59pm

Date	Details	Due
Fri Feb 16, 2024	🗩 **ASSIGNMENT 6: Confronting Pseudoarchaeology?** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327959)**	due by 11:59pm
Wed Feb 21, 2024	🚀 **QUIZ 7: Feder Chapter 7** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327950)**	due by 11:59pm
Fri Feb 23, 2024	🗩 **ASSIGNMENT 7: Getting Real with Cahokia** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327958)**	due by 11:59pm
Fri Mar 1, 2024	🚀 **EXAM: Midterm** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327948)**	due by 11:59pm
Wed Mar 6, 2024	🚀 **QUIZ 8: Feder Chapter 8** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327954)**	due by 11:59pm
Fri Mar 8, 2024	🗩 **ASSIGNMENT 8: CLICKBAIT! Atlantis** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327957)**	due by 11:59pm
Wed Mar 13, 2024	🚀 **QUIZ 9: Feder Chapter 9** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327953)**	due by 11:59pm
Fri Mar 15, 2024	📝 **Prospectus** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327973)**	due by 11:59pm
Wed Mar 27, 2024	🚀 **QUIZ 10: Feder Chapter 10** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327956)**	due by 11:59pm
Fri Mar 29, 2024	📝 **Annotated Bibliography** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327969)**	due by 8:59pm
Wed Apr 3, 2024	🚀 **QUIZ 11: Feder Chapter 11** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327943)**	due by 11:59pm
Wed Apr 10, 2024	🚀 **QUIZ 12: Feder Chapter 12** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327952)**	due by 11:59pm
Fri Apr 12, 2024	📝 **Outline** **(https://webcourses.ucf.edu/courses/1450083/assignments/8327972)**	due by 11:59pm

Date	Details	Due
Fri Apr 19, 2024	📝 **Final Paper** [(https://webcourses.ucf.edu/courses/1450083/assignments/8327970)](https://webcourses.ucf.edu/courses/1450083/assignments/8327970)	due by 11:59pm
Fri Apr 26, 2024	🚀 **EXAM: Final** [(https://webcourses.ucf.edu/courses/1450083/assignments/8327949)](https://webcourses.ucf.edu/courses/1450083/assignments/8327949)	due by 11:59pm
	📝 **Midterm EC** [(https://webcourses.ucf.edu/courses/1450083/assignments/8327971)](https://webcourses.ucf.edu/courses/1450083/assignments/8327971)	

📝 **Final Paper** [(https://webcourses.ucf.edu/courses/1450083/assignments/8327970)](https://webcourses.ucf.edu/courses/1450083/assignments/8327970)

due by 11:59pm
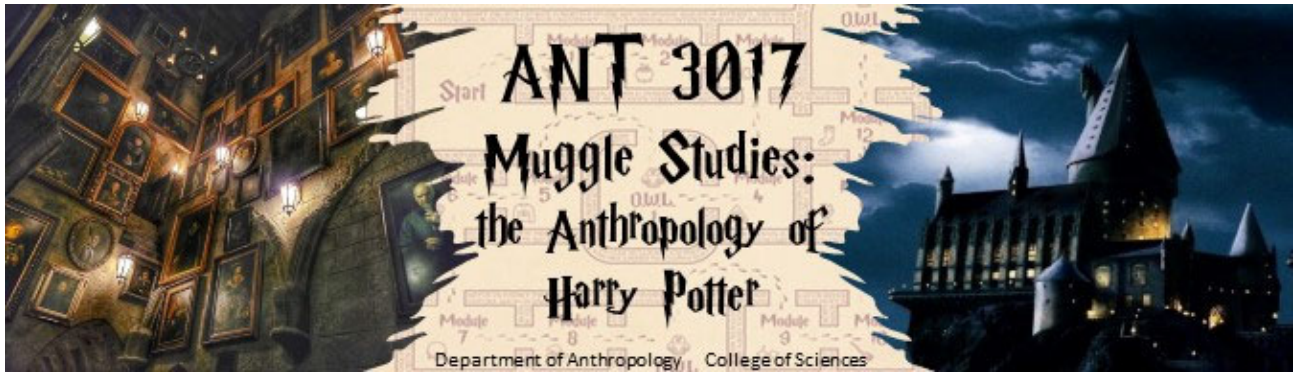
Syllabus

Instructor Contact

Instructor	
	Professor Amanda Groff
	Head of Hufflepuff House
	Muggle Studies professor and Coordinator of Online

	Magic **amanda.groff@ucf.edu** (mailto:amanda.groff@ucf.edu)
Office	**H**(uffle) **P**(uff) **H**(ouse) **room 309** (Or as the Muggles call it, Howard Phillips Hall, or HPH)
Office Hours	<u>Various methods for contacting me during office hours:</u> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <u>Office hours:</u> Tuesdays (virtual & in-person): 10am-12pm and 1-2pm Wednesdays (virtual only): 10am-12pm and 1-2pm **Please make an appointment first!!**
Phone	Office Phone: 407 823-3757
E-mail/Response Time	**amanda.groff@ucf.edu** (mailto:amanda.groff@ucf.edu) **(when emailing, please include the class title in your subject!)** I have family, dogs, and friends who want to see me! As such, I will respond to emails from 8am to 4pm on weekdays. All evenings and weekends are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise. **Dobby (and his wand) and Bug**

GTA Office Hours	Alyna Woodall (Tuesdays 12-1pm) Caroline Jasiak (Tuesdays 1-3pm) ***Office hours are held via online (immediate email response or scheduled zoom meeting)
GTA E-Mail	**Alyna.Woodall@ucf.edu (mailto:Alyna.woodall@ucf.edu)** **Caroline.Jasiak@ucf.edu (mailto:Caroline.Jasiak@ucf.edu)**

Course Information

Course Name	ANT 3017 - Muggle Studies: the Anthropology of Harry Potter
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI (override)
Corequisites	None
Semester/Year	Spring 2024
Location	100% Online (no in person meetings)

Course Description and Scope

Welcome wizards, witches, and muggles to the magical world of anthropology and Harry Potter! In this course we will be using the characters and settings of the Harry Potter Universe as allegory to explore and discuss contemporary social issues and anthropological themes and concepts. The subjects in this course are subdivided based on the 4 Anthropological subdisciplines: Muggle Culture (cultural anthropology), Fantastic Artifacts and Where to Find Them (archaeology), Transfiguration (biological anthropology), and Spells and Charms (linguistics). Subjects will include (but are not limited to) discussions on social/group identity, prejudice, biological adaptation, archaeological

method, artifact and osteological analysis, language structure, writing systems, medicinal use of plants, and more.

It should be noted that this course is not a literature review of the Harry Potter series, nor an analysis of the books; in fact, students are not required to have read, nor will they read, the series. This course takes a topical approach within which the Harry Potter book and movie series, Alohomora podcasts, Mugglenet articles, and related social media serves as a lens through which we can study anthropology by creating relevant and insightful connections between their world and ours.

Course Catalog Description: The characters and settings of Harry Potter are used to explore and discuss contemporary social issues and anthropological concepts.

Course Objectives

The specific objectives for this course are that students:

- To foster critical thinking about social science and contemporary anthropological and social issues through the lens of fictional characters and storylines
- To recognize the relevance of a 4-field approach to interpreting and understanding present and past cultures
- To explore the intersection of this pop culture phenomenon and anthropological concepts
- To examine how storytelling enhances our understanding of anthropology
- To think about the ways this series both reflects and influences modern culture

Course Organization by Module

MUGGLE STUDIES:
THE ANTHROPOLOGY OF HARRY POTTER
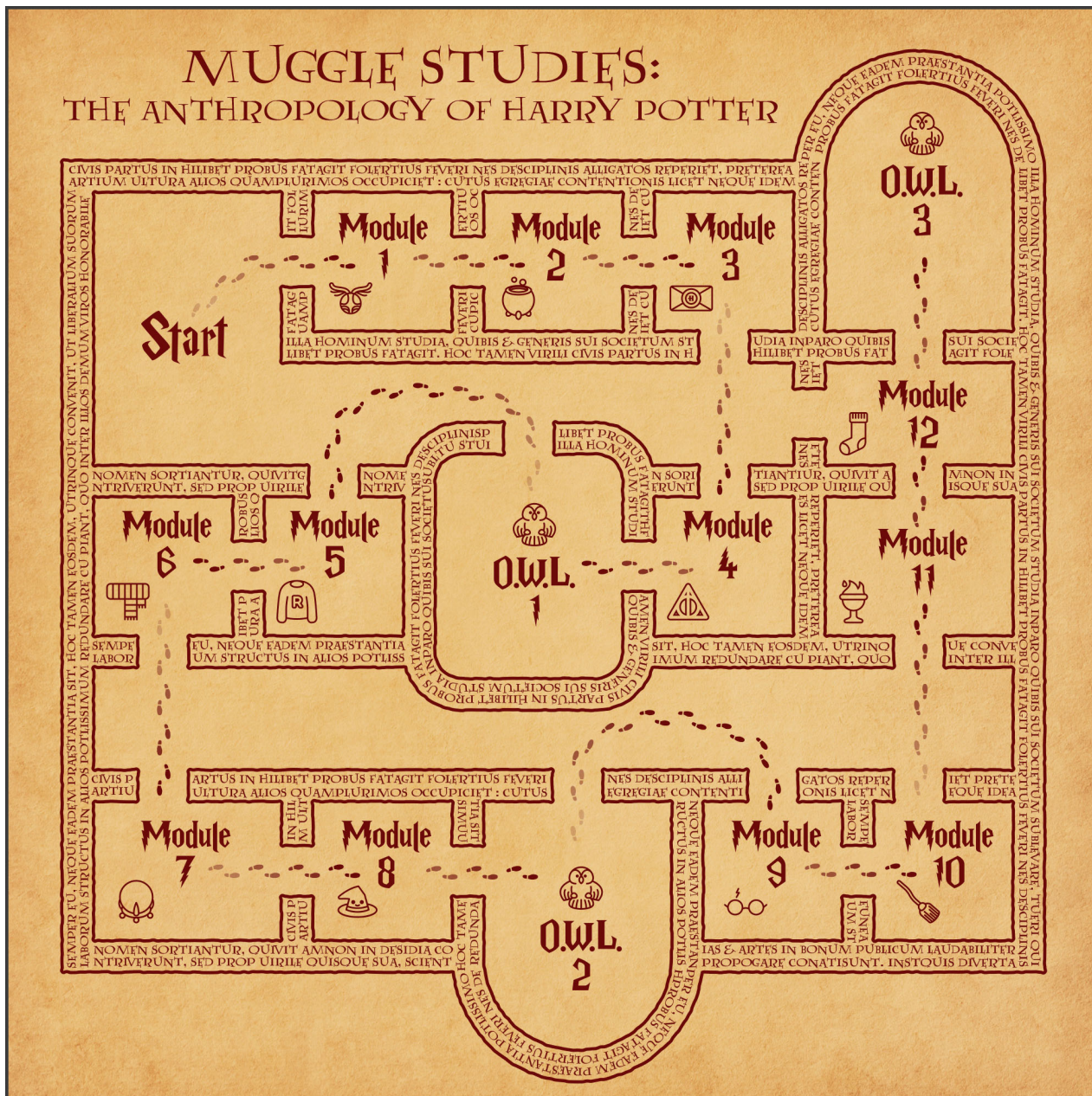
Module 1: The Sorting Ceremony

Module 2: Arthur Weasley and the Culture of Harry Potter

Module 3: The Power of Magic and Herbology

Module 4: From the Wizengamot to S.P.E.W.: Social Structures in Harry Potter

Module 5: Digging up Hogwarts: Archaeology of the Magical World

Module 6: Fantastic Artifacts and How to Date Them

Module 7: The Monster Module of Monsters (and Beasts and Animals)

Module 8: The Anthropology of Quidditch, Sport, and Gender

Module 9: Investigating Magical Genetics

Module 10: Shapeshifting, Transfiguration, and Evolution

Module 11: Spells, Potions, and Linguistics

Module 12: The Mythology of Harry Potter: Both Past and Present

Required Text

Since the topic of this course is so unique, there is no text book that exists! As such, I provide library-sourced article readings and links to other reading content within the modules. Free access to all!

Required Tools

1. A wand (haha, just kidding)
2. A functioning computer or tablet with access to internet and websites (phones are not recommended)
3. Adobe reader (or another tool that makes pdf's accessible and able to be read) **Get Adobe Reader** **(https://get.adobe.com/reader/)** Privacy Policy: **Adobe Privacy Policy (https://www.adobe.com/privacy/policy.html)**
4. Headphones (if working in a public space so that video clips may be watched)
5. Consistent, stable internet connection (this is the student's responsibility to find!)
6. Access to Microsoft word; please know that UCF provides this for free for students!! Get it here: **https://it.ucf.edu/ucf-apps/** **(https://it.ucf.edu/ucf-apps/)**
7. Up-to-date web browser. Use this website to check: **https://cdl.ucf.edu/support/webcourses/browser/** **(https://cdl.ucf.edu/support/webcourses/browser/)**
***Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead

Course Requirements

This course begins on January 8, 2024 and ends on April 25th, 2024. Your grade in this course will be based out of **475 house points** (**total points**). There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 105 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together**

and due on specific dates throughout the course (see schedule below). **This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz: You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

Schedule and Total Points

Module #	Assigned Readings	Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	--	10	--	January 12
1	2 articles	5	10	January 21
2	2 articles	5	10	January 21
3	2 articles	5	10	February 4
4	1 article	5	5	February 4
EXAM 1		100	--	February 6
5	1 article	5	--	February 18
6	2 articles	5	20	February 25
7	2 articles	5	10	March 10
8	1 article	5	5	March 10
EXAM 2		100	--	March 12
9	1 article	5	10	April 7

10	1 article	5	10	April 7
11	1 article	5	10	April 21
12	1 article	5	5	April 21
FINAL EXAM *not cumulative		100	--	April 25
TOTAL HOUSE POINTS		370	105	=475 points

All modules close at 11:59pm EST (Eastern Standard Time). So wherever you are, be sure to keep on top of the US East Coast time zone. I will not extend deadlines due to a misunderstanding of time zones.

Module Progression

In this course, you have the ability to work ahead and go as fast as you like, as long as you complete work by the assigned deadlines. For example, completing the mini-quiz at the end of Module 1, will release Module 2. Completing the mini-quiz at the end of Module 2, will release Module 3....and so on. Exam modules are included in this progression.

Timed Assignments: Mini-Quizzes, Quiz-graded Assignments, and Exams

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

A quick note on timed-assignments: If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them.

