



UNIVERSITY OF
CENTRAL FLORIDA

ANT 4034 - History of Anthropological Thought

Section: 0M01

College of Sciences

Department of Anthropology

Course Information

Term: Spring 2024

Class Meeting Days: R

Class Meeting Time: 15:00 - 16:20

Class Meeting Location: BA1 O122

Modality: M

Credit Hours: 3.00

Instructor Information



Rachael Root, PhD

Title: Visiting Lecturer

Office Location: Howard Philips Hall Room 311 (Enter through Room 309)

Office Hours:

Tuesdays: 2-4 in person

Thursdays: 10-11 in Webcourses Chat

Email: Rachael.Root@ucf.edu

Course Description

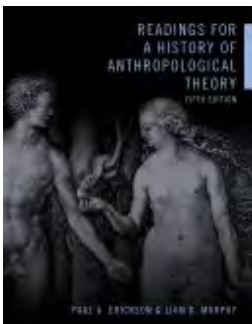
ANT 4034 COS-ANTHRO 3(3,0)History of Anthropological Thought: PR: ANT 2410 or C.I. The exploration of the intellectual foundations of modern anthropology.

Student Learning Outcomes

During and after successful completion of this course, students will:

- Understand broad historical trends in the history of anthropological thought
- Comprehend the necessity of critique and trace its impacts on anthropological theory
- Explore current and emerging trends in anthropological thought and methods
- Demonstrate advancement in inquiry, analysis, critical/creative thinking, and technology skills
- Develop and improve self-directed learning skills through reflective analysis
- Analyze how anthropological thought correlates with historical contexts and social trends
- Critique colleagues' work and incorporate feedback in a professional manner
- Evaluate the usefulness of theories, methods, and technology for future careers
- Compose an accessible explanatory video based on anthropological theory

Course Materials and Resources



Readings for a History of Anthropological Theory, Fifth Edition

ISBN: 9781442636873

Authors: Paul A. Erickson & Liam D. Murphy

Publisher: University of Toronto Press

Publication Date: 2017-01-01

Edition: Fifth

Course Assessment and Grading Procedure

As this is a senior level major course, there are no point values for tasks. Assignments are marked as **Complete or Incomplete**. Complete assignments are those that are of satisfactory quality. Unsatisfactory ratings will require their deficiencies to be addressed based on professor feedback and the task resubmitted to fulfill the requirement.

The final grade will be determined based on weighted groups of complete/incomplete assignments. Detailed information and instructions on how to complete assignments will be provided throughout the semester.

The groups of course assessments and their % of final grade are:

1. **Academic Activity & Attendance (10%):** Students must complete the "[Academic Activity](#)" the first week of classes to document engagement for financial aid. Attendance will be taken for each class, including the first class meeting, [using UCF Here](#). Satisfactory attendance is considered being present for a majority of the 14 class meetings, including first day of class. Students are expected to treat class meetings as professional meetings: be on time, be prepared, be attentive, and actively participate.
2. **Weekly Reading Log (20%):** Students will submit ten of twelve written responses to the assigned readings. This will be completed before the start of class and uploaded into Webcourses.
3. **Podcast Discussions (20%):** Students participate in 8 discussions based on *Sapiens* podcasts by listening to the assigned episode(s), submitting an initial post to the discussion board, and engaging with two other students' posts. This is the mixed-mode aspect of this course and is designed to develop self-directed learning skills.
4. **SWAP (Start With A Proposal; 10%):** Three SWAP assignments will be completed for the semester. Students will use worksheets to randomly select a variety of theories, methods, and modes of dissemination, then use these to create a hypothetical project proposal. Students will peer review and incorporate feedback into successive SWAPs.
5. **SWAP & Lightning Talk Peer Reviews (10%):** Students will provide feedback to classmates on their Lightning Talk videos and on their SWAPs. There are a total of five peer reviews (one each SWAP and two Lightning Talks).
6. **Lightning Talk (15%):** Students will create 3-minute videos on theories/concepts from Weeks 13 and/or 14. Videos will be uploaded into Webcourses and subject to peer-review process. Talk must address the history, critiques, and impact of the topic on anthropological thought.
7. **Final Project (15%):** In lieu of a final exam, students will use generative artificial intelligence (gen AI) to create a 3-5 page paper on the assigned topic. This project

will include documenting the process of using gen AI (such as recursive and/or iterative design and use of prompts), making edits to the gen AI output, and reflecting on the uses of gen AI for anthropological careers. Students will submit the paper, log of process, and analysis of usefulness.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Policies for Course Grade

Use of Generative Artificial Intelligence

Use only with acknowledgement. Students are allowed and required to use generative Artificial Intelligence (gen AI) tools on assignments with usage properly documented and credited. For example, text generated from Bing Chat Enterprise should include a citation such as: Bing Chat Enterprise. Accessed 2023-12-03. Prompt: 'Summarize the Geneva Convention in 50 words.' Generated using <http://bing.com/chat>.

Missed/Late Assignments

Missed and late work may be submitted with no penalty within the grace period specified in the module. Further extensions will be granted on a case-by-case basis by the instructor or graduate teaching assistant.

In cases requiring extensive absence and delays in completing work, students are required to contact the instructor as soon as possible to explain the situation. We will work together to make adjustments and accommodations as necessary. Documentation may be requested.

Late/missed assignments for tasks due in Weeks 1-8 of the semester will not be accepted after Spring Break, except in documented cases of emergency or pre-approved continuing extenuating circumstances.

No late assignments will be accepted after the last day of scheduled classes except in extreme, documented emergencies or with prior approval of the instructor and/or graduate teaching assistant.

Attendance and Participation

Attending class is considered an inherent part of course enrollment; as such, attendance is taken and accounts for a portion of the final grade. Attending class provides additional benefits for learning through class conversations and discussions and receiving up-to-date information about class tasks and administrative notices.

Participation in this class is defined as a) attending class and paying attention; b) contributing to class discussions; c) staying on schedule with readings, assignments, and reviewing notes and studying; and d) communicating with the professor and teaching assistant outside of class time through emails, Inbox messages, or during office hours.

Consistent attendance and participation will qualitatively affect student's learning experiences and will influence instructor and GTA decision making in cases where students request leniency, as the first thing we ask is "Have you been coming to class?"

Course Accessibility

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

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary.

Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

Title IX

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

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

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

Deployed Active-Duty Military Students

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

Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.
- Students should make a note of the guide's physical location and review the online version at [Safety](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [AED Locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video from the UCF Police Department, [You CAN Survive an Active Shooter](#).

Campus Safety Statement for Students in Online-Only Courses

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Security](#) and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

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

Class Schedule


Week	Topic
1	INTRODUCTION: Overview of Course Topics & Science
2	Social Evolution
3	Consciousness
4	American Anthropology
5	Structural-Functionalism
6	Mid-Late 20th Century
7	Feminisms
8	Colonialism & Modernity
9	Post-Modern & Post-Processual
10	Theory & Method: Archaeological Critiques
11	SPRING BREAK
12	Representation & Critique

13	Globalization & Digital Media
14	Anthropocene & Post-Humanism
15	Theory & Method: Cultural Critiques
16	FINALS WEEK: Last Class on Thursday, April 25th, 1-3:50 PM

Course Syllabus

[Jump to Today](#)

 Edit



ANT4115C:
Archaeological Method and Theory

Spring 2024
Business Administration 1, Room 122
Fridays: 11:30 - 2:20pm
Online: 24-7

Professor: Stacy Barber

Office: Howard Phillips Hall 409T

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 1:00 - 2:30pm Thursday, or by appointment

Course TA: Raynaliz Velazquez

Course-Related Email: Webcourses Email Client

Secondary Email:

Office Hours:

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and laboratory techniques, including the interpretation of written archaeological reports. Prerequisite: ANT2140.

Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to

draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.








Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Course Materials

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Resources

- Society for American Archaeology: [saa.org](http://www.saa.org/)  (<http://www.saa.org/>)
- Register of Professional Archaeologists: rpanet.org  (<https://rpanet.org/>)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/)  (<http://www.americananthro.org/>)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/)  (<http://www.archaeological.org/>)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/)  (<http://www.archaeologychannel.org/>)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>  (<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/)  (<http://www.shovelbums.org/>)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

Grading Breakdown by Point and by Date

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Getting Started Quiz	Getting Started Module 100% score required to open Module 1 Due January 12, at 11:59pm	1	10
Readings Quizzes	There are four quizzes based on assigned readings. These are designed to test your knowledge and better prepare you for exams. These are due <i>before class</i> on the date during which we will discuss the readings: Jan 26, Mar 1, Mar 8, and Apr 12.	6	60
Midterm	Based on first 1/2 of class February 23	12	120
Final Exam	Cumulative Friday, April 26 from 10:00 am to 12:50 pm in BA1-Room 122	20	200
Attendance	Attendance is required on 9 class days, when we are doing fieldwork, lab work, and in-class activities. Virtual attendance via Zoom is possible for some lab days, please check with Dr. Barber to confirm. The pertinent days are indicated on the course schedule and in Assignments .	9	90
Weekly Assignments	8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule.	38	380

Research Project Analysis	5-7 page written critique of an archaeological research project. Details will be provided in-class. Most associated assignments will be due on Sundays at 11:59pm. Final draft due April 17 at 11:59pm	14	140
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word “sneaky” in the subject line by 11:59pm on Sunday, January 14, you’ll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

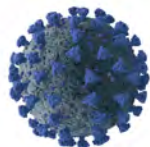
The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Grading Scheme

Letter Grade Percentage

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

Attendance and Illness



Covid-19 has made it obvious that we shouldn't be coming to class when we're sick. No one wants to catch your covid/flu/strep/nasty cold. While attendance is required for most days of class, I am happy to work with you to deal with a day missed due to illness. If you have something diagnosable, get a doctor's note. If you can't, let the instructor or TA know *before* you miss class unless you are too ill to do so (as in, you're puking your guts up or you are hospitalized). Since we only meet once a week, I wouldn't expect you to miss many class sessions. And also, your grade is going to suffer if you do miss more than a class or two.

General Policies

Table Outlining Policies

<p>Contacting Dr. Barber</p>	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
<p>Webcourses@UCF</p>	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Monday's class, this means you are expected to look at the module before you come to class. Note in the schedule where in-class activities are planned. These may take place outside the Business Administration 1 Building or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>

<p>Accessing On-line Course Content</p>	<p>Online course content is delivered through modules. To open Module 1, you must first complete the “Getting Started” Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week’s module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
<p>Quizzes and Examinations</p>	<p>Examinations are face-to-face.</p>
<p>Grading and evaluation</p>	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the “Evaluation” section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the “My Grades” link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>
<p>Attendance</p>	<p>There is an attendance requirement for this course, so your grade will suffer if you do not come to class. If you have to miss an outside day, contact me right away and we will work something out. Attendance will be counted on days when we have specific, graded in-class activities. See the course schedule. If you are unwell or unable to attend days when we are working indoors, I may be able to give you access via Zoom. This must be requested in advance and is not guaranteed.</p>
<p>Participation, Diversity, and Inclusion</p>	<p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class,</p>

political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

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

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

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

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

Deadlines and Make-ups


If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline.

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

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

That said, I am not completely evil. If you have an issue, email me **before** the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc> (http://osc.sdes.ucf.edu/process/roc). Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> < http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)>.</p> <p>When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/ (http://z.ucf.edu/).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.</p>
Accessibility	<p>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</p>
Campus Safety Statement	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (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)  <https://youtu.be/NIKYajEx4pk> >).