Exam 3 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

Spelling: Yes, spelling counts on all fill in the blank questions. Be sure to spell key terms, place or people names, or any proper names, as they are presented in the Modules and lectures. Why? The module content is the one source all students have in common. Unfortunately, internet spellings will not count (as you aren't supposed to search the internet for answers!).

Are quizzes, exams, and timed assignments open book?? No, they aren't. If it is your personal handwritten notes, I do not mind that you use them if needed but prefer that you don't. I try to encourage students not to rely on them, as searching can waste exam/quiz time and flag your submission in the Quiz Audit Log (see below for more about this feature). So definitely still prep and study, and only access your personal notes if you absolutely need to.

Written Assignments

You will encounter written work in this class (work that I think is fun and engaging!). There are a few guidelines for this:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
3. Your work will pass through Turnitin
4. You must submit written work by the deadline assigned to it.
5. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
6. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.
7. **Quotations:** A quote should SUPPORT your argument, not be the entire argument. If you quote heavily in your submissions, we will ignore the quoted material and only grade based on your own words; if none of the words are your own, then a 0 will be awarded.

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen**!! These video lectures provide a majority of the content for this class…so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD**. This provides you with the ability to come back to a lecture while it is open, if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing.

DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!! If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I will not reopen module lectures or send copies of notes that have been misplaced. Why do they close? To ensure student accountability for learning the materials in a scaffolded and timely manner. Essentially, students need to be responsible for watching the lectures in the time they are available and to take notes, like they would in any other class. Additionally, students in this class are not prevented from using their notes on an Exam, but the actual content (aka videos) are closed to ensure integrity during examination.

Grading Scheme

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

Letter Grade	Percentage
A	92.5-100%
A-	89.5-92.4%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%

D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade once the correct answers have been released. I will not discuss answers until the assignment has closed and the answers have been released.

If you feel you received a grade in error or that a response you selected could also be correct you will need:

1. Hang on to your questions or concerns until the correct answers are released and you've reviewed your responses against the correct answers.
2. If after that review you still have questions, email me but you will need to provide **evidence** from the reading or lecture (include exact page numbers or times) that support your argument in order for me to consider your answer.
3. Email me within one week of the correct answers being released.

What to do about J.K. Rowling?

Like many of you, I found it really difficult to digest the tweets and comments that JK made about the trans community in recent years. We all have family, friends, and colleagues who are members of the trans community and I wholeheartedly standby and support them. Her statements collided head on with anthropological concepts of sex and gender, and we will have that discussion. I do not defend her narrow, exclusionary concept of womanhood and wholly support dismantling her concept of sex and gender. I don't know about you, but I don't want to lose that world of magic and friendship in Harry Potter. So then, what do we do? How do I teach this class? It's that saying, we can love the art but not the artist. And we will choose to fight against her transphobia by exploring her books using

anthropological understanding and relativity. Her name will undoubtedly come up, but in the end, this class is about Harry Potter, magic and anthropology. I for one am thrilled an excited to explore this world with you. And for pete's sake, I wish JK Rowling would take an anthropology course!

Important Dates and Information

Add class deadline Friday, January 12 ; Drop class deadline: Friday, January 12
Withdrawal deadline for this course: Friday, March 29th
Final course closing date and when the Hogwarts Express leaves: Thursday, April 25th (Final Exam deadline)

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.
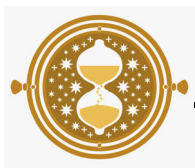
 # Time-Turner: 24-Hours for 20% Exam Grace Period

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that the exam was due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all exams in this class (high stakes assignment).
*You will receive an inbox email from me confirming you missed the exam with an updated due date.

Example: Let's say your exam is due Sunday by 11:59pm but you missed it. With this policy, you will have until Monday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades

difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

Make-ups/Excuses

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

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

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

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. For more information, see the UCF policy at **https://policies.ucf.edu/documents/4-401.pdf**   **(https://policies.ucf.edu/documents/4-401.pdf)**

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more: **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf**   **(https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions (https://webcourses.ucf.edu/courses/1394301/discussion_topics)** and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. Also, please don't send text message-like emails!

Online Technology

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

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult **The Center for Academic Integrity. (http://www.academicintegrity.org/icai/assets/FVProject.pdf)**

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

WARNING: Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With so many students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate INSTEAD of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes and Video Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. **Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct**. **I will file a report against you if my video lectures, notes from the lectures, or assignment directions appear on these websites.** I have my TAs check these parties to see if my course materials are posted. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a

routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Quiz Audit Log

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation. All timed assignments in this class utilize this feature. Submissions are flagged when a student clicks off a timed assignment or opens another browser window.

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 when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade**   **(http://goldenrule.sdes.ucf.edu/zgrade)** .

Academic Services and Resources

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

Non-Academic Services and Resources

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

includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at **http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building,

- see [http://www.ehs.ucf.edu/workplacesafety.html](https://ehs.ucf.edu/) [(https://ehs.ucf.edu/)](https://ehs.ucf.edu/) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu [(http://my.ucf.edu/)](http://my.ucf.edu/) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  [You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)](https://youtu.be/NIKYajEx4pk) [(https://youtu.be/NIKYajEx4pk)](https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

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

Course Expectations

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

My expectations of you for taking The Anthropology of Harry Potter

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

What You Can Expect From Me

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

Final Comments

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

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

Syllabus Spring 2024

ANT 3052 ow60 : Disaster Anthropology

Instructor Information

Instructor: Vance Geiger, PhD

Office Location: Howard Phillips Hall, Room 311C

In person Office Hours: M, Tu, We 8 am - 12

Virtual office hours in the class chat

Graduate Teaching Assistant (GTA): none

email:

Office: Main Campus, Phillips Hall, 311

Email: Use vance.geiger@ucf.edu

Virtual Office Hours: Tuesday evening 7 - 9 pm

Mode: Online

Required Textbooks

All readings will be provided as PDFs on WebCourses (see Texts module).

Course Description

Anthropological research into disaster reminds us that risk and vulnerability are not equally

shared across society, and harm from disasters (natural or otherwise) disproportionately affects

communities along lines of inequality. This course provides students with an introduction to the

anthropological study of disaster. Anthropologists have become critical to international forensic

investigations of disasters and training in disaster anthropology represents a unique opportunity

for students to contribute to global security. This course will provide students with conceptual

and methodological tools to address what scholars refer to as "the current research deficit"

regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters,

which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of

catastrophe. The true scope of disasters stretches across years, and a single event affects

communities for much longer. This course will prepare students to investigate four inter-related

themes as outlined by Integrated Research on Disaster Risk (IRDR): investigate the causes and

consequences of loss and identify conditions limiting loss; test hypotheses of damage causality

(land use, lack of accountability, settlement patterns); identify key factors contributing to

vulnerability and loss which have grown in recent decades; and utilize existing knowledge and

approaches from risk assessment in the social sciences.

Course Objectives: Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the different between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology plays in disaster planning, preparedness, and

recovery.

- Understand how ethnography and archaeology participate in disaster planning,

preparedness, and recovery.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your

fellow students. However, it is also used to cheat in online courses. Students are allowed to use a

GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe

groups created for this course. Failure to do so will result in disciplinary action. Second, sharing

answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the

GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are

completed online. The instructor will hold office hours virtually and students can interact via

email or through WebCourses. We will adhere to the course schedule for all assignments. Due

dates are extremely important.

- Online lectures (and PDF versions) will be posted by Friday the previous week.
- Pay attention to due dates
- Weekly lectures are posted to facilitate conversation but not

force it.

Grading

Grades will be determined from the following:

Online Assignments: 120 possible points (6 assignments 20 points each)

Two exams: 200 possible points (2 exams 100 points each)

Total Possible Points: 320

Breakdown of Grading

Online Assignments: Students will complete short online activities to explore topics related to

disaster anthropology. The assignments will focus on different aspects of disasters and will become the basis of the final 8 page discussion of a disaster that will be the paper required for the course. (6 assignments 20 points each).

Possible Points: 120

Two exams (100 points each) covering the topics discussed in class up to the point of the exam.

[Possible Points 200]

Course Grading Scale

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F 59 and below

Late Assignment Policy

Assignments have due dates. Assignments can be turned in after the due date until the last day of class APRIL 22 (nothing is accepted after that date). Assignments turned in after the due date can earn a maximum of 1/2 credit (so a max of 10, not 20 points, that is a max, if an assignment was turned in on time and would have received an 18, if late it will be 9.)

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor.

This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two

days (48 hours) for a response, although I usually respond within a few hours or less. I may not

respond on Friday evenings or weekends. If you send a message during this time and I do not

respond by Wednesday of the following week, please re-send the message as it was likely buried

by other messages. Students should take care in composing messages. It only takes a moment

and demonstrates that you care about the course.

Very Important

If you have an issue communicate with the instructor at the time the issue happens or appears, not day or weeks or months later.

Integrity

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

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

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

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

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

Accessibility

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

Safety

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

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

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

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>).

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Military

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

Make Up

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

Religious Observance

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

Artificial Intelligence

Use of AI prohibited. AI is an aggregator. These programs seek out information from the internet to incorporate into responses to the questions it is posed. That means that everything contained within an AI response to any query you pose is taken from other's

material and there is no attribution. That is plagiarism. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

Diversity and Inclusion

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

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

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

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

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.comLinks to an external site. if you are

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

Semester Calendar

Week 1: Jan 8

Topic: Course Introduction

Readings: online material

Assignments: Syllabus Quiz

Week 2: Jan 15

Topic: Introduction to the Anthropology of Disaster

Readings: Oliver-Smith, Anthony. 1999. "What Is A Disaster?": Anthropological Perspectives

on a Persistent Questions. In The Angry Earth...

 Oliver-Smith, Anthony and Susanna Hoffman. 2002. Introduction: Why

Anthropologists Should Study Disasters. In Catastrophe & Culture...

 Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of

Anthropology. Anthropology News.

Assignment 1: Personal Predictability

Week 3: Jan 22

Topic: Longitudinal Studies of Disaster

Readings: Oliver-Smith, Anthony. 1994. Peru's Five Hundred Year Earthquake. In The Angry Earth, Chapter 4.

 Garcia-Acosta, Virginia. 2002. Historical Disaster Research. In Catastrophe &

Culture...

Long-Term Vulnerability and Resilience: Three Examples from Archaeological Study in the Southwestern United States and Northern

Mexico 197 Margaret C. Nelson, Michelle Hegmon, Keith W. Kintigh,
Ann P. Kinzig, Ben A. Nelson, John Marty Anderies, David A. Abbott,
Katherine A. Spielmann, Scott E. Ingram, Matthew A. Peeples,
Stephanie Kulow, Colleen A. Strawhacker, and Cathryn Meegan - **In Surviving Sudden Environmental Change.**

Cultures of Disaster, Cultures of Coping
Hazard as a Frequent Life Experience
in the Philippines by Greg Bankoff - In Natural Disasters, Cultural Responses - chapter 10

Assignment 2: Disaster Selection Due 1/29

Week 4: Jan 29

Topic: Forensic Investigations of Disaster (FORIN)

Readings: Burton, Ian. 2010. Forensic Disaster Investigations in Depth.

 FORIN Report

Week 5: Feb 5

Topic: Why Disaster Response Fails

Readings: Hoffman, Susanna M. Defining Disaster upon Disaster... In Disaster Upon Disaster.

 Barrios, Roberto E. Unwieldy Disasters. In Disaster Upon Disaster.

Assignment 3: Identify Vulnerabilities Due 2/12

Week 6: Feb 12

Topic: Plights, Problems, and Quandaries

Readings: Fiske, Shirley J. and Elizabeth Marino. 2020. Slow-Onset Disaster... In Disaster Upon

Disaster.

 Oliver-Smith, Anthony. 2020. Resettlement for Disaster Risk Reduction... In Disaster

Upon Disaster.

Week 7: Feb 19

Topic: So-Called Natural Disasters, Part I

Readings: Moseley, Michael E. 2002. Modeling Protracted Drought... In Catastrophe & Culture.

McCabe, J. Terrance. 2002. Impact of and Response to Drought among Turkana

Pastoralists.... In Catastrophe & Culture.

Assignment 4: The Event Due 2/27

Week 8: Feb 26

Topic: So-Called Natural Disasters, Part II

Readings: Button, Gregory V. and Erin R. Eldridge. 2016. A Poison Runs Through It... In

Contextualizing Disaster.

Bankoff, Greg and George Emmanuel Borrinaga. 2016. Whethering the Storm... In

Contextualizing Disaster.

Week 9: Mar 5

Topic: Archaeological Approaches to Sudden Environmental Change, Part I

Readings: Sheets, Payton and Jago Cooper. 2012. Introduction: Learning to Live with the

Dangers of Sudden Environmental Change. In Surviving Sudden Environmental Change.

Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail. In Surviving Sudden

Environmental Change.

Week 10: Mar 11

Topic: Archaeological Approaches to Sudden Environmental Change, Part II

Readings: Dugmore, Andrew and Orri Vesteinsson. 2012. Black Sun, High Flame, and
Flood. In

Surviving Sudden Environmental Change.

Nelson, Margaret C. et al. 2012. Long-Term Vulnerability and Resilience. In

Surviving Sudden Environmental Change.

Spring Break 3/18 - 3/23

Week 11: Mar 25

Topic: Revamping Apparatus and Outcome

Readings: Hoffman, Susanna M. 2020. The Scope and Importance of Anthropology... In
Disaster

Upon Disaster.

Bergman, Ann. 2020. Future Matter Matters... In Disaster Upon Disaster.

Assignment 5: The Response Due 4/1

Week 12: Apr 1

Topic: Ethnography and Disaster

Reading: 'Post-disaster' and the value of long-term ethnography by Anna Vainio;

Expert Knowledge and the Ethnography of Disaster Reconstruction by ROBERTO E. BARRIOS;

Handbook of Ethnographic Research - in the Texts module.; Ethnographic Methods by O'Reily - in the Texts module.