<https://youtu.be/NIKYajEx4pk>

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Active Duty Military
Personnel

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


Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.












Schedule of topics and dates


Class Date:	Topic:	Learning Module:	
Do this first	Getting Started Module (https://webcourses.ucf.edu/courses/1433685/modules/2604866)	Getting Started	Jan 1 (https://webcou) (https://webcou) 100% score on
Jan 12	Course Introduction	Module 1: History of Americanist Archaeology	None
Jan 19	Archaeological interpretation. Group assignment. Attendance taken.	Module 2: Archaeological interpretation	
Jan 26	What is archaeological theory, and why do we care?	Module 3: Developing a research question	Jan 26 (https://webcou) : Archaeological Jan 28: (https://webcou) Research repo
Feb 2	Reading, using, and making maps. Class will meet in the courtyard outside HEC. Attendance taken	Module 4: From idea to project: Background	February 2 (https://webcou) : Research ques











Feb 9	<p>Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p>	Module 5: Survey	<p>Feb 7: Mapping (https://webcou and 2 (https://webcou due Feb 9 (https://webcou : Mapping Segr</p>
Feb 16	<p>Review. Class will meet in the classroom.</p>	Review	<p>Feb 16 (https://webcou : Mapping Segr</p>
Feb 23	<p>Midterm, February 23</p>	Exam	
March 1	<p>Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p>	Module 6: Excavation	<p>March 1 (https://webcou : Survey assignr</p>
March 8	<p>Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken</p>	Module 7: Site Formation Processes and Preservation	
March 15	<p>Stratigraphy and scale drawing. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house.</p> <p>Attendance taken.</p>	Module 8: Stratigraphy	<p>March 17 (https://webcou : Plagiarism/Cita March 17 (https://webcou : Final project a</p>

<p>March 22</p>			
<p>March 29</p>	<p>Dating techniques. Attendance taken.</p>	<p>Module 9: Dating techniques</p>	<p>March 29 https://webcou : Stratigraphy a</p>
<p>April 5</p>	<p>https://webcourses.ucf.edu/courses/1433685/assignments/8292969 Ceramic Analysis. Attendance taken.</p>	<p>Module 10: In the lab</p>	<p>April 5 https://webcou : Dating techniqu</p>
<p>April 12</p>	<p>Ethics In-class assignment https://webcourses.ucf.edu/courses/1433685/assignments/8292969 . Attendance taken.</p>	<p>Module 11: Curation, Public Education, Ethics</p>	<p>April 12: https://webcou Ceramic analys</p>
<p>April 19</p>	<p>Course summary and review</p>		<p>April 21: https://webcou Research Proje</p>
<p>April 26</p>	<p>Final Exam 10:00 am to 12:50 pm BA1-122</p>	<p>Exam</p>	<p>Exam</p>

Course Summary:

Date	Details	Due
Fri Jan 12, 2024	 Getting Started Quiz https://webcourses.ucf.edu/courses/1433685/assignments/8292948	due by 11:59pm
Sun Jan 14, 2024	 Syllabus EC https://webcourses.ucf.edu/courses/1433685/assignments/8292981	due by 11:59pm
Fri Jan 19, 2024	 Attendance January 21 https://webcourses.ucf.edu/courses/1433685/assignments/8292958	due by 2:30pm
Fri Jan 26, 2024	 Archaeological Interpretation Assignment https://webcourses.ucf.edu/courses/1433685/assignments/8292952	due by 11:59pm
Sun Jan 28, 2024	 Research Report Choice https://webcourses.ucf.edu/courses/1433685/assignments/8292978	due by 11:59pm
Fri Feb 2, 2024	 Attendance February 4 https://webcourses.ucf.edu/courses/1433685/assignments/8292957	due by 2:30pm
Fri Feb 2, 2024	 Research Questions Assignment https://webcourses.ucf.edu/courses/1433685/assignments/8292976	due by 11:59pm
Wed Feb 7, 2024	 Mapping Assignment-Segment 1 https://webcourses.ucf.edu/courses/1433685/assignments/8292973	due by 11:59pm
Wed Feb 7, 2024	 Mapping Assignment-Segment 2:Map Upload/Download https://webcourses.ucf.edu/courses/1433685/assignments/8292951	due by 11:59pm
Fri Feb 9, 2024	 Attendance February 11 https://webcourses.ucf.edu/courses/1433685/assignments/8292956	due by 2:30pm
Fri Feb 9, 2024	 Mapping Assignment-Segment 3:Comments	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1433685/assignments/8292950)	
Thu Feb 15, 2024	 Mapping Assignment-Segment 4 (https://webcourses.ucf.edu/courses/1433685/assignments/8292974)	due by 11:59pm
Fri Feb 23, 2024	 Midterm (https://webcourses.ucf.edu/courses/1433685/assignments/8292975)	due by 2:30pm
Fri Mar 1, 2024	 Attendance March 4 (https://webcourses.ucf.edu/courses/1433685/assignments/8292961)	due by 2:30pm
	 Survey Assignment (https://webcourses.ucf.edu/courses/1433685/assignments/8292980)	due by 11:59pm
Fri Mar 15, 2024	 Attendance March 18 (https://webcourses.ucf.edu/courses/1433685/assignments/8292959)	due by 2:30pm
	 Avoiding Plagiarism in APA (https://webcourses.ucf.edu/courses/1433685/assignments/8292963)	due by 11:59pm
Sun Mar 17, 2024	 Citing Sources Using APA (https://webcourses.ucf.edu/courses/1433685/assignments/8292967)	due by 11:59pm
	 Research Report Abstract and Bibliography (https://webcourses.ucf.edu/courses/1433685/assignments/8292977)	due by 11:59pm
Fri Mar 22, 2024	 Attendance March 25 (https://webcourses.ucf.edu/courses/1433685/assignments/8292960)	due by 2:30pm
Fri Mar 29, 2024	 Attendance April 1 (https://webcourses.ucf.edu/courses/1433685/assignments/8292953)	due by 11:59pm
	 Stratigraphy Assignment (https://webcourses.ucf.edu/courses/1433685/assignments/8292979)	due by 11:59pm
Fri Apr 5, 2024	 Attendance April 8 (https://webcourses.ucf.edu/courses/1433685/assignments/8292955)	due by 11:59pm
	 Dating Techniques Assignment	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1433685/assignments/8292968)	
	 Attendance April 15 (https://webcourses.ucf.edu/courses/1433685/assignments/8292954)	due by 11:30am
	 Ethics In-Class Assignment (https://webcourses.ucf.edu/courses/1433685/assignments/8292969)	due by 11:30am
Fri Apr 12, 2024	 Avoiding Plagiarism Try 2 (https://webcourses.ucf.edu/courses/1433685/assignments/8292962)	due by 11:59pm
	 Ceramics Assignment (https://webcourses.ucf.edu/courses/1433685/assignments/8292965)	due by 11:59pm
	 Citing Sources Try 2 (https://webcourses.ucf.edu/courses/1433685/assignments/8292966)	due by 11:59pm
Mon Apr 22, 2024	 Final Project (https://webcourses.ucf.edu/courses/1433685/assignments/8292972)	due by 11:59pm
Fri Apr 26, 2024	 Final Exam (https://webcourses.ucf.edu/courses/1433685/assignments/8292971)	due by 11:59pm
Mon Apr 29, 2024	 Extra Credit (https://webcourses.ucf.edu/courses/1433685/assignments/8292970)	due by 11:59pm
	 Backfill Extra Credit (https://webcourses.ucf.edu/courses/1433685/assignments/8292964)	
	 Final Exam Online (https://webcourses.ucf.edu/courses/1433685/assignments/8292949)	

Course Syllabus

[Jump to Today](#)

 Edit

ANT4183/Spring 2024

Course Information

Course Name: Archaeological Sciences

Credit Hours: 3.0 hours

Modality: Fully Online (W)

Professor Contact

Professor: Dr. Emily Zavodny

Office: Anthropology Department, Howard Phillips Hall 309-D (UCF Main Campus)

Office Hours: Thursdays 1:00-4:00 PM or by appointment.

How do office hours work? Exactly how they sound- I will be in my office during these hours so that you can easily find me to discuss the class (or academics, anthropology, current shows on Bravo, etc). I'll also be checking my inbox and responding quickly during this time.

Email: via Webcourses messaging or emily.zavodny@ucf.edu (<mailto:Emily.Zavodny@ucf.edu>)

GTA Contact

GTA: Chelsea Rose

Office Hours: TBD

Email: via Webcourses messaging

University Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

A More Detailed Description

This is an interdisciplinary course that pulls from a number of disciplines – forensic science, criminal justice, archaeology – to introduce students to topics and issues relevant to working with materials recovered from forensic or field archaeology contexts. Throughout the course we will evaluate the many ways that archaeological sciences in particular have contributed to our knowledge about forensic, historic, and ancient material remains. We will explore these various topics through readings posted online as well as through lectures and films. You will be assessed through quizzes, exams, and lab activities. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Learning Objectives

You will be developing the analytical skills necessary to critically examine the scientific and academic literature on forensic archaeology and understand how these translate to best practices in the field. By the end of this course you should be able to:

- Explain how forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves;
- Identify how methods and instrumentation used in the natural sciences intersect with archaeology;
- Understand basic field methods for locating and identifying sites and remains for excavation and recovery;
- Understand the methods and instrumentation routinely used in archaeological prospection and kinds of materials that may be located;
- Discuss how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Course Materials (They're Free!)

I will post relevant chapters, as well as any other readings or media, in each module for you to access. *This means you DO NOT need to purchase a textbook for this course!*

Course Communication

Webcourses is always the best way to communicate with me if you have any questions about readings, specific assignments, or anything else. During the work week (M-F) I will respond to emails within 24 hours of receiving them, but please note that it may take me the full 24 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline! I will generally not respond to emails over the weekend #worklifebalance

Course Requirements & Structure

This is a fully online (W) course, meaning that 100% of course content will be posted to our Webcourses page. **This course is also largely asynchronous- you will work through the materials at your own pace with fixed due dates for assignments, quizzes, and exams.** While this format offers a lot of flexibility - yay! - it also requires a lot of self-discipline. I would highly recommend treating this course like a regular lecture course and keeping up with lectures and assignments accordingly. Successful students are those that plan ahead and pace themselves throughout the semester instead of attempting to complete everything at the last minute.

Course Structure

This course begins on January 8, 2024 and ends on April 30, 2024 and is worth a total of 400 points. There are 12 learning modules- each with different readings, media content, and assignments- that will be unlocked as the semester progresses. The OVERVIEW page at the beginning of each module outlines the specific expectations, readings, activities, and assignments for that section. Modules will generally be unlocked two (2) at a time (usually on a Saturday) so that you have more flexibility to complete the work according to your individual schedules. You may go as fast as you like as long as you finish each module by the required deadlines throughout the course. Let me repeat that- **all graded work is due on an assigned schedule.** This format promotes scaffolded learning, ie. it encourages you to build knowledge over the course of the semester instead of cramming (and promptly forgetting) in April.

You will notice that all lab activities, reading quizzes, and exams are due on **Fridays by 11:59 PM (EST)**, with the exception of our first reading quiz which is due by 11:59 PM on the first Sunday of the semester (the first week of the semester is crazy, I get it). Your final will be scheduled during finals week. Schedule changes are not expected but may occur (hello, 2020). I reserve the right to make reasonable adjustments to the assignment schedule and will announce any changes via Webcourses.