Week 13: Apr 8

Topic: Metaphors of Disaster and Disaster Porn

Reading: Online material

Assignment 6: Ethnographic Research Plan Due 4/15

Week 14: Apr 15

Topic: Summing Up

Readings: None

Assignments: Semester Project 3: Presentation

Exam 2 April 20 8 am - April 22 11 55 pm

Week 15: Apr 22 Last Day of Class

Make Up Exam 4/24 8 am - 4/25 11 55 pm

BLOOD AND VALOR:
THE VIKING WORLD
ANT 3107 (0W60) ▪ Spring 2024
Department of Anthropology ▪ College of Sciences ▪ University of Central Florida

Course Information

Course Name:	Blood & Valor in the Viking World
Course ID:	ANT 3107 (0W60) / Spring 2024
Credit Hours:	3.0 hours
Location / time:	Online instruction via WebCourses@UCF

Professor Contact

Professor:	**Dr. Lana Williams**
Main office:	UCF Main campus – Howard Phillips Hall 309F
Phone:	407-823-2227
Office hours:	
Online:	Wednesday 11:00-12:00 AM/PM EDT/EST via Chat (or Zoom appointment)
In-Person:	Tuesday 2:30-3:30 PM EDT/EST (open drop-in, HPH 309F)
E-mail:	via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA:	**Cheyenne Collins**
Main office:	UCF Main campus – Howard Phillips Hall 309 (by appointment only)
Phone:	407-823-2227
Online office:	**TBA** EDT/EST via Chat
E-mail:	via WebCourses Inbox messaging

University Catalog Description

Examines anthropological and archaeological themes of Norse daily life, belief systems, mortuary treatment, material culture, and culture contact history. **Prerequisite:** Sophomore standing or C.I.

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

What is this course about?

In popular culture, Vikings are little more than horn-helmeted, blood-thirsty raiders who plundered their way across Europe in the Middle Ages. For three hundred years, the Norse dominated the peoples of "civilized" Europe, whose negative views of them as violent barbarians have been passed down to us.

But Vikings did much more – they brought empires to their knees; they traded and settled deep into Poland and Russia; they fought as mercenaries and explored the uncharted waters of the North Atlantic, becoming the first Europeans to venture into North America. By AD 1100 the Norse had fundamentally altered the social, political, religious, economic, and military life in much of the known world.

Blood and Valor in the Viking World includes everything you'll need to separate fact from fiction by critically examining anthropological themes in preserved material culture, archaeological sites, and place-name evidence alongside historical texts. Together, we will be uncovering the real stories behind the popular view of the Viking World. Your task in this course is to take a fresh look at what we know about the Vikings and better understand how anthropologists apply methods, theories, and knowledge from various disciplines in their scientific exploration of the Viking world.

What skills will I develop in this course?

You will be developing **analytical skills necessary to critically examine scientific literature and mass media statements about archaeological evidence and people of the Viking World**. After successfully completing this course, you should be able to:

- Identify key artifacts and art styles, archaeological sites, and events in the Viking World.
- Reframe the single, monolithic entity of 'Viking' portrayed in modern media into the highly regionalized lifeways of Scandinavia and Norse communities
- Describe cultural interactions, economics, and settlement of early Norsemen and their assimilation after leaving Scandinavia.
- Discuss the nature of ancient Viking afterlife and proper treatment of the dead.
- Explain how society, politics and religious ideology evolved through three centuries of Viking history.
- Critically engage with the contradictory and complementary nature of archaeological, historical, and textual sources concerning the Viking world.

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

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

What textbooks will I need?

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

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

The Vikings
Author: Neil Price and Ben Raffield
Edition: 1st edition
Year: 2024
Publisher: Routledge (Taylor & Francis)
ISBN: 9780415343503

Available in e-book and paperback formats

The Saga of the Volsungs (with Saga of Ragnar Lothbrok)
Author: Jackson Crawford
Edition: 1st edition
Year: 2017
Publisher: Hackett Publishing
ISBN: 9781624666339

Available in e-book and paperback formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

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

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 11:00-12:00AM/PM EDT/EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed. You may also use open **in-person office hours on Tuesdays from 2:30-3:30 PM EDT/EST** in HPH 309 on UCF Main Campus.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The **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;
- regularly engage with online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 3 of 4 Point-of-View Discussions (group responses to writing prompts; lowest score dropped)
- submit at least 12 of 14 Quizzes (two lowest scores are dropped - Quiz Audit system active during testing);
- submit 3 Rune Activity assignments);
- submit 3 online written exams (Quiz Audit system active during testing)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Going I-Vikingr** in the COURSE INTRO module by **11:59 PM EST** on **JAN 12, 2024**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Quizzes (12)	130	30%
Point-of-View Discussions (3)	45	20%
Rune Activity Assignments (3)	150	15%
Exams (3)	300	35%
Total Possible	*625 points*	*100%*

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

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

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

- **Point-of-View Discussions:** These short, online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to Viking life and current debates presented in course materials. **You are required to fully participate in 3 POV Discussion assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 4 possible grades.**

- **Rune Activity Assignments:** These activity assignments are designed around developing basic introductory skills in working with runic text and Old Norse translations. This will assist in your understanding of the role of language and text in the Viking world and how these texts are used in anthropological research. **You are required to submit all 3 Rune Activity assignments** located in the learning modules.

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

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

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

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

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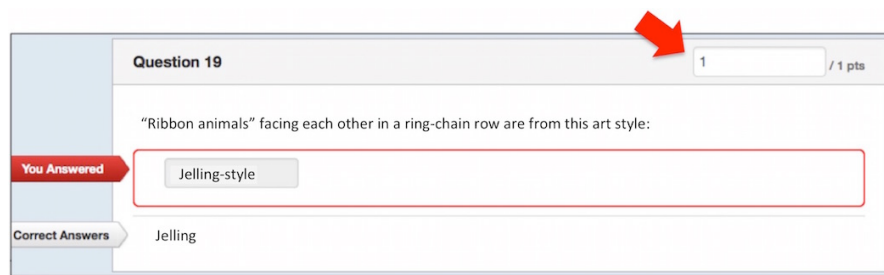
How do I view my grades?

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

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

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

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

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

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

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** with appropriate documentation to obtain a **courtesy class absence notification** letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

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

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

may be asked to engage with complex ideas that do not align with your personal beliefs and to demonstrate an understanding of these ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

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

Title IX Policy

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

How is academic integrity maintained?

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

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

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

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student's own academic work.

- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

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

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.

- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.

- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or **'Z' letter grade** for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

- **NOTE:** Being found in violation of academic conduct standards **could result in a student having to disclose such behavior** on a graduate school or employment application, and/or being removed from a leadership position within a student organization, as a recipient of scholarships, participation in university activities such as Study Abroad, internships, etc.

Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Inbox for communication?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

Spring 2024 Session Schedule

Weekly Content	Topics	Textbooks	Assignments
Week 1 (Jan 08-14)			
▪ Course Intro	Things You Should Know	–	Required Activity
▪ Module 1	Origins of the Viking Age	Intro & CH1	Quiz 1
Week 2 (Jan 15-21)			
▪ Module 2	On Scandinavian Land	CH2 (p.25-39, 50-56)	Quiz 2 & POV1
Week 3 (Jan 22-28)			
▪ Module 3	The Heroic Ideal	–	Quiz 3 & POV2
Week 4 (Jan 29-Feb 04)			
▪ Module 4	Fjord Serpents & Pebble Money	CH2 (p. 39-50)	Quiz 4
Week 5 (Feb 5-11)			
▪ Module 5	Fury of the Norsemen	CH2 (p. 56-60)	Quiz 5
EXAM 1 (Feb 09-11)	**Modules 1 through 5**		
Week 6 (Feb 12-18)			
▪ Module 6	Gripping Beasts & Picture Stones	CH2 (p. 60-66)	Quiz 6 & Rune1

Weekly Content	Topics	Textbook	Assignments
Week 7 (Feb 19-25)			
▪ Module 7	Blood & Sacrifice	CH3 (p. 70-85)	Quiz 7 & POV3
Week 8 (Feb 26-Mar 03)			
▪ Module 8	Entering Valhalla	CH3 (p. 85-94)	Quiz 8 & Rune2
Week 9 (Mar 04-10)			
▪ Module 9	Vikings in the East	CH4 (p. 97-103, 137-145)	Quiz 9
EXAM 2 (Mar 8-10)	**Modules 6 through 10**		
Week 10 (Mar 11-17)			
▪ Module 10	Contact & Conflict in Europe	CH4 (p. 103-117, 126-131)	Quiz 10
Spring Break (Mar 18-24)			
Week 11 (Mar 25-31)			
▪ Module 11	The Heathens Stayed	CH4 (p. 117-126)	Quiz 11 & Rune3
Week 12 (Apr 01-07)			
▪ Module 12	Vikings in the West	CH4 (p. 131-134)	Quiz 12
Week 13 (Apr 08-14)			
▪ Module 13	Banishment & Baptism	CH4 (p. 135-136) & CH5	Quiz 13 & POV4
Weeks 14 (Apr -15-21)			
▪ Module 14	Vikings in the New World	CH4 (p. 146-150)	Quiz 14
EXAM 3 (Apr 24-26)	**Modules 11 through 14**		

Course Syllabus

Jump to Today   ✎ Edit
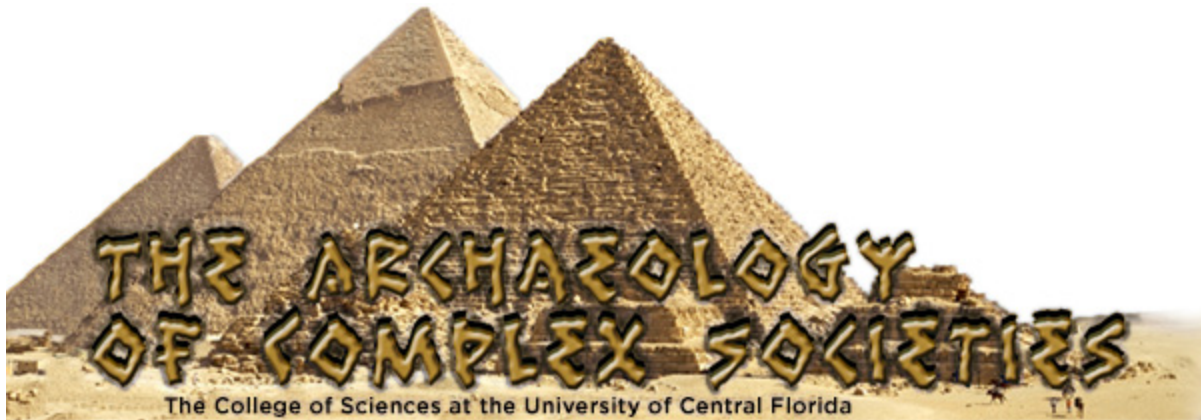
Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Office Hours: **In-person hours**-Wednesday 3-4; **Virtual hours-**Thursday 10-11 (email for a link to a zoom meeting room, advanced notice will ensure a meeting time for that day). With advanced notice I can also meet outside of these times.
- Phone: 407-823-6554
- E-mail: **brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) (mailto:brigitte.kovacevich@ucf.edu)**

T.A. Contact

- T.A.: Raynaliz Velasquez
- Phone: 407-823-2227
- E-mail: raynaliz.velazquez@ucf.edu
- appointments available upon request

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3
- Semester/Year: Spring 2024
- Location: W (Fully Online, Asynchronous)

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world-Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica- human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT

2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials
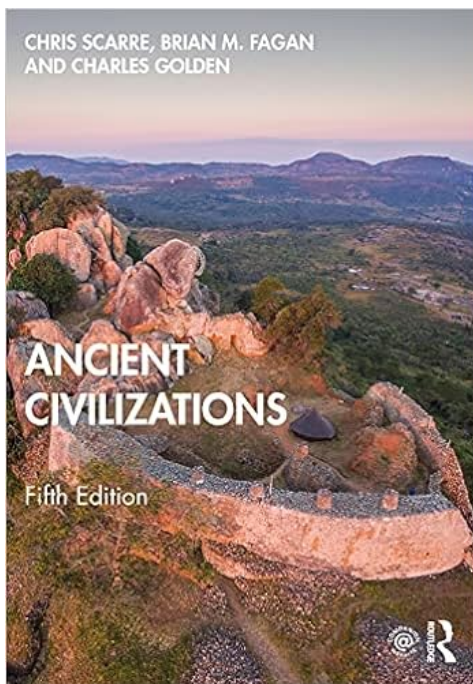
Ancient Civilizations, 5th Ed. (2021) C. Scarre, B. Fagan, C. Golden. Routledge Press- Print OR Digital version may be purchased (both are not needed).

This book is available through the First Day® program. Please Opt-In through the Course Materials link (in the menu on the left) in Webcourses@UCF during the first week of class.

To enhance your learning experience and provide discounted access to the right course material, your course is part of an inclusive access model called First Day®. You can easily access the digital materials for your course right from Webcourses.

UCF will bill to your student account you at the discounted price as a course charge for this course.

You have the option to opt-out of this program in the the Course Materials tab of Webcourses. However, please be advised it is NOT recommended that you Opt-Out, as these materials are required to complete the course. If you choose to opt out, you will be responsible for purchasing your course materials at the normal retail.

BENEFITS OF THE FIRST DAY PROGRAM

- Deeply discounted materials - lowest price available
- Guaranteed the right materials
- Ready to go on day one
- Course materials charge will be placed on your student account
- Option to Opt-Out on the first day of class in Webcourses

3 EASY STEPS TO ACCESS MATERIAL

1. Log in to your course
2. Select the Course Materials Link
3. Begin accessing your materials

For more information and FAQs click here: customercare.bncollege.com

**If you prefer a print version of the book there are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of 465 **total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments

worth a total of 95 points, and 3 exams worth a total of 300 points. Modules close weekly every Monday, with the exception of the "Getting Started Module" which closes on the first Friday, then you Module 1 will be due on the 2nd Monday, so start and work ahead of you have time. **I will not open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open when you have taken the previous quiz. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page. You can work ahead at your own pace if you would like, but please note we will not grade exams and assignments until after the due date and you may need to return to discussions to comment after colleagues have posted to get full credit.

Academic Activity Assignment: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **Syllabus Quiz (%24CANVAS_COURSE_REFERENCE%24/assignments/%24CANVAS_OBJECT_REFERENCE%24/quizzes/ie9** by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday of the first week of class at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

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

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

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will always close on Fridays, but as long as you finish the previous modules you can take the exam anytime before the due date. I have posted a Study Guide in the exam module and there is a discussion board there to post questions about the exam.