Deadlines are listed in the course summary below, but you can also click here to see a detailed schedule on our [Course Snapshot \(https://webcourses.ucf.edu/courses/1444887/pages/course-snapshot\)](https://webcourses.ucf.edu/courses/1444887/pages/course-snapshot) page.

Assignments

All of our assignments - in whatever form- are designed to help you to 1. understand the course material and then 2. engage with it in a meaningful way.

1. Financial Aid Activity

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 11:59 PM (EST) Friday, January 12th** for 5 points. Failure to do so will result in a delay in the disbursement of your financial aid- don't let that happen! You must complete the syllabus quiz before you will be allowed to access other modules on our Webcourses page. If you're adding the class late- you should still take the syllabus quiz for easy points!

2. Reading Quizzes

There will be **eight (8) reading quizzes** throughout the course worth 15 points each. Reading quizzes are a low-stakes way to demonstrate that you understand the terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. ***Your lowest quiz score will be dropped at the end of the semester!***

Important: Quizzes are timed and must be completed in one sitting. Once you open a quiz you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

3. Lab Activities:

There will be **six (6) small written assignments** this semester also worth 15 points each. Each activity will ask you to think more critically about course concepts and engage with them in a meaningful and thoughtful manner. A more detailed description and grading rubric for these assignments will be provided in the relevant modules.

4. Exams:

There will be **two (2) non-cumulative exams** this semester worth 100 points each. Exams consist of multiple choice, true/false, identification, fill-in-the-blank, and short answer questions. Your midterm (Exam 1) is scheduled during the regular semester and the final exam (Exam 2) will be scheduled for finals week.

Important! Exams are timed and must be completed in one sitting. You will have 75 minutes to complete the exam once you begin. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

Grading Policies

Your final grade is based on the following for a total of 400 possible points: financial aid activity (5), reading quizzes (105 points), lab activities (90 points), and non-cumulative exams (200 points). You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time (~week) to pass for the grading process to occur. When an assignment score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score after a grade has been released, please notify me using WebCourses Inbox within one week of the grade being released. **Remember that all graded work is due on an assigned schedule and subject to our class late work and make-up policy.**

Final letter grades are assigned according to the table below. I *only* round up grades to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. There are no separate extra credit assignments. If

you wish to discuss your grade, please meet with me during my office hours or schedule an appointment.

Letter Grade	A	B+	B	C+	C	D	F
Percentage	90-100	87-89	80-86	77-79	70-76	60-69	≤ 59

Late Work and Make-up Policy

This class has a very generous late work policy that allows you to turn in almost everything late within the parameters outlined below.

Assignment Type	Can I submit this late?
Reading Quiz	Yes: You can submit this up to 5 days after the due date BUT there will be a 20% deduction automatically applied for each day late.
Lab Activity	
Midterm	Yes: You can submit this up to 1 day after the due date BUT there will be a 20% deduction automatically applied.
Final	NO: I have to submit final grades on time!

This lenient late-work policy also means, however, that late late-work will not be accepted and **I will only allow make-up work (ie. late submissions for full credit) in very specific circumstances.** For every situation listed below you **MUST** provide documentation (for example, doctor's note with dates and contact information) within 48 hours of the due date *at the latest*. All make-up work is at the discretion of the instructor.

- Unforeseen events or circumstances that cause you to miss deadlines or fall behind in your coursework. **University-recognized excuses** include such things as hospitalization, jury duty, family emergency, bereavement, or a catastrophic event. If this happens to you, please notify me as soon as possible so that we can work together to develop a plan for making up missed coursework.
- You are **deployed active duty military and/or National Guard** personnel and require accommodation. You should contact me as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.
- You **represent the university** in an authorized event or activity (for example, student-athletes) and are unable to meet a course deadline due to a conflict with that event. You must provide me with documentation in advance to arrange a make-up. UCF policy can be found [here](https://policies.ucf.edu/documents/4-401.pdf) (<https://policies.ucf.edu/documents/4-401.pdf>).
- You will miss a deadline for **religious observance**. You should contact me as soon as possible after the semester begins so that we can arrange an alternative date. UCF policy can be found [here](#).

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

- A catastrophic **technical error** occurs while you are taking a quiz or exam. You **MUST** take a screen shot or video of your computer desktop which shows the error. **IMPORTANT:** Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline and *your score will remain a zero*.

If you have any other questions about grading generally, please consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures such as Incomplete grades, grade changes, and grade forgiveness. If you've read this far, email Chelsea a picture of your favorite animal by January 12th for one extra credit point.

TL; DR

The course grading and make-up policies ensure each student is treated equitably and that no one is given an unfair advantage or opportunity over the rest of the class. Please keep this in mind if you are unhappy with my response to your individual situation- I am doing my best to balance the needs of 100+ students and each of their unique situations as well.

University Of Central Florida Policies

Academic Integrity

As a teacher there are few things as disheartening as discovering a student cheating, plagiarizing, or pursuing some other academic misconduct. Our UCF creed states that integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's [Rules of Conduct \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. \(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. No grade is worth compromising your integrity; take the zero, not a shortcut. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of

these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Course Accessibility Statement

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

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by offcampus emergencies. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/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

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender

identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX Policy

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

Paleoethnobotany

[Jump to Today](#) Edit

[Click here to jump to readings.](https://webcourses.ucf.edu/courses/1452542/pages/readings-for-days) (<https://webcourses.ucf.edu/courses/1452542/pages/readings-for-days>)

ANT 4187/ANG 5188

Course Information

- Course Name: PALEOETHNOBOTANY
- Course ID & Section: ANT4187/ANG5188
- Credit Hours: 3
- Prerequisites: ANT2140, Junior Standing
- Semester/Year: Spring 2024
- Meeting time: Tuesday 3:00pm-5:50pm
- Meeting place: MSB 0149

Professor Contact

- Instructor: **Dr. Neil Duncan**
- Lab: R1-355
- Office Hours: Thursdays 9:30am-11:30pm, in person or by Zoom if preferred (email to schedule) or by appointment outside those hours.
- E-mail: Webcourses mail client or neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>) (Please email only from your UCF address)

Course Description:

Catalog description: Provides students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. Odd Spring.

Scope and purpose of the course:

Paleoethnobotany studies the interrelationships between humans and the plant world through the archaeological record. This course will provide students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. The course will cover the major approaches paleoethnobotany uses in the study of archaeobotanical remains: charred wood and plant macro-remains, pollen, phytoliths, and starch grains and explore how these data can be integrated with each other and with other dietary and environmental indicators. Laboratory sessions will provide hands-on experience in sampling and identification techniques of plant materials.

Student Learning Outcomes:

- To help students interested in the archaeological use of plants, diet, and past environments gain the knowledge needed to understand and critique archaeobotanical data and paleoethnobotanical interpretations.
- To provide hands-on experience working with, analyzing and interpreting archaeobotanical remains.
- To appreciate multidisciplinary and collaborative research in modern archaeology.
- To obtain first-hand research and/or grant-writing experience in paleoethnobotany.

Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

Grading and Course Requirements

Undergrads and Grads

There will be 4 take-home (turned in online) quizzes distributed throughout the semester. These are designed to give you a chance to interpret an archaeobotanical dataset or apply what you're learning. Your work will be your own.

In addition, for each daily discussion reading, a student will be assigned to lead the discussion for that reading. The number of opportunities is limited by class size, but expect to have around three discussions to lead. This will be part of your participation grade.

For each assigned reading (not including the Pearsall text) you will prepare an abstract that summarizes the main points/findings in the article and it's possible significance AND one (or more, if you like) discussion question. Abstracts should be around 3 to 5 sentences. Abstracts and discussion questions will be due on the day they are assigned and uploaded as a single document for the day in webcourses.

Participation is expected and evaluated.

Graduate Students Only

In addition to the above, graduate students will be assigned as group leaders during lab sessions. You will be responsible for overseeing group work and completion, making sure proper procedures are followed, and qualitatively assessing group participation. This will be part of your participation grade

In addition to the above requirements, you will have two options to prepare a project proposal for paleo- or ethnobotanical research in your area of graduate research or to conduct original research with materials from your own research.

Option 1: The goal of this 15-20 page research proposal is to assess your understanding of the potential contribution of paleoethnobotany to answering archaeological and anthropological questions including, but not limited to, diet, subsistence, environment and ritual. Guidelines for writing a research proposal will be distributed during the first week of class, but your proposal will generally include an abstract, an introduction that outlines your research questions, background research and theoretical approach that will inform your proposed research, the methods you intend to use to answer your research questions, and, finally, a statement of the significance of your proposed work (or, why this proposed work is important) and the projects broader impacts. Finally, you will present your proposal to class in a 15 minute "powerpoint" presentation at the end of the semester.

Option 2: This option is available to graduate students who are interested in conducting original research in their own areas of interest with materials that they have obtained (soils, artifacts, etc. or data) as part of their graduate projects. While I encourage graduate students to take this option, you should be aware that it may require a significant amount of personal time to complete. In addition, Laboratory Safety Training through UCF Environmental Health & Safety may also be required. The research will be written up as paper or poster of a quality to be presented at a professional meeting. Lastly, you will present the paper or poster at the end of the semester.

Points:

Undergraduates

Quizzes: 4 x 100 = 400

Abstracts (7 pts. each) and Discussion Questions (3 pts. each): 300

Class Participation: 100

Discussion Leadership: 100

Total for undergrads: 900

Graduates:

Quizzes: 4 x 100 = 400

Abstracts (7 pts. each) and Discussion Questions (3 pts. each): 300

Class Participation: 100

Discussion Leadership: 100

Proposal or paper: 100

Total for grads: 1000

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 60.0%
F	< 60.0 % to 0.0%

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

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

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

A Note on Grading


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

Required Textbook and Readings

UPDATE:

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

Deborah Pearsall's *Paleoethnobotany: A Handbook of Procedures* 3rd Edition, 2015, Left Coast Press ISBN-10: 1611322995 will be our main text and referred to as "DMP" in the schedule below. Discussion readings will be provided as PDFs. Discussion readings are subject to change.

eTextbook Link: <https://go.openathens.net/redirector/ucf.edu?url=https://doi.org/10.4324/9781315423098>  <https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgo.openathens.net%2Fredirector%2Fucf.edu%3Furl%3Dhttps%3A%2F%2Fdoi.org%2F10.4324%2F9781315423098&data=05%7C02%7CNeil.Duncan%40ucf.edu%7C2b8fab4bad944e053f9208dc0e58596f%7Cbb932f15ef3842ba91fc3c59d5dd1f1%7C0%7C0%7C638401019837897021%7CUnknown%3D%7C3000%7C%7C&sdata=Bc3wU%2FPWjwCbrOXsoLGCncp%2BQ%2Fgqm9nHyYlyXvTsZg%3D&reserved=0>

Attendance/Participation and Missed Assignments

Class attendance is crucial and expected. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

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

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Websites and Internet Resources

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

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

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

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

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

Unauthorized Distribution of Class Notes and Materials

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

Turnitin.com

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

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

Email Policy

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

Policy Statements

Statement Regarding COVID-19

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

Campus Safety Statement for Students in Online-Only Courses

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

Diversity and Inclusion

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

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

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

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

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)

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>)

<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>)

<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/>)

[\(https://blacktrowelcollective.wordpress.com/\)](https://blacktrowelcollective.wordpress.com/)

AIA Travel Grant

<https://www.archaeological.org/grant/diversity-student-travel/>
[\(https://www.archaeological.org/grant/diversity-student-travel/\)](https://www.archaeological.org/grant/diversity-student-travel/)