<u>Module Assignments:</u> These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Course Schedule

Timetable for assignments and quizzes

Module	# of Mini Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	5	5	Friday, January 12th, 11:59 PM
1	**5**	**10**	**Monday, January 22, 11:59 PM**
2	5	5	Monday, January 29, 11:59 PM
3	**5**	**5**	**Monday, February 5, 11:59 PM**
4	5	0	Monday, February 12, 11:59 PM
Exam 1	*100*	*0*	***Friday, February 16th, 11:59 PM***
5	5	10	Monday, February 19, 11:59 PM
6	**5**	**10**	**Monday, February 26, 11:59 PM**
7	5	0	Monday, March 4, 11:59 PM
8	**5**	**10**	**Monday, March 11, 11:59 PM**
Exam 2	*100*	*0*	***Friday, March 15, 11:59 PM***
9	5	0	Monday, March 25, 11:59 PM

10	5	10	**Monday, April 1, 11:59 PM**
11	5	10	Monday, April 8, 11:59 PM
12	5	10	**Monday, April 15, 11:59 PM**
13	5	10	Monday, April 22, 11:59 PM
Final Exam	*100*	*0*	*Friday, April 26, 11:59 PM*
Total Points	370	95	

Grading

GRADING SCALE

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

Grading scale

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

Grading Scale (%)	
77-79	C+
70-76	C
60-69	D
0-59	F

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill or attending a sanctioned University activity. Documentation (doctor's note with dates, obituary, program verification form for University activities, etc.) of these incidences MUST be provided in order for a make-up to be allowed.

***If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken. Please be aware that I can see when you leave a test to view other pages and/or if your browser freezes!

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: There will be no group work in this course.

Grade Dissemination: All grades will usually be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please

remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, **brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu)** . I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcoures on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case, the professor will produce a solution.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy: The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the video lectures, articles you may have found online,

or archaeology in general. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against the professor or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

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

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

Academic Conduct Policy: Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in 0 for that assignment (and may, depending on the severity of the case, lead to a Z or a failing grade for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. ***Using AI (Artificial Intelligence) for writing assignments is not allowed and will be considered cheating.***

Turinitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

http://www.turnitin.com ⤤ [(http://www.turnitin.com)](http://www.turnitin.com) .

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to

editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

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

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

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

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

Resources promoting diversity in archaeology

Research Opportunities for Underrepresented groups through NSF REU	**https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054** ↪ **(https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5054)**

SAA Travel Scholarship for Underrepresented Groups	**https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships** ➡ **(https://www.saa.org/career-practice/Scholarships-and-Grants/historically-underrepresented-groups-scholarships)**
SAA Native American Scholarship	**https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund** ➡ **(https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)**
Black Trowel Collective Microgrants	**https://blacktrowelcollective.wordpress.com/** ➡ **(https://blacktrowelcollective.wordpress.com/)**
AIA Travel Grant	**https://www.archaeological.org/grant/diversity-student-travel/** ➡ **(https://www.archaeological.org/grant/diversity-student-travel/)**
Field School Scholarships	**https://www.archaeological.org/grant/waldbaum-scholarship/** ➡ **(https://www.archaeological.org/grant/waldbaum-scholarship/)**
Archaeology Abroad Scholarship	**https://www.americanarchaeologyabroad.org/scholarships** ➡ **(https://www.americanarchaeologyabroad.org/scholarships)**
IFR Fieldschool Scholarship	**https://ifrglobal.org/students/scholarships/** ➡ **(https://ifrglobal.org/students/scholarships/)**
Smithsonian Diversity Award Internship	**https://www.smithsonianofi.com/minority-internship-program/** ➡ **(https://www.smithsonianofi.com/minority-internship-program/)**
SfAA Del Jones Memorial Travel Award	**https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award** ➡ **(https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award)**
AAA Dissertation Fellowship for Historically Underrepresented Persons in Anthropology	**https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621** ➡ **(https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)**
Ford Foundation Fellowship Program	**https://sites.nationalacademies.org/PGA/FordFellowships/index.htm** ➡ **(https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)**
Florida Education Fund McKnight Doctoral Fellowship	**https://www.fefonline.org/mdf.html** ➡ **(https://www.fefonline.org/mdf.html)**
Association of Black Anthropologists John Gwaltney Scholarship	**http://aba.americananthro.org/the-gwaltney-scholarship-fund** ➡ **(http://aba.americananthro.org/the-gwaltney-scholarship-fund/)**
Association of Black Anthropologists Johnnetta B. Cole Student Travel Award	**http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award** ➡ **(http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)**

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

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.

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

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

GroupMe: GroupMe is meant to be used for simple class discussions. If a student wishes to create a GroupMe or similar group chat concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class

GroupMe or other group chat was created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform to discuss the class, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You <u>will not</u> get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe that does not include me or the TAs, please report it to me; again, you will remain anonymous.

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

Copyright

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

Third-Party Software and FERPA

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

Third-Party Software from Panopto and Zoom may be used in this class, follow these links for accessibility statements:

https://support.panopto.com/s/article/Learn-About-Accessibility-Features ⤷ **(https://support.panopto.com/s/article/Learn-About-Accessibility-Features)**

https://zoom.us/accessibility ⤷ **(https://zoom.us/accessibility)**

Course Summary:

Date	Details	Due
Fri Jan 12, 2024	🚀 **Academic Activity Syllabus Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266185)	due by 11:59pm
	💬 **Introduction Discussion** (https://webcourses.ucf.edu/courses/1446236/assignments/8266192)	due by 11:59pm
Mon Jan 22, 2024	📝 **Archaeology of Your Room** (https://webcourses.ucf.edu/courses/1446236/assignments/8266195)	due by 11:59pm
	🚀 **Module 1 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266177)	due by 11:59pm
Mon Jan 29, 2024	🚀 **Module 2 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266173)	due by 11:59pm
	💬 **Tweets from Social Theorists** (https://webcourses.ucf.edu/courses/1446236/assignments/8266190)	due by 11:59pm
Mon Feb 5, 2024	💬 **Heterarchy Discussion** (https://webcourses.ucf.edu/courses/1446236/assignments/8266191)	due by 11:59pm
	🚀 **Module 3 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266175)	due by 11:59pm
Mon Feb 12, 2024	🚀 **Module 4 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266178)	due by 11:59pm
Fri Feb 16, 2024	🚀 **Exam 1** (https://webcourses.ucf.edu/courses/1446236/assignments/8266187)	due by 11:59pm
Mon Feb 19, 2024	📝 **Flow Chart** (https://webcourses.ucf.edu/courses/1446236/assignments/8266201)	due by 11:59pm
	🚀 **Module 5 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266179)	due by 11:59pm
Mon Feb 26, 2024	📝 **Ancient Egyptian Monopoloy** (https://webcourses.ucf.edu/courses/1446236/assignments/8266194)	due by 11:59pm
	🚀 **Module 6 Quiz**	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1446236/assignments/8266180)	
Mon Mar 4, 2024	🚀 **Module 7 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266183)	due by 11:59pm
Mon Mar 11, 2024	📝 **Indus Script Assignment** (https://webcourses.ucf.edu/courses/1446236/assignments/8266202)	due by 11:59pm
	🚀 **Module 8 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266184)	due by 11:59pm
Fri Mar 15, 2024	🚀 **Exam 2** (https://webcourses.ucf.edu/courses/1446236/assignments/8266188)	due by 11:59pm
Mon Mar 25, 2024	🚀 **Module 9 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266186)	due by 11:59pm
Mon Apr 1, 2024	🚀 **Module 10 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266176)	due by 11:59pm
	📝 **Space and Place Assignment** (https://webcourses.ucf.edu/courses/1446236/assignments/8266203)	due by 11:59pm
Mon Apr 8, 2024	📝 **Evidence for Trade in the Maya Rise of Complexity** (https://webcourses.ucf.edu/courses/1446236/assignments/8266197)	due by 11:59pm
	🚀 **Module 11 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266174)	due by 11:59pm
Mon Apr 15, 2024	📝 **Evidence for Ideology in the Rise of Maya Complexity** (https://webcourses.ucf.edu/courses/1446236/assignments/8266196)	due by 11:59pm
	🚀 **Module 12 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266182)	due by 11:59pm
Mon Apr 22, 2024	🚀 **Module 13 Quiz** (https://webcourses.ucf.edu/courses/1446236/assignments/8266181)	due by 11:59pm
	💬 **Rise of Maya Complexity Discussion**	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1446236/assignments/8266193)	
Fri Apr 26, 2024	🚀 **Exam 3** **(https://webcourses.ucf.edu/courses/1446236/assignments/8266189)**	due by 11:59pm

Syllabus

ANT 3164: Ancient Incas

Syllabus

Instructor Contact

Instructor	 **Dr. Amanda Groff** amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)
Office	HPH 309
Office Hours	<u>Office hours:</u> Tuesdays (virtual & in-person): 10am-12pm and 1-2pm Wednesdays (virtual only): 10am-12pm and 1-2pm

	Please make an appointment first!! Various methods for contacting me during office hours: 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!)
Phone	Dept Phone: 823-3757
E-mail/Response Time	**amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)** I have family, dogs, and friends who want to see me! As such, I will respond to emails from 8am to 4pm on weekdays. All evenings and weekends are for binge-watching and playing with my dogs. I will respond within 12-36 hours, unless you are notified otherwise. Bug and Dobby
GTA	Nilver Tovar
GTA E-Mail	**Nilver.Tovar@ucf.edu (mailto:Nilver.Tovar@ucf.edu)**
GTA Office Hours	TBD ***Office hours are held via online (immediate email response or scheduled zoom meeting) ***Subject to change during Week 1

Course Information

Course Name	ANT 3164 Ancient Incas
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Spring 2024
Location	100% Online

Course Description and Scope

This course will introduce you to the ancient Inca civilization and major pre-Inca Andean societies, as well as to selected aspects of the Spanish invasion of the Inca Empire. The Inca peoples created one of the most extraordinary civilizations of all time, which controlled nearly half of South America, but did so in some important ways that differed from other world civilizations. We will study the marvels of the Inca state, built among some of the most challenging and diverse environments in the world. In order to study the Inca Empire and its peoples, we will use diverse sources drawn from archaeology, written, and oral history.

Course Catalog Description: Examination of pre-Inca and ancient Inca cultures, European contact, and current Andean archaeology. Uses archaeological, ethnohistorical, and historical sources.

Find Course Protocols here: Protocols (https://webcourses.ucf.edu/courses/1429853/pages/protocols)

Course Goals

The specific objectives for this course are to:

- Understand what archaeology is, and what makes it unique as a discipline;

- Describe the achievements of pre-Contact (pre-Columbian) Andean peoples;
- Understand the variety of sources used to study the Andean past;
- Learn basic features of Andean geography and ecology;
- Understand basic features of Inca social and political organization, beliefs, and cultural practices;
- Enhance research skills and critical thinking;
- Locate and evaluate scholarly sources about the Incas and the Andes;
- Describe and analyze an ancient Andean artifact;
- Enhance understanding of the Spanish Invasion of the Andes

<u>Course Organization by Module</u>

Online Learning Statement

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering a lot of material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily!

Required Text
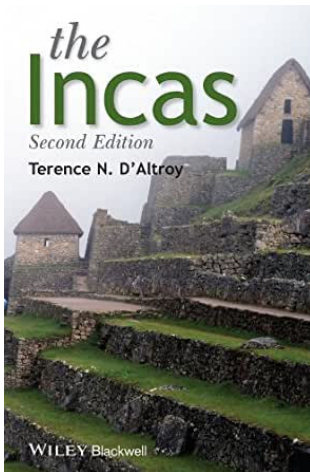
Title: The Incas
Author: Terence D'Altroy
Edition: 2nd
ISBN: 978-1444331158
Publisher: Wiley Blackwell
***Yes, you need the book!**
Digital version available for reduced price: https://www.wiley.com/en-us/The+Incas%2C+2nd+Edition-p-9781118610596 ⤷ (https://www.wiley.com/en-us/The+Incas%2C+2nd+Edition-p-9781118610596)

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) **Get Adobe Reader (https://get.adobe.com/reader/)** Privacy Policy: **Adobe Privacy Policy (https://www.adobe.com/privacy/policy.html)**
3. Headphones (if working in a public space so that video clips may be watched)

4. Consistent, stable internet connection (this is the student's responsibility to find!)

5. Access to Microsoft word; please know that UCF provides this for free for students!! Get it here: **https://it.ucf.edu/ucf-apps/ (https://it.ucf.edu/ucf-apps/)**

6. Up-to-date web browser. Use this website to check:

https://cdl.ucf.edu/support/webcourses/browser/ (https://cdl.ucf.edu/support/webcourses/browser/)

***Webcourses tends to have a lot of issues with SAFARI. I urge you to download and use Chrome or Firefox instead

Course Requirements

This course begins on January 8th, 2024 and ends on April 25th, 2024. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)… **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz: You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

Schedule and Total Points

Module #	Readings	# of Quiz Points	Assignment Points	Closing Date for Module

Getting Started Module		**10**	**0**	**January 12**
1	**Ch. 2**	**5**	**10**	**January 28**
2	**Ch. 3**	**5**	**15**	**January 28**
3	Ch. 6 & 10	5	15	February 11
4	Ch. 8	5	10	February 11
Exam 1		**100**		**February 13**
5	**Article in Mod.**	**5**	**15**	**February 25**
6	**Article in Mod.**	**5**	**10**	**February 25**
7	Ch. 7 & 11	5	10	March 10
8	Ch. 13	5	5	March 10
Exam 2		**100**		**March 12**
9	**Ch. 9**	**5**	**0****	**March 31**
10	**Ch. 12**	**5**	**0****	**March 31**
11	Ch. 14	5	50	April 21
Exam 3 (Final)		**100**		**April 25**
TOTAL		**365**	**140**	

**Keep working on final artifact project!
->All modules close at 11:59pm EST (Eastern Standard Time). So wherever you are, be sure to keep on top of the US East Coast time zone. I will not extend deadlines due to a misunderstanding of time zones.

Module Progression

In this course, you have the ability to work ahead and go as fast as you like, as long as you complete work by the assigned deadlines. For example, completing the mini-quiz at the end of Module 1, will release Module 2. Completing the mini-quiz at the end of Module 2, will release Module 3....and so on. Exam modules are included in this progression and will open with the completion of the previous module.

Timed Assignments: Mini-Quizzes, Quiz-graded Assignments, and Exams

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! By starting a timed assignment, you are stating that you are ready and prepared in that moment to complete the work. Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

A quick note on timed-assignments: If you earn a 0 as a result of not reading the assignment directions, your score will remain a 0. I work very hard to make sure that you are aware of how an assignment works and spend time writing the directions with this in mind. They are there for your success! Please invest a few minutes reading them and make sure to reach out if you need any further help.

Can I use notes on the exams and quizzes? Yes, you are welcome to use your own personal notes that you took while watching the video lectures.

Exam 3 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content. This exam closes during Final Exams week!