[.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/>
[\(https://www.archaeological.org/grant/waldbaum-scholarship/\)](https://www.archaeological.org/grant/waldbaum-scholarship/)

[.https://www.archaeological.org/grant/waldbaum-scholarship/](https://www.archaeological.org/grant/waldbaum-scholarship/)

Archaeology Abroad Scholarship

<https://www.americanarchaeologyabroad.org/scholarships>
[\(https://www.americanarchaeologyabroad.org/scholarships\)](https://www.americanarchaeologyabroad.org/scholarships)

[\(https://www.americanarchaeologyabroad.org/scholarships\)](https://www.americanarchaeologyabroad.org/scholarships)

IFR Fieldschool Scholarship

<https://ifrglobal.org/students/scholarships/> [\(https://ifrglobal.org/students/scholarships/\)](https://ifrglobal.org/students/scholarships/)

[.https://ifrglobal.org/students/scholarships/](https://ifrglobal.org/students/scholarships/)

Smithsonian Diversity Award Internship

<https://www.smithsonianofi.com/minority-internship-program/>
[\(https://www.smithsonianofi.com/minority-internship-program/\)](https://www.smithsonianofi.com/minority-internship-program/)

[.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> [\(https://www.appliedanthro.org/about/awards-prizes/del-jones-memorial-travel-award\)](https://www.appliedanthro.org/about/awards-prizes/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>
[\(https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621\)](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>

<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>

<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/>

<http://aba.americananthro.org/the-gwaltney-scholarship-fund/>

Association of Black Anthropologists Johnnetta B. Cole Student Travel Award

<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award>
<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/>

<http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/>

Title IX Policy

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

Academic Integrity

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

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

Course Accessibility Statement

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

Deployed Active Duty Military Students

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

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

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

Religious Observances

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

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

Copyright

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

Third-Party Software and FERPA

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

UCF Cares

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

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

University Writing Center

<http://uwc.cah.ucf.edu/> (<http://uwc.cah.ucf.edu/>). The University Writing Center (UWC) offers writing support to students from first-year to graduate in every

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

In-Class Recording Statement

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

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

Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

1) Week 1/9

Introduction to the class.

Syllabus and expectations

2) Week 1/16

Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:

[Ford, R. I. \(1979\). Paleoethnobotany in American Archaeology *Advances in Archaeological Method and Theory* \(Vol. 2\): Academic Press.](https://webcourses.ucf.edu/courses/1452542/files/104078648?wrap=1)[Ford 1979. \(https://webcourses.ucf.edu/courses/1452542/files/104078648?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078648/download?download_frd=1), [↓ \(https://webcourses.ucf.edu/courses/1452542/files/104078648/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078648/download?download_frd=1)

[Marston, J., C. Warriner, and J. D'Alpoim Guedes \(2014\) Paleoethnobotanical Method and Theory in the Twenty-First Century. In *Method and Theory in Paleoethnobotany*, J. Marston, J. D'Alpoim Guedes, C. Warriner, eds. Boulder: University Press of Colorado.](https://webcourses.ucf.edu/courses/1452542/files/104078653?wrap=1) [\(https://webcourses.ucf.edu/courses/1452542/files/104078653?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078653?wrap=1), [↓ \(https://webcourses.ucf.edu/courses/1452542/files/104078653/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078653/download?download_frd=1)

[van der Veen, Marijke \(2014\) The materiality of plants: plant–people entanglements. *World Archaeology* 46\(5\):799-812.](https://webcourses.ucf.edu/courses/1452542/files/104078654?wrap=1) [\(https://webcourses.ucf.edu/courses/1452542/files/104078654?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078654?wrap=1), [↓ \(https://webcourses.ucf.edu/courses/1452542/files/104078654/download?download_frd=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078654/download?download_frd=1)

Lab: Flotation

3) Week 1/23

Sampling for Macroremains; Issues and Directions in Recovery of Macroremains. DMP Ch 2

Discussion Readings

[Chapman, J., & Watson, P. J. \(1993\). The Archaic Period and the Flotation Revolution. In C. M. Scarry, \(Ed.\), *Foraging and Farming in the Eastern Woodlands* \(pp. 27-38\). Gainesville: University Press of Florida. \(https://webcourses.ucf.edu/courses/1452542/files/104078657?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078657?wrap=1) ↓
(https://webcourses.ucf.edu/courses/1452542/files/104078657/download?download_frd=1)

[G. J. Fritz, J. M. Connaway, Reframing the question of Baytown food production: plant remains from the Oliver site, northern Yazoo Basin, Mississippi. *Southeastern Archaeology* 42, 105-121 \(2023\). \(https://webcourses.ucf.edu/courses/1452542/files/104204576?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204576?wrap=1) ↓
(https://webcourses.ucf.edu/courses/1452542/files/104204576/download?download_frd=1)

Lab: Flotation

4) Week 1/30

Presenting and Interpreting Results. DMP Ch 3:97-141

Discussion Readings

[Lopinot, N. and W. Woods \(1993\) Wood Overexploitation and the Collapse of Cahokia. In *Foraging and Farming in the Eastern Woodlands*, ed. by C. M. Scarry, pp. 206-231 \(https://webcourses.ucf.edu/courses/1452542/files/104078669?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078669?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078669/download?download_frd=1)

[S. E. Munoz et al., Cahokia's emergence and decline coincided with shifts of flood frequency on the Mississippi River. *Proc Natl Acad Sci U S A* 112, 6319-6324 \(2015\). \(https://webcourses.ucf.edu/courses/1452542/files/104204580?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204580?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104204580/download?download_frd=1)

[Baires, S. et al. Colonialism, Collapse, and Floods \(https://webcourses.ucf.edu/courses/1452542/files/104204579?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204579?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104204579/download?download_frd=1)