Written Assignments

You are also going to encounter non-timed assignments, These are very small discussions or document uploads. They are meant to be a participation "check-in" to engage you with course material, while not being overly taxing! Please follow these guidelines:

1. Submit work as a doc, docx or PDF
2. Make sure to label your document appropriately (to make it easier to locate when submitting).
3. Your work will pass through Turnitin
4. You must submit written work by the deadline assigned to it.
5. There are no-make-ups, unless a valid excuse is provided (see below under Make-up/Excuses)
6. These are graded!
7. We will only accept your **FIRST** submission. However, sometimes accidents happen and you upload the wrong document. In the case where the wrong assignment is uploaded by the deadline, I will accept one resubmission of the correct document with a small penalty (by a

deadline set by me and the TA; failure to meet this new deadline will result in a 0). You are only offered this courtesy ONE time for the entire semester. If this happens a second time or more, your grade will remain a zero. The University is cracking down on students who use "placeholder" assignments to buy more time.

8. Likewise, if a student waits until after 4pm on a deadline to ask a question or for clarification about the assignment, they will have to accept points lost due to waiting. Try to work ahead, or at least read directions early!

9. Please note that we are unable to provide feedback on drafts of assignments due to the class size and time constraints. It is something we wish could provide for students, but there just isn't enough hours in the day to grade drafts and the actual submissions. You might reach out to the UCF Writing Center for assistance!

10. The student assumes responsibility for following directions presented with each assignment. If a student earns a 0 for not following directions, there will be no re-submissions for credit.

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen**!! These video lectures provide a majority of the content for this class…so it's important to watch and take notes. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so please plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD**. This provides you with the ability to come back to a lecture prior to a deadline, if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!! If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I will not reopen modules or send copies of notes that have been misplaced.**

Final Project

Take a deep breath...it isn't that bad!! Plus, you will have a month to work on it. Basically, you will be filling out a catalog sheet on an artifact of your choice, drawing this artifact (yep, with graph paper and all!), and then writing me a life history of this artifact. Trust me, it's not like traditional paper writing!!

Grading Scheme

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

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

Under no exception will I make individual allowances for anyone in this course in terms of grading. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-). However, if there is a definite grade issue, please do not hesitate to let me know.

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz, exam, or assignment to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade once the correct answers have been released. I will not discuss answers until the assignment has closed and the answers have been released.

If you feel you received a grade in error or that a response you selected could also be correct you will need:

1. Hang on to your questions or concerns until the correct answers are released and you've reviewed your responses against the correct answers.
2. If after that review you still have questions, email me but you will need to provide **evidence** from the reading or lecture (include exact page numbers or times) that support your argument in order for me to consider your answer.
3. Email me within one week of the correct answers being released.
4. Remember...you are your best advocate!

Important Dates and Information

Add class deadline Friday, January 12 ; Drop class deadline: Friday, January 12
Withdrawal deadline for this course: Friday, March 29
Final course closing date: Thursday, April 25 (Final Exam deadline)

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 14**. Failure to do so will result in a delay in the disbursement of your financial aid.

24-Hour for 20% Exam Grace Period

Let's say you're called into your job last minute, or your mom shows up at your dorm and wants to take you to dinner, or heck, you just simply forgot that the exam was due. Life happens! I get it! For these unexpected reasons, I award all students a 24-hour grace period with a 20% penalty on all exams in this class (high stakes assignment).
*You will receive an inbox email from me confirming you missed the exam with an updated due date.

Example: Let's say your exam is due Sunday by 11:59pm but you missed it. With this policy, you will have until Monday by 11:59pm to complete it for 20% off. Let's say, again for example, that you missed an exam but make it up within the 24-hour grace period. Your original score was an 85% B. With the 20% penalty, your grade would become a 68% D+. Huge difference; actually, 2 letter grades difference!! It's certainly better than a 0, but will have an impact on your final grade. For this reason, DO NOT rely on the grace period option. Think of it as an emergency back up plan and only take advantage of it in desperate times.

Now, if you miss this 24-hour grace period, you are out of luck. You will have to take the 0, unless you have a documented, valid excuse (see below).

Make-ups/Excuses

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

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

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

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. For more information, see the UCF policy at **https://policies.ucf.edu/documents/4-401.pdf**   **(https://policies.ucf.edu/documents/4-401.pdf)**

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more: **https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf**   **(https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)**

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students.

If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions (https://webcourses.ucf.edu/courses/1429853/discussion_topics)** and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude. I am happy to respond to emails via Webcourses Inbox or at my ucf.edu email address.

Online Technology

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

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

Academic Integrity

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

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

For more information about Academic Integrity, students may consult **The Center for Academic Integrity. (https://scai.sdes.ucf.edu/)**

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

Turnitin

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

Artificial Intelligence (AI)

Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Examples include ChatGPT, Bing AI, Google AI. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

GroupMe and Other Group Messaging Platforms

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

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You <u>will not</u> get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe or other group messaging platform that does not include me or the TAs, please report it to me; again, you will remain anonymous.

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

WARNING: Creators of these GroupMe or Messaging Groups are also held accountable, even if they did not participate in the answer sharing. As the creator, they provided the platform for cheating, and are therefore, also reported. With so many students, you will find it difficult to monitor what your fellow students are messaging. Do you trust your fellow students to not misuse it? I would not. Thus, I encourage students to use the Discussions area in Webcourses as a place to discuss and communicate INSTEAD of GroupMe/Group Messaging; it is 100% safe and if an issue occurs it is only that student who gets reported.

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes

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

Quiz Audit Log

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

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 when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade** **(http://goldenrule.sdes.ucf.edu/zgrade)** .

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **https://ehs.ucf.edu/ (https://ehs.ucf.edu/)** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu (http://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)
  ⤷ (https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

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

Course Expectations

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

My expectations of you for taking Ancient Incas

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

What You Can Expect From Me

You can expect from me everything I expect from you, and I will respond to your email as fast as is

physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

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

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

Syllabus Part 1: Course Objectives, Assessment, and Policies
ANT 3173 Archaeology of Sex
Section 0M01
Spring 2024 (3 credits)

1. Course Information
Modality: M Mode
Dates: January 8-April 30, 2024
Class Location: BA1 0122
Class Times: Tuesdays 10:30-11:50 am
Prerequisites: None
Final Exam: Tuesday 4/30 10:00 am - 12:50 pm
2. Instructor and GTA Information
Instructor: Dr. Pete Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227
Cell phone: (407) 575-6456
Email: Peter.sinelli@ucf.edu
2a. Contacting the professor:
I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.
Methods for contacting Prof. Pete:
- Office hours in HPH 309C:
Tuesdays: 9:00-10:15 AM and 1:30-3:30 PM
Thursdays: 9:00-11:45 AM
If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.
- Outside of office hours, send me an email at peter.sinelli@ucf.edu or message me through Webcourses. I will always respond within 24 hours.
2b. GTAs: Contact through webcourses message or visit during their office hours.
GTAs and Office Hours:
Atakan Atabas:
    Friday 10:30 AM - 12:30 PM
Caroline Jasiak:
    Tuesday 1 - 3 PM
Peter Mercier
3. Course Description:

This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of Homo sapiens as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures.

4. Learning Outcomes:

- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.
- Display knowledge of and an appreciation for the diversity of human sexual expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

5. Course Schedule:

The Course Schedule that is posted to Webcourses in Syllabus Part 3 contains all of the assignments and due dates.

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:

I. Three Exams—300 points (100 points each)

There will be 3 exams during the semester. Each exam will consist of True/False, Multiple Choice, and/or short answer questions. Exam 1 will be taken in person in our classroom on the date described in the Course Schedule. Exam 2 will be taken online as described in the Course Schedule. Exam 3 will be administered in person in our classroom during the scheduled final exam period on Tuesday 4/30 from 10: am to 12:50 pm. You must bring a "raspberry" scantron and a #2 pencil to each in-class exam.

II. Grab Bag assignments—70 points (various points each)

You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

III. M Mode Module Assignments—130 points

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 13 modules for the course. The modules consist of readings and/or an online lecture that you will review, then you will take the associated assessment online. Module quizzes are worth a total of 130 points.

Modules and the associated quizzes will go live every Monday at 7:00 am, per the Course Schedule. You must complete the related Quiz by 11:59 pm the following Sunday. Because you have the entire work week to complete them, I will not reopen closed module quizzes after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

VI. Extra Credit Food Drive (5 points)

At the end of the semester you can bring in non-perishable food items for our food drive benefitting the Catholic Charities of Central Florida food bank. You can help out a local family, and receive 5 extra credit points as a thank you. More details will be provided later in the semester.

6b. Grading Scheme Used For Final Grades:

The +/- system will be used in this course. Your point totals correspond to the following letter grades.
Current grading scheme for this assignment

Name:	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already extra credit already available to boost your grade, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via webcourses message or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for an M Mode class. It is your responsibility to ensure that you have the technology and tools you need, and that the correct files upload properly, on time, and in the prescribed and readable file format.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

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

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

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

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

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

7. Course Materials:

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

John Clarke: Looking at Lovemaking: Constructions of Sexuality in Roman ArtLinks to an external site.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

8. Course-Specific Policies.

 8a. Notes: This is a note-intensive course. I do not post notes or PowerPoint slides online or release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

8b. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam**. I will not go over completed exams during class times, although I'll gladly answer a few questions. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8c. Grab bags: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

8. University Core Policies

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

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

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

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

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

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

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

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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

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

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

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

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

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

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

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

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

9. Protocols

9a. Webcourses Announcements and Messages. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

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

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

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

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

- UCF Home Page will help find UCF resources
- UCF Computer Service Desk – You can also call the Service Desk at 407-823-5117.
- Learning Online This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
- Hardware/Software Requirements

- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Week	Class Date	Topic	Module # (Opens 7 am every Monday)	And that Module is due Sunday at 11:59pm on this date:
Week 1	1/9	Introduction to the course. What is sex, sexuality, and gender?	1	1/14
Week 2	1/16	Evolution of Sex: Non-Human Primates	2	1/21
Week 3	1/23	Evolution of Sex: hominins to modern forager societies	3	1/28
Week 4	1/30	Changes in sex and gender during the Neolithic	4	2/4
Week 5	2/6	Bronze Age Mediterranean and Middle East	5	2/11
Week 6	2/13	EXAM 1 IN CLASS	No module this week	N/A
Week 7	2/20	The Classical world and Ancient Greece	6	2/25
Week 8	2/27	Romans Part I	7	3/3
Week 9	3/5	Romans Part II	8	3/10
Week 10	3/12	Romans Part III	9	3/17
Week 11	3/19	Spring Break	--	--
Week 12	3/26	The Islamic World Exam 2 opens after class at 12:00 pm (noon) on Tuesday 3/26 and is due BEFORE THE NEXT CLASS at 10:30 am on Tuesday 4/2.	10	3/31
Week 13	4/2	19th Century American Prostitution	11	4/7

Week 14	4/9	Same-Sex Attraction and Evolution	12	4/14
Week 15	4/16	Unique Sexualities	13	4/21
Week 16	4/30	<mark>FINAL EXAM IN PERSON in our usual classroom:</mark> **Tuesday 4/30 from 10:00 am – 12:50 PM**		

Drop/Add : January 8-12
Withdrawal Date: March 29.

Syllabus Part 4: Course Policy FAQs

Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. DON'T WORRY, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so BE PATIENT...your score will be corrected as soon as we collect the scantrons and fix the error.

Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?
A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. BE PATIENT...your exam score will be posted as soon as we receive and grade it.

Q: How do I know what my overall grade is?
A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?
A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:
Make-up Policy: if there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?
A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same

day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Can I make up pop quizzes I missed to get extra credit?
A: No. From Section 6a of the syllabus:
There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

Q: Will you give me an extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?
A: No. From Section 6d of the syllabus:
Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:
- *Reopening any past assignments that you never did.*
- *Allowing you to modify a past assignment and resubmit for a higher grade.*
- *Allowing additional extra credit opportunities.*
- *Giving you a special, personalized substitute assignment of any kind.*
- *Giving you free points to bump you up a grade notch (from a C+ to a B- for example).*

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?
A: No. From Section 6d of the syllabus:
*I cannot "make exceptions" for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, 'worked really hard', or anything else. **The rules are the same for everyone,** and I have to follow the course guidelines equitably for all.*
Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

Q: Do you drop our lowest test or quiz score?
A: No. Every assessment counts and nothing is dropped.

Q: Do you round up final grades to the next highest percentage point?
A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

Syllabus Peoples of the World

Ant 3212 Peoples of the World Spring 2024

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	In Office M, Tu, W 8 am - 12 Online in class chat Tuesday evening 7-9 pm
Phone	407-823-3779
Email	vance.geiger@ucf.edu
TA	Abigail Shepherd

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Spring 2024
Location	Online

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

UCF catalogue description:
A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies. (this description is incorrect as the class does not focus on "preliterate" societies)

Course Description

This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.

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

Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8
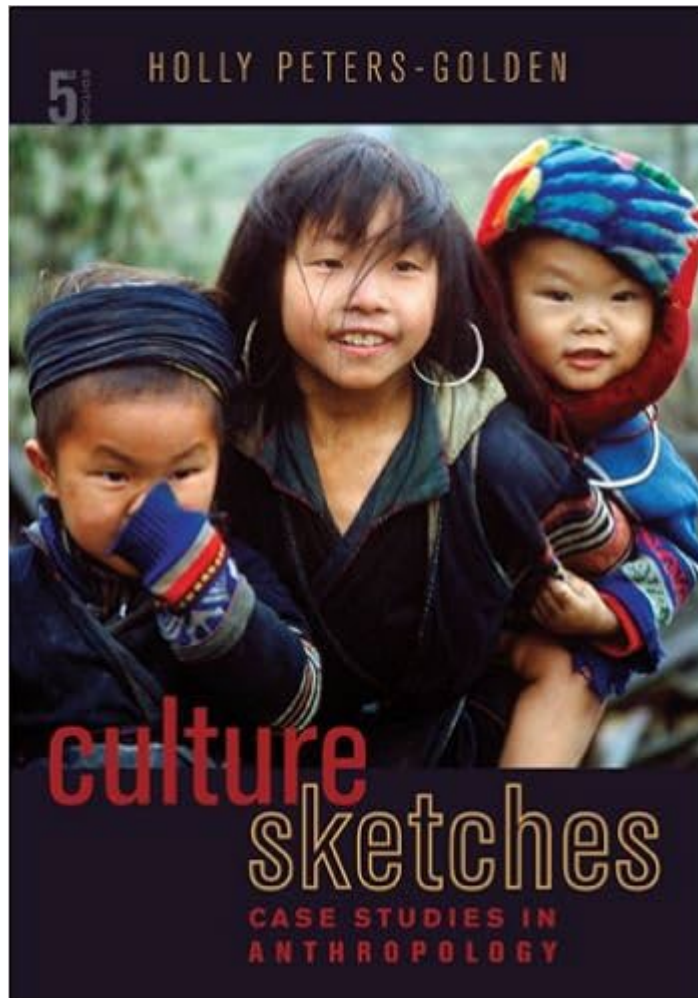
-
- Online material including pdfs of texts (The Hutterites)

Course Requirements

Important Information: There is a syllabus quiz that you need to take before <mark>Friday 1/12 at 11:55 pm</mark>. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
15 Online Assignments and Discussions @ 10 points each 1 Discussion posts and responses 20 points each	150 20
Total	470 points

Online Exams

The exams will be available for specified days (see <u>Schedule</u>). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the last weekend before classes end.. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

Online Assignments and Discussions

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

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

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

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)

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

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer, you will not receive credit.

Very Important - you do not have to wiat until the day an assignment is due to complete it. You have a week to read the material and do the associated assignment and you can do that before the Monday they are due.

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

Office Hours - Face to Face and Online

Your instructor office hours online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is

through e mail and in office hours, if there is any confusion on any issue in the class students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Covid

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

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

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

- Consider viewing this video ([You CAN Survive an Active Shooter(Links to an external

site.) (Links to an external site.)](#)   ) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Artificial Intelligence

Use of AI prohibited. AI is an aggregator. Thse programs seek out information from the internet to incorporate into responses to the questions it is posed. That means that everything contained within an AI response to any query you pose is taken from other's material and there is no attribution. That is plagiarism. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

Schedule - Peoples Spring 2024

Week 1 1/10 Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 8/12 11:55 pm

Assignments 1A and 1B due 1/15 11:55 pm

Week 2 1/15 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 1/22 11:55 pm

Week 3 1/22: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 1/29 11:55 pm

Week 4 1/29: Plant and Animal domestication

Assignment 4 Due 2/5 11:55 pm

Week 5 2/5 Horticulture and Big Men

Assignment 5 Horticulture Due 2/12 11:55 pm

Exam 1 2/10 8 am - 2/12 11:55 pm

Week 6 2/12 Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 2/19 11:55 pm

Discussion 1 due 2/19 11:55 pm

Week 7 2/19: Pastoralism

Week 7 Assignment due 2/25

Week 8 2/26: Minangkabu

Week 9 3/4 The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Exam 2 3/2 8 am - 3/4 11 55 pm

Week 9 Assignment due 3/11 11:55 pm

Week 10 3/11 The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 3/18

Exam 2 3/26 8 am - 3/28 11:55 pm

Week 11 3/25 Cultures within states - The Hutterites

Week 11 assignment due 4/1

Discussion 2 due 4/8 11:55 pm

Week 12 4/1: States - American culture

Week 12 assignment due 4/8

Week 13 4/8: Other Cultures Living Within States: Ojibwa, Roma

Week 13 Assignment Due 4/15

Week 14 4/15 Summing Up

Assignment: Scale Due 4/22

Monday 4/22 Last Day of Class - all assignments, discussions late or on time due 11 59 pm (no submissions after that time.

Discussion 3 due 4/22 11:55 pm

Exam 3 4/20 8 am - 4/22 11 55 pm

Last day of class - 4/22 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Make Up Exam 4/24 8 am - 4/25 11:55 pm

ANT3241-0W60 - Magic, Ritual, and Belief
Spring 2024

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

Course Syllabus

Contacting the Professor

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

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

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Contacting the Teaching Assistant

Abigail Shepherd

E-mail: abigail.shepherd@ucf.edu

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as

types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore or online)

Stein, Rebecca L. and Philip L. Stein 2017. *The Anthropology of Religion, Magic, and Witchcraft*. Fourth Edition. Routledge.
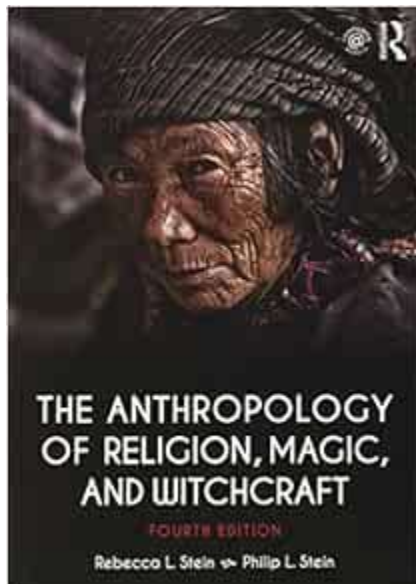
The Anthropology of Religion, Magic, and Witchcraft (2017) will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological

study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 7 *Ethnomedicine* and Module 9 *Revitalization Movements.*

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 40-60 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

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

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

Course Assignments:

1. Completion of **nine** on-line discussion assignments (each discussion assignment counts for 5% of total grade)= **45%** total

2. **Three** non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = **55%** total

Discussion Assignments

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

graded submission (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

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

Next

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W60 Spring 2024
Class Schedule

Week of	Topics	Readings & Ass
1/08/24	**Introduction to the course**	**Read** course syllabus, course protocols, course home

1/15/24	**Module 1: Anthropology of Religion**	**Read** *The Anthropological Study of Religion* (pp. 1-31) **Compl**
1/22/24	**Module 2: Religious Specialists**	**Read** *Religious Specialists* (pp.127-144) **Complete on-line ass**
1/29/24	**Module 3: Rituals and Symbols**	**Read** *Religious Symbols (pp. 58-81); Ritual* (pp. 82-109) **Comp**
2/05/24	**Exam One**	**Take on-line exam covering Modules 1-3**
2/12/24	**Module 4: Witchcraft & Sorcery**	**Read** *Witchcraft* (pp. 233-250) **Complete on-line assignment**
2/19/24	**Module 5: Magic & Divination**	**Read** *Magic* and *Divination* (pp. 145-170) **Complete on-line a**
2/26/24	**Module 6:** **Religious Use of Drugs**	**Read** *Altered States of Consciousness* (pp. 110-126) **Complete**
3/04/24 & 3/11/24	**Exam Two**	**Take on-line exam** 2 **covering Modules 4-6**
3/25/24	**Module 7: Ethnomedicine**	**Read** *Disease Etiologies in Non-Western Medical Systems* by C **Complete on-line assignment for Module 7**
4/01/24	**Module 8: Death: Ghosts, Souls & Ancestors**	**Read** *Souls, Ghosts, and Death* (pp. 172-204) **Complete on-lin**

| 4/8/24 | **Module 9: Revitalization Movements** | **Read** *Revitalization Movements* by Anthony F.C. Wallace (dow Alice Beck Kehoe (downloaded document); *Cargo Cults* By Pe **Complete on-line assignment for Module 9** |
| 4/15/24 & 4/22/24 | **Exam Three** | **Take on-line exam 3 covering Modules 7-9** |

Protocols

Protocols and Policies
ANT3241 - Magic, Ritual, & Belief

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Webcourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Requests for resetting exams will be considered on a case by case basis. Forgetting or overlooking exam

deadlines is **NOT** considered a valid reason for a reset request.

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

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal

cues that fill in much of the meaning in face-to-face communication.

6. Do the following in every e-mail message you send during this course:

    1. Sign your e-mail messages
    2. Do not use all caps. This makes the message very hard to read and is considered "shouting."
    3. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
    4. Break up large blocks of text into paragraphs and use a space between paragraphs.

7. Abbreviate when possible: Examples:

    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way
    4. Flame = antagonistic criticism
    5. :-) = happy face for humor

8. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting."
8. Check spelling, grammar, and punctuation.
9. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.
10. Students will have one week from the end of each discussion assignment deadline to contest or request clarification about grades. After this time, such requests will **NOT** be entertained.

Academic Integrity

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

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

someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to

prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

Course Accessibility

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

Campus Safety

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

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

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

Deployed Active Duty Military Students

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

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

Syllabus

`Ant 3245 Native American Religions Spring 2024

Instructor: Vance Geiger, PhD

e mail: vance.geiger@ucf.edu

Phone: 407-823-2227

Office: HPH 311C

Online Office hours: Wednesday 7-9 pm

Face to Face Office hours: Monday, Tuesday, Wednesday 8 am -12

TA: Abdur Rahman

Location: online

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

Course description from UCF catalogue : The religious beliefs of native New World peoples.

Class Description: An introduction to the study of religion from an anthropological perspective and a survey of Native American religions of North America.

Texts

Native Religions An Introduction by Gill (available online in the class material).

Native Religions of North America by Hultkrantz (chapters available online in class material)

When you reach the class website you follow the directions to log in.

Once in the class you go to the modules. The class is organized by weeks so you begin with week 1. Within week 1 there is a week 1 Outline. The outline will tell you what to do for that section of the class.

I am including a class syllabus with this message so you can see when the tests are. Within the weeks you will see what kind of posting you must do in the online assignments.

Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the four exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

Grading

Three exams. Each exam will be worth 100 points.
Fifteen On-line Discussion Exercises 10 points each.

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

On-Line assignments: Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Late assignments (submitted after the due date) can only earn 1/2 credit.

All assignments on time or late are due on the last day of class.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

Warning: do not copy another student's assignment into your assignment and do not copy and paste from the online material into your assignment, both are plagiarism and the minimum penalty is a 0 for the assignment.

Important Note: Do not use attachments to post your assignment answers.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking not of the due dates for the assignments. Missing an assignments because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing you knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e

mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read.

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

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

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

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and

are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

Office Hours - Face to Face and Online

Your instructor holds both face to face office hours in the office and online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some time in the future you might desire to make such a request participating in office hours in some form is required.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student ConductLinks to an external site. for further action. See the UCF Golden RuleLinks to an external site. for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility ServicesLinks to an external site., Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Campus Safety Statement

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

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

- Consider viewing this video ([You CAN Survive an Active Shooter(Links to an external

  site.) (Links to an external site.)](   ) about how to manage an active
  shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Artificial Intelligence

Use of AI prohibited. AI is an aggregator. Thse programs seek out information from the internet to incorporate into responses to the questions it is posed. That means that everything contained within an AI response to any query you pose is taken from other's material and there is no attribution. That is plagiarism. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

Schedule

Week 1 1/8: Introduction to anthropology, the concept of culture and religion.

Reading: online material, Gill chapter 1

What is culture and Unseen world Assignments Due 1/15 11:55

Week 2 1/15: Introduction to Native American Religions: What is in the Unseen World

Reading: Gill chapter 2; Hultkrantz Chapters 1 and 2

Gill assignment 1 due 1/22 11:55

Week 3 1/22: How to Access the Unseen World

Reading Gill chapters 3 and 4

Gill Assignment 2 and 3 due 1/29 11: 55 pm

Week 4 1/29: What is Brought Back From the Unseen World

Gill chapters 5 and 6

Gill Assignment 4 due 2/5 11:55

Week 5 2/45 The Southeast: The environment, the peopling of North America, the Prehistory of the Southeast

Reading: online material

Exam 1 2/10 8 am – 2/12 11 55 pm

Prehistory Assignment due 2/12 11:55 pm

Week 6 2/12: Prehistorical religions of the Southeast

Reading: online material

Prehistory assignment 2 due 2/19 11:55 pm

Week 7 2/19: The Cherokee

Reading: online material

Cherokee Beliefs assignment due 2/26 11:55 pm

Week 8 2/26 The Northeast and the Huron

Reading: online material

Huron assignment due 3/4 11:55 pm

Week 9 3/4 The Plains: Environment and Prehistory and the Sioux

Sioux assignment due 3/11 11:55 pm

Exam 2 3/9 8 am - 3/11 11 55 pm

Week 10 3/11: the Plains: the Shoshoni

Reading: Hultkrantz Chapter 3; The Shoshoni

Shoshoni assignment due 3/18 11:55 pm

3/18 - 3/23 Spring Break

Week 11 3/25: The Southwest, The Zuni

Reading: Hultkrantz chapter 4

Zuni assignment due 4/1 11:55 pm

Week 12 4/1: the Southwest: the Apache

Reading: online material

Week 13 4/8 The Northwest and the Potlatch

Reading: online material

Kwakiutl assignment due 4/15

Week 14 4/15: Revitalization

Reading: online material

Exam 3 4/21 8 M - 4/22 11 55 PM

Last Day of Class 4/22 all assignments are due.

Make Up Exam 4/24 8 am – 4/25 11 55 pm

Syllabus Part 1: Course Objectives, Assessment, and Policies
ANT 3302 Sex Gender and Culture
Spring 2024 (3 credits)
<u>**1. Course Information**</u>
Modality: W Mode (web only)
Dates: January 8 - April 30, 2024
Final Exam Time: Due Tuesday 4/30 at 11:59pm
Prerequisites: None
<u>**2. Instructor and GTA Information**</u>
Instructor: Dr. Pete T.Sinelli
Office: Howard Phillips Hall 309c
Office phone: (407) 823-2227
Email: <u>Peter.sinelli@ucf.edu</u>
<u>2a. Contacting the professor:</u>
I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal
phone or zoom call if you want to discuss grades or other privacy-protected matters.
Methods for contacting Prof. Pete:
- Office hours in HPH 309C:
Tuesdays: 9:00-10:15 AM and 1:30-3:30 PM
Thursdays: 9:00-11:45 AM
If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll
typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also
schedule a zoom.
- Outside of office hours, send me an email at <u>peter.sinelli@ucf.edu</u> or message me through Webcourses. I will always respond within 24
hours.
<u>2b. GTAs:</u> Contact through webcourses message or visit during their office hours.
GTAs and Office Hours:
Atakan Atabas
    Friday 10:30 AM - 12:30 PM
Caroline Jasiak
Peter Mercier
<u>**3. Catalog Course Description**</u>:
ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.
<u>**4. Learning Outcomes:**</u>

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems. They also vary WITHIN nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.
- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

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

6. Course Evaluation:
Your grade in this course will be based on the percentage of points you earn out of 500 total available points**.** Grades on all assessments will only be posted online in Webcourses.

YOU MUST ONLY submit assignments and exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files. If you want to type them out ahead of time in Word or whatever that's fine, **but you must then cut and paste the text directly into the submissions box.** If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:
- *Two Exams: 200 points (100 points each)*

There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don't have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative.
- *Module Assignments 300 points (20 at 15 points each)*

Every week you will complete Module assignments and associated quizzes. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points. Each Module will go live at 7am on Monday the week it is scheduled. You must complete the assignment by 11:59 pm on the following Sunday.
- *Course Policies and Documents Quiz (10 Extra Credit points)*

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by January 12, 2024 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your percentage corresponds to the following letter grades.

Grading Scheme

Name: Range:

A   100 %   to 94.0%

A-   < 94.0 % to 90.0%

B+   < 90.0 % to 87.0%

B   < 87.0 % to 84.0%

B-   < 84.0 % to 80.0%

C+   < 80.0 % to 77.0%

C   < 77.0 % to 74.0%

C-   < 74.0 % to 70.0%

D+   < 70.0 % to 67.0%

D   < 67.0 % to 64.0%

D-   < 64.0 % to 61.0%

F   < 61.0 % to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade, and no one will receive special consideration at the end of the term.

6c. Make-up Policy: if there is an unforeseen emergency and you will not be able to complete an assessment, it is critical that you notify me immediately (i.e. the same day) via webcourses message or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.

- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a fully online class. It is your responsibility to ensure that you have the technology and tools you need.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

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

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:
- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

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

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

7. Course Evaluation:
There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.
You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can buy the DVD on Amazon or stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL, IT IS AN ASSIGNED PART OF THE COURSE (LIKE A BOOK) AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.

Syllabus Part 2: University Policies and Protocols
8. University Core Policies
8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:
1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

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

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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

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

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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

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

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

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

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

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

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

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

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

9. Protocols

9a. Webcourses Announcements and Messages. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.

4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

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

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

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

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

Syllabus Part 3: Course Schedule

Below is our course schedule. This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

PLEASE NOTE:

- The modules for each week will ALWAYS open at 7:00 am on that Monday. The weekly assignments will ALWAYS be due the following Sunday at 11:59 pm. You have a whole week to do them, and NO extensions/reopens will be given unless you have a documented excuse per the syllabus.
- Exam 1 opens in Week 8 on Monday 2/26 and is due Sunday 3/3 at 11:59 pm.
- Exam 2 is NOT cumulative and only covers Modules 10-20. It opens on Monday 4/22 at 7:00 am and is due the last day of finals week on Tuesday 4/30 at 11:59 pm.

Week and Opening Date	Module	Topic
SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES		
WEEK 1 - JAN 8	0 1	Course Introduction and Overview What is Anthropology?
WEEK 2 - JAN 15	2	What is Sex, Gender, and Culture?
WEEK 3 - JAN 22	3	SG&C in modern perspective
WEEK 4 - JAN 29	4	The Media and SG&C
SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD		
WEEK 5 - FEB 5	5	Family, Kinship, and Social Relations
WEEK 6 - FEB 12	6 7	Latin America and the Caribbean The Islamic World
WEEK 7 - FEB 19	8 9	Asia and the Pacific Africa
WEEK 8 - FEB 26		**EXAM 1** **Opens Monday 2/26 and is due Sunday 3/3 AT 11:59 PM!**

SECTION 3: SEXUAL ORIENTATION

WEEK 9 - MAR 4	10 11	The Birdcage Who and/or what is "Gay?"
WEEK 10 - MAR 11	12 13	Same-sex Relationships and the Evolution of Western Thought Contemporary Same-sex Marriage
WEEK 11 - MAR 18		SPRING BREAK!

SECTION 4: GENDER IDENTITY

WEEK 12 - MAR 25	14	Gender and Biology
WEEK 13 - APRIL 1	15 16	Contemporary Cross-Cultural Concepts of Gender Identity Definitions and self-identity

SECTION 5: SEX, GENDER, AND CULTURAL RELATIVITY

WEEK 14 - APRIL 8	17 18	Polygamy Sex tourism
WEEK 15 - APRIL 15	19 20	Our own legacy So what have we learned?
WEEK 16 - APRIL 22		**EXAM 2** **Opens Monday 4/22 at 7 am and is due Tuesday 4/30 AT 11:59 pm.**

IMPORTANT DATES & INFORMATION:
- The Drop/Add window is Jan 8-12 and the Withdrawal Deadline for this course is March 29

Syllabus Part 4: Course Policy FAQs

Q: I know I'm going to have a conflict for a test or quiz. Can I take it early?

A: No. Assessments will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

Make-up Policy: if there is an unforeseen emergency and you will not be able to complete an exam or assessment, it is critical that you notify me immediately (i.e. the same day) via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement or clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Will you give me an "extra" extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

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

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

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

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

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

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already 25 points of extra credit available to boost your grade through the Extra Credit Assignment, and no one will receive special consideration at the end of the term.

Biobehavioral Anthropology

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

ANT 3541 (0W60) ▪ Spring 2024

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

Course Name:	Biobehavioral Anthropology
Course ID:	ANT 3541 (0W60) / Spring 2024
Credit Hours:	3.0 hours
Location / time:	Online instruction via WebCourses@UCF

Professor Contact

Professor:	**Dr. Lana Williams**
Main office:	UCF Main campus – Howard Phillips Hall 309F
Phone:	407-823-2227
Office hours:	
Online:	Wednesday 9:00-10:00 AM EDT/EST via Chat (or Zoom appointment)
In-Person:	Tuesday 2:30-3:30 PM EDT/EST (open drop-in, HPH 309F)
E-mail:	via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA:	**Cheyenne Collins**
Main office:	UCF Main campus – Howard Phillips Hall 309 (by appointment only)
Phone:	407-823-2227
Online office:	**TBA** EDT/EST via Chat
E-mail:	via WebCourses Inbox messaging

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

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

What textbook will I need?

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

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible if using this vendor.
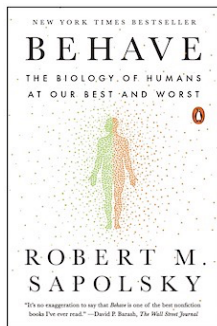
Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

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

How should I plan my course work schedule?

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

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

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit your instructor's **online office hours on Wednesdays from 9:00-10:00AM EDT/EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed. You may also use open **in-person office hours on Tuesdays from 2:30-3:30 PM EDT/EST** in HPH 309 on UCF Main Campus.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

- submit 2 Behavior Study responses (requires online participation in IRB-approved research and class discussion);
- submit 3 online written exams (Quiz Audit system active during testing)

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Neuromythology** in the COURSE INTRO module by **11:59 PM EST** on **JAN 12, 2024**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Quizzes (12)	130	30%
Activity Discussions (2)	30	15%
Behavior Study Discussions (2)	50	20%
Exams (3)	300	35%
Total Possible	*510 points*	*100%*

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

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

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

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

- **Behavior Study Activity and Discussions:** These activity and discussion assignments are designed around your participation in and reflect on ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in 2 Behavior Study Discussion assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings, and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams** located in the modules. **NOTE: Quiz Audit system will be used to monitor academic integrity.**

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

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

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

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

How do I view my grades?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What resources are available to help me with life challenges?

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

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

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

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

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

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

Title IX Policy

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

support the victim, including confidential resources and information concerning reporting options at UCF's **Let's Be Clear** and the **UCF Cares**.

How is academic integrity maintained?

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

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

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from at least a zero grade for that assignment to an 'F' or

'Z' letter grade for the entire course. In addition, an Academic Misconduct report will be filed with **Student Conduct and Academic Integrity (SCAI)**, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a 'Z' letter grade designation on one's transcript.

- **NOTE:** Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school or employment application, and/or being removed from a leadership position within a student organization, as a recipient of scholarships, participation in university activities such as Study Abroad, internships, etc.

Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone to change your grade illegitimately** by bending rules that would benefit your grade or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

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

How can I use study groups and external materials responsibly?

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

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

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

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

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

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

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

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

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

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

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

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

Why should I use WebCourses Inbox for communication?

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

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

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

What is my course lecture and assignment schedule?

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

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

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

Spring 2024 Session Schedule

Weekly Content	Topics	Textbook	Assignments
Week 1 (Jan 08-14)			
▪ Course Intro	Things You Should Know	–	Required Activity
▪ Module 1	Science of Brain and Behavior	Introduction, CH1	Quiz 1
Week 2 (Jan 15-21)			
▪ Module 2	Neurophysiology and You	CH2, APPX1	Quiz 2
Week 3 (Jan 22-28)			
▪ Module 3	Sensory and Unconscious Processing	CH3	Quiz 3
Week 4 (Jan 29-Feb 04)			
▪ Module 4	Hormonal Effects and Emotions	CH4, APPX2	Quiz 4 & Activity 1
Week 5 (Feb 05-11)			
▪ Module 5	Memory and Plasticity	CH5	Quiz 5
EXAM 1 (Feb 09-11)	**Modules 1 through 5**		
Week 6 (Feb 12-18)			
▪ Module 6	Growing into Behaviors	CH6	Quiz 6
Week 7 (Feb 19-25)			
▪ Module 7	Roots of Behaviors	CH7	Quiz 7 & Study 1
Week 8 (Feb 26-Mar 03)			
▪ Module 8	Behavior, Genetics and Health	CH8 & APPX3	Quiz 8
Week 9 (Mar 04-10)			
▪ Module 9	Culture Matters	CH9	Quiz 9

Weekly Content	Topics	Textbook	Assignments
Week 10 (Mar 11-17)			
▪ Module 10	Evolution and Behavior	CH10	Quiz 10
EXAM 2 (Mar 15-17)	**Modules 6 through 10**		
Spring Break (Mar 18-24)			
Week 11 (Mar 25-31)			
▪ Module 11	Hierarchy and Obedience	CH11, CH 12	Quiz 11 & Activity 2
Week 12 (Apr 01-07)			
▪ Module 12	Morality and Temptation	CH 13	Quiz 12 & Study 2
Week 13 (Apr 08-14)			
▪ Module 13	Empathy and Awfulness	CH14, CH15	Quiz 13
Weeks 14 (Apr 15-21)			
▪ Module 14	Choosing and Behaving (Or Not)	CH16, CH17, Epilogue	Quiz 14
EXAM 3 (Apr 24-26)	**Modules 11 through 14**		

Primatology

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

ANT3550C (0M01) Primatology

Dr. Lana Williams • Spring 2024 • 3.0 Credit Hours
Lecture: Tuesdays in CB2 206 from 10:30-11:50am
Lab 1-3: Thursdays in MSB 149 from (Lab 1) 9:00-10:20am, (Lab 2) 10:30-11:50am, (Lab 3) 12-1:20pm

Professor Contact

Professor: Dr. Lana Williams
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-2227
Office hours: Tuesdays 12:00-1:30 PM in HPH 309F and by appointment for private in-person or virtual office hours
Contact: Lana.Williams@ucf.edu or Webcourses Inbox; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Kelly McGehee
Office hours: TBA via WebCourses Chat;
Contact: Webcourses Inbox or Discussion Board

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

University Catalogue Description

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

Course Description

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

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

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

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

Learning Outcomes

By the end of this course you will:

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

Course Requirements

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

To do well in this course you will need to:

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

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

Required Text (there isn't one!)

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

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignments and Value

Assignment	Percent	Description
Getting Started Activities		Required to complete by Friday!
Labs	35%	In-person/hands-on and online lab activities, data collection, and short writing responses. Lowest lab score dropped.
Quizzes	10%	Module quizzes based on course materials. Lowest quiz score dropped.
Exams	40%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials.
Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic.

Attendance and participation: Trust me, you'll get more out of the course if you come to lab and lecture during the scheduled meeting times. If you are sick, STAY HOME. I expect everyone to participate in class discussions and activities as much as possible but I will not take attendance. If you miss class get notes from one of your peers.

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

Lab Assignments: I encourage you to attend Thursday labs **when they are scheduled in MSB 149 but if you are sick STAY HOME. See the tentative LAB SCHEDULE for a list of dates for in-person and online labs (these dates are subject to change due to the ongoing global pandemic or if the primates decide to take revenge!!). Please note that MSB 149 only fits 32 people at a time. There is literally NO MORE space in this room so only attend the lab time you signed up for.** This room may be chilly, dress accordingly! You will be sitting very close to other students, making observations of the same materials, so **I encourage you to wear masks during in-person labs.** Labs consist of hands-on and online activities, short writing responses, and completing data collection using provided lab packets. Each student will submit their **own original** work. I will not take in-person lab attendance, but if you miss an in-person lab, make a friend and maybe they will share their data collection with you. If you are very sick and miss an in-person lab, you may make it up with an alternate assignment, likely a short research paper. The lowest lab score is automatically dropped. Lab assignments are worth 35% of your final grade.

Quizzes: Each module has an associated quiz based on **all the materials** presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest quiz score is automatically dropped. Quizzes are worth 10% of your final grade.

Exams: There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. Once you begin an exam, **you must finish it!** You do not need to take the exam at a testing center. **Take it at home, take it in the library, take it in a coffee shop, take it anywhere, just take it! The exams are timed** so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative.**

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product (Scaffolding! Woo!). **You will upload your final assignment and provide comments/feedback on at least two other student's assignments to earn full credit.** More details on this assignment can be found by accessing the Primate Infographic Module. This Primate Infographic is worth 15% of your final grade.

How Do I View My Grades?

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

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

Questions regarding individual assignment scores must be addressed within five calendar days of the grade being released.

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

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

Question 2   1   / 1 pts

This term refers to flowering plants that may have had a significant impact on the evolution of visual acuity in primates:

You Answered | Angiosperm radiation hypothesis |

Other Important Syllabus Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your GTA using your Knights account, include **ANT 3550 or Primates/Monkeys/Apes** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Weekly Schedule

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

Weekly Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• **Quizzes due by 11:59pm** • **Exams close by 11:59pm** • Finish module readings	• Start new module and readings • Finish up lab assignment from previous week	• Attend class for lecture • Read module materials	• Watch any video or media in your modules • Water your plants	• Attend labs in MSB 149 when scheduled • **Labs due by 11:59pm** • **Exams open at 8am**	• Work on lab assignments • Review lecture notes • Hug a friend!	• Watch funny primate videos! • Dance!

What About Make-Up or LATE Work?

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

Students can submit late quizzes and assignments (but not exams) for **ONE WEEK** after the posted due date with a **late penalty (2%/day except for exams; exams are not accepted late)**. Make-up assignments, quizzes, and exam past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

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

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

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

Who Should Take This 'M' and 'C' Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology, Environmental Science, and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the 'C' designation) or you need an upper-division restricted elective. Whatever your reason, **primates are awesome** and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a **mixed mode AND lab course**, so we will have **lecture, online modules, AND hands-on and online labs**to complete! All the things!

The UCF Mobile App

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'M' courses a few times a

week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

University Services and Resources

Academic Services and Resources

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

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

Non-Academic Services and Resources

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

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

Academic Responsibility and Integrity

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

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

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](.).

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

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

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

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

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

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

Respect for Diversity and Inclusion

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

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

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

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

Title IX

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

Student Accessibility Services (SAS)

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

Campus Safety

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

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

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, Planet of the Apes becomes realized, the primates take their revenge on all of us, zombie

hurricanes...). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates for assignments can be found in the table below. Look in the [Modules](#) for a complete listing of the course schedule and materials.

MODULE 1: What is a Primate?

Lecture:

- Lecture 1-What is a Primate?

Required Readings:

- Strier KB. 2017. Introduction to Primate Studies (pages 1-35). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: Primates in Perspective*, 2nd ed*. Oxford University Press.

Assignments:

- Quiz 1
- Lab 1

MODULE 2: Primate Taxonomy

Lecture:

- Lecture 2-Primate Taxonomy

Required Reading:

- Strier KB. 2017. Traits, Trends, and Taxonomy (pages 37-72). *Primate Behavioral Ecology, 5th ed.* Routledge.

Assignments:

- Quiz 2
- Lab 2

MODULE 3: Primate Parts

Lecture:

- Lecture 3-Primate Parts

Required Readings:

- Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children
- A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process
- Luft J and Altman J. 1998. Mother Baboon. In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 3
- Lab 3

MODULE 4: Primate Evolution

Lecture:

- Lecture 4-Primate Evolution-Fossils, Migrations, Adaptations

Required Reading:

- Strier KB. 2017. Primates Past to Present (pages 73-100). *Primate Behavioral Ecology, 5th ed.* Routledge.

Assignments:

- Quiz 4
- Lab 4

MODULE 5: The Apes

Lectures:

- Lecture 5-Gorillas
- Lecture 6-Chimpanzees
- Lecture 7-Bonobos
- Lecture 8-Orangutans
- Lecture 9-Hylobatids

Required Readings:

- Stumpf RM. 2011. Chimpanzees and bonobos (pages 340-356). In: *Primates in Perspective 2nd ed*. Oxford University Press.
- Robbins MM. 2011. Gorillas: Diversity in Ecology and Behavior (pages 326-339). In: *Primates in Perspective, 2nded*. Oxford University Press.

--EXAM 1 ONLINE!--

MODULE 6: Primate Sociality and Community Ecology

Lectures:

- Lecture 10-Primate Social Organization
- Lecture 11-Community Ecology

Required Readings:

- Sussman RW, Garber PA. 2011. Cooperation, Collective Action, and Competition in Primate Social Interactions (pages 587-599). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Smuts B. 1998. What Are Friends For? (pages 36-43). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 6
- Lab 5
- Primate Infographic Topic

MODULE 7: Evolution and Sex

Lecture:

- Lecture 12-Evolution and Sex: Male and Female Behaviors

Required Reading:

- Campbell C. 2011. Primate Sexuality and Reproduction (pages 464-475). In: *Primates in Perspective, 2nd ed*. Oxford University Press.

Assignments:

- Quiz 7
- Lab 6

MODULE 8: Old World Monkeys and Tarsiers

Lectures:

- Lecture 13-Cercopithecinae
- Lecture 14-Colobinae
- Lecture 15-Tarsiers

Required Readings

- Thierry PJ. The Macaques: A Double-Layered Social Organization (pages 229-241). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: *The Primate Anthology.* Prentice Hall.
- Starin D. 1998. The Kindness of Strangers (pages 124-127). In: *The Primate Anthology.* Prentice Hall.

Assignments:

- Quiz 8
- Lab 7

MODULE 9: Primate Communication and Cognition

Lecture:

- Lecture 16-Primate Communication: How Do Primates Communicate and Think?

Required Readings

- Strier KB. 2017. Communication and Cognition (pages 311-346). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Humle T, Fragaszy DM. 2011. Tool Use and Cognition in Primates (pages 637-652). In: *Primates in Perspective, 2nd ed.* Oxford University Press.

Assignments:

- Quiz 9
- Lab 8

--EXAM 2 ONLINE!--

MODULE 10: Platyrrhines

Lectures:

- Lecture 17-Atelids and Cebids
- Lecture 18-Callitrichids

Required Readings

- Digby LJ et al. 2011. The Cebines: Toward an Explanation of Variable Social Structure (pages 108-122). In: *Primates in Perspective, 2nd ed*. Oxford University Press.

- Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: *The Primate Anthology.* Prentice Hall.
- Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 10
- Lab 9
- Final Primate Infographic

MODULE 11: Strepsirhines

Lectures:

- Lecture 19-Lorisoids
- Lecture 20-Lemuroids

Required Readings

- Nekaris KA, Bearder SK. 2011. The Lorisiform Primates of Asia and Mainland Africa: Diversity Shrouded in Darkness (pages 34-55). In: *Primates in Perspective, 2nd ed*. Oxford University Press.
- Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: *The Primate Anthology*. Prentice Hall.
- Bearder S. 1998. Calls of the Wild (pages 230-234). In: *The Primate Anthology*. Prentice Hall.

Assignments:

- Quiz 11

MODULE 12: Primate Conservation

Lecture:

- Lecture 21-Primate Conservation

Required Readings

- Strier KB. 2017. Conservation (pages 373-398). *Primate Behavioral Ecology, 5th ed.* Routledge.
- Campbell CJ et al. 2011. Where We Have Been, Where We Are, and Where We Are Going: The Future of Primatological Research (pages 687-691). In: *Primates in Perspective, 2nd ed.* Oxford University Press.

Assignments:

- Quiz 12
- Lab 10
- Final Primate Infographic Peer Feedback

--EXAM 3 (FINAL EXAM) ONLINE DURING FINALS WEEK!--

In-Person and Online Lab Schedule: Spring 2024

Below is the estimated in-person schedule for labs in MSB 149 and online labs. Dates are subject to change given global pandemics, the monkeypox apocalypse, return of the Planet of the Apes, or other unforeseen circumstances. Any changes to this schedule will be announced during lecture and in Webcourses.

Lab 1: JAN 11: MSB 149

Lab 2: JAN 18; MSB 149

Lab 3: JAN 25; MSB 149

Lab 4: FEB 01; MSB 149

Lab 5: FEB 22; MSB 149

Lab 6: FEB 29; MSB 149

Lab 7: MAR 14; MSB 149

Lab 8: ONLINE

Lab 9: ONLINE

Lab 10: ONLINE

ANT 3610: Language and Culture
Spring 2024

January 8, 2024 - April 30, 2024

Course Information

Instructor	Whitney D. Margaritis	Course Name	Language and Culture
Office	HPH 116F	Course ID	ANT 3610
Office Hours	Wednesdays 1pm-2pm In-person and online	Section	0W60
E-mail	Whitney.Margaritis@ucf.edu	Credit Hours	3
GTA	N/A	Semester/Year	Spring 2024
E-mail	N/A	Location	Online

Course Description
The study of language in a non-western setting; language and behavior; language and perception. Prerequisites: Sophomore Standing.

Course Objectives
This course provides a study of language through various anthropological approaches focusing on language, behavior, and perception. You will learn how language both reflects and shapes thought, culture, and power. You will be able to:

- Recall and explain key concepts used in anthropological linguistics.
- Identify and critically think about key information from reading materials.
- Assess how these concepts can be used to understand everyday speech interactions.

Required Texts
- Ahearn, Laura. 2021. *Living Language*. Wiley-Blackwell. ISBN 978-1-1196-0814-1.
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. Tucson: University of Arizona Press. ISBN 978-0-8165-3768-6. (The digital version of this textbook is available for free through the UCF Library. You may view it on the Web or download a PDF version to read offline.)

Course Activities
- Read the assigned materials each week before Wednesday.
- Complete all required assignments on Webcourses@UCF and Packback.
- Follow all class and assignment protocols.

Final Exam
According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. In this class, our final examination period will be used to discuss the required ethnographic text. Your final assignment will be a discussion post which will be due by 11:59PM on Wednesday, April 24, 2024.

Evaluation and Grades

Your grade will be based on the Following scale:

Percentage	Grade	Percentage	Grade	Percentage	Grade
95-100	A	80-83	B-	67-69	D+
90-94	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	59 and below	F

Grades will be broken into three categories:

Quizzes (14%)

Discussions (36%)

Papers (50%)

Late Work Policy / Make-up Assignments

All assignments within Webcourses will be open for two days after the due date. Late work may be turned in during this time but will be deducted 10% each day. Any work completed after two days past the due date will not be accepted without prior approval.

Packback questions are meant to simulate classroom discussion and as such DO NOT accept late work.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). ALL scheduled conflicts should be addressed within the FIRST WEEK of class. If this participation conflicts with your course assignments, the professor will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact the professor AHEAD OF TIME to notify of upcoming needs and to provide DOCUMENTATION!!

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

Final Grades

DO NOT ask the professor to make special allowances for your grade. If you are doing poorly in the class, you need to meet with the professor early in the semester so you can discuss ways to improve your writing, time management, and habits. DO NOT contact the professor in the last week of class to discuss improving your grade. Once final grades are posted, no changes will be made without extenuating circumstances.

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Your participation on Packback Questions will count toward 36% of your overall course grade.

There will be an **11:59PM deadline** for submissions. To receive full credit, you should submit a completed question and any applicable responses for each assignment with a Curiosity Score of at least 60.

Packback Deep Dives

Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources, and Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

Deep Dives Requirements

Here are your Deep Dives assignments for this course:

- Language Autobiography
- Endangered Lanuguage Outline
- Endangered Language Profile

Due dates are listed below in the course schedule. <u>For the outline and profile</u>, **please note** you will still need to **select a unique language** by commenting in the *Endangered Lanuguage Selection* assignment **within Webcourses** prior to completing these assignments. Your language **must be approved** before moving forward.

How to Register on Packback

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by selecting the Packback tab within Webcourses and clicking "Sign up for an Account"

Note: If you already have an account on Packback you can log in with your credentials. If you have signed up for an account or accessed Packback through the website directly (provided you used your student email) you will need to click the Packback tab in Wecourses at least once to establish the connection to our course to ensure your grades transfer into Webcourses properly. If here is no tab in Webcourses for Packback, please check back. Integration with Webcourses may not yet be complete.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: **f329c882-7230-4f7c-a192-4bfe7712c923**

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

Important Additional Information

Library Skills

Since this course requires writing several research papers, you are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/). You may also request assistance from the subject librarian.

University Writing Center

Trevor Colbourn Hall 109

Satellite Locations: Main Library, Rosen Library, Online

407-823-2197

http://uwc.cah.ucf.edu/

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

Time Commitment

For most students striving for B grades or higher, I recommend that you schedule about 6-9 hours per week for engaging with this course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. According to research, a metacognitive learning approach combined with practice testing and distribution of practice over time is most effective. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, the Math Success Center, the Chemistry Tutoring Center, and VARC (Veterans Academic Resource Center). The professor is available by appointment if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

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

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

Religious Observances

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

Deployed Active-Duty Military Students

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

UCF Cares

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

The Student of Concern Process allows students, staff, faculty, and UCF community members to report concerning behavior exhibited by a student. If you are aware that a student is experiencing challenges or difficulties that concern you, please report the concern using the Student of Concern Form. The entire UCF community will benefit. It is our goal to intervene before the student reaches a crisis level. This process offers support and guidance to any UCF student who is in distress or struggling. For more information, please refer to Student Care Services at https://scs.sdes.ucf.edu/concern/

Course Schedule

The schedule is subject to change at any time. All quizzes are due by Wednesday at 11:59pm. All other assignments are due by Thursday at 11:59pm.

Week/Dates	Topic	Assignments	Due
Week 1 Jan 10	What is linguistic anthropology?	Welcome Module 1 • Ahearn Ch. 1	Syllabus Quiz Quiz 1
Week 2 Jan 17	Non-verbal communication: Gestures and Sign Languages	Module 2 • Ahearn Ch. 2 • Kusters 2009	Quiz 2 Packback #1: Photovoice
Week 3 Jan 24	The Research Process in Linguistic Anthropology	Module 3 • Ahearn Ch. 3 • FILM: The Linguists	Quiz 3 Packback #2: Project Design
Week 4 Jan 31	Language Acquisition and Socialization	Module 4 • Ahearn Ch. 4 • Basso 1979 • Work on Language Autobiography	Quiz 4
Week 5 Feb 7	Language, Thought, and Culture	Module 5 • Ahearn Ch. 5 • Cohn 1987	Quiz 5 Packback Deep Dive #1: Language Autobiography Paper
Week 6 Feb 14	Global Communities of Multilingual Language Users	Module 6 • Ahearn Ch. 6 • Meyerhoff 1999 • Dreifus 2011	Quiz 6 Endangered Language Selection
Week 7 Feb 21	Literacy Practices	Module 7 • Ahearn Ch. 7 • Baquedano-Lopez 2004	Quiz 7 Packback #3: Fieldnotes
Week 8 Feb 28	Online Communities	Module 8 • Ahearn Ch.8 • Spears-Rico 2019 • Backe 2020	Quiz 8 Packback Deep Dive #2: Endangered Language Outline
Week 9 Mar 6	Language Endangerment and Revitalization	Module 9 • Ahearn Ch. 12	Quiz 9

		• Lillehaugen 2019	Packback #4: Personal Networking Map
Week 10 Mar 13 Withdrawal Week	Performance, Performativity, and the Constitution of Communities	Module 10 • Ahearn Ch. 9 • Farnell 2002 • Work on Endangered Language Profile	Quiz 10
Week 11 Mar 20	Spring Break	Extra Credit - Film	Extra Credit - Film Quiz
Week 12 Mar 27	Language and Gender	Module 11 • Ahearn Ch. 10 • Cameron 2007 • Kulick 1998	Quiz 11 Packback Deep Dive #3: Endangered Language Profile
Week 13 Apr 3	Language, Race and Ethnicity	Module 12 • Ahearn Ch. 11 • Urcioli 1991	Quiz 12
Week 14 Apr 10	Language, Power, and and Agency	Module 13 • Ahearn Ch. 13	Quiz 13 Packback #5: Video
Week 15 Apr 17	Ethnography	Module 14 • Davis (Pgs. 1-75)	
Week 16 Apr 24	Finals Week	Module 15 • Davis (Pgs. 76-150)	Ethnography Quiz Packback #6: Ethnography Discussion

University Policies

Academic Integrity

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

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

or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

For more information about Academic Integrity, students may consult Student Conduct and Academic Integrity. <https://scai.sdes.ucf.edu/>

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices". <https://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false>

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

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

Campus Safety Statement

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

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

Diversity and Inclusion

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

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

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

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

Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu

Ombuds Office – http://www.ombuds.ucf.edu

Copyright

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

Third-Party Software and FERPA

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