Lab: Sorting flotations, wood identification

5) Week 2/6

Issues and Directions in Macroremain analysis. DMP Ch 3:141-182

Discussion Readings:

Case study 1 page 170 DMP Dung Fuel or Broad-spectrum revolution

[Miksicek, C. \(1987\) Formation Processes of the Archaeological Record. In *Advances in Archaeological Method and Theory* 10, ed. by M. Schiffer, pp. 211-248. \(https://webcourses.ucf.edu/courses/1452542/files/104078656?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078656?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078656/download?download_frd=1)

[Sheets, P., et al. \(2011\) Manioc Cultivation at Ceren, El Salvador: Occasional Kitchen Garden Plant or Staple Crop? *Ancient Mesoamerica* 22\(01\): 1-11. \(https://webcourses.ucf.edu/courses/1452542/files/104078659?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078659?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078659/download?download_frd=1)

Lab: Identifying fruits and roots, seeds.

6) Week 2/13

Take home Quiz 1 assigned

Discussion Readings

[Lentz, D.L, M.E. D. Pohl, and K.O. Pope \(https://webcourses.ucf.edu/courses/1452542/files/104078670?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078670?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078670/download?download_frd=1) [2001 Prehistoric sunflower \(*Helianthus Annuus* L.\) domestication in Mexico. *Economic Botany* 55:370-376. \(https://webcourses.ucf.edu/courses/1452542/files/104078670?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078670?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078670/download?download_frd=1)

[Smith, B. D. \(https://webcourses.ucf.edu/courses/1452542/files/104078673?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078673?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078673/download?download_frd=1) [2006 Eastern North America as an independent center of plant domestication. *Proc Natl Acad Sci U S A* 103\(33\):12223-12228. \(https://webcourses.ucf.edu/courses/1452542/files/104078673?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078673?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078673/download?download_frd=1)

[Goddard, J., and Mark Nesbit \(https://webcourses.ucf.edu/courses/1452542/files/104078672?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078672?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078672/download?download_frd=1)

[/104078672/download?download_frd=1](https://webcourses.ucf.edu/courses/1452542/files/104078672/download?download_frd=1)) [1997 Why draw seeds? Illustrating Archaeobotany. Graphic Archaeology:13-21. \(https://webcourses.ucf.edu/courses/1452542/files/104078672?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078672/download?download_frd=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078672/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078672/download?download_frd=1)

Lab: Small seeds lab

Part 2: Pollen in Archaeology

7) Week 2/20

First Take-home Quiz Due

Nature and Production of Pollen; History of Pollen Analysis. DMP Ch 4, pp185-225

Presenting and Interpreting Results DMP Ch 4, pp 226-251

Discussion Readings

[Bryant, V.M. and R G. Holloway \(1983\). The role of palynology in archaeology. Advances in archaeology Method and Theory. 6: 191-224. \(https://webcourses.ucf.edu/courses/1452542/files/104078639?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078639?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078639/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078639/download?download_frd=1)

[A. Blaus et al., Amazonian pollen assemblages reflect biogeographic gradients and forest cover. Journal of Biogeography 50, 1926-1938 \(2023\). \(https://webcourses.ucf.edu/courses/1452542/files/104204582?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204582?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104204582/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104204582/download?download_frd=1)

[B. S. Whitney et al., A 45kyr palaeoclimate record from the lowland interior of tropical South America. Palaeogeography, Palaeoclimatology, Palaeoecology 307, 177-192 \(2011\). \(https://webcourses.ucf.edu/courses/1452542/files/104204583?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204583?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104204583/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104204583/download?download_frd=1)

Lab: Pollen

8) Week 2/27

Issues and Directions in Pollen Analysis. DMP Ch 4

Discussion Readings

Case study:

[Fearn, M. L., & Liu, K.-b. \(1995\). Maize pollen of 3500 B.P. from southern Alabama. American Antiquity, 60\(1\), 109-117. \(https://webcourses.ucf.edu/courses/1452542/files/104078661?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078661?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078661/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078661/download?download_frd=1)

[Eubanks, M. \(1997\). Reevaluation of the identification of ancient maize pollen from Alabama. American Antiquity, 62\(1\), 139-145. \(https://webcourses.ucf.edu/courses/1452542/files/104078678?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078678?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078678/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078678/download?download_frd=1)

[Fearn, M. L., & Liu, K.-b. \(1997\). Identification of Maize pollen: Reply to Eubanks. American Antiquity, 62\(1\), 146-148 \(https://webcourses.ucf.edu/courses/1452542/files/104078637?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078637?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078637/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078637/download?download_frd=1)

Lab: Pollen

Part 3: Opal Phytoliths in Archaeology

9) Week 3/5

Second Take-home Quiz Due

Lecture:

Nature and Occurrence of Phytoliths. DMP Ch 5, pp 253-279

Discussion Reading:

[Ball, T., Karol Chandler-Ezell, Ruth Dickau, Neil Duncan, Thomas C. Hart, Jose Iriarte, Carol Lentfer, Amanda Logan, Houyuan Lu, Marco Madella, Deborah M. Pearsall, Dolores R. Piperno, Arlene M. Rosen, Luc Vrydaghs, Alison Weisskopf and Jianping Zhang \(2015\) Phytoliths as a tool for investigations of agricultural origins and dispersals around the world. Journal of Archaeological Science. \(https://webcourses.ucf.edu/courses/1452542/files/104078684?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078684?wrap=1) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078684/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078684/download?download_frd=1)

[Liu, Li., Duncan, N.A., Chen, X., Ji, P. \(2016\). Plant-based subsistence strategies and development of complex societies in Neolithic Northeast China: Evidence from grinding stones, Journal of Archaeological science: Reports 7, 247-261. \(https://webcourses.ucf.edu/courses/1452542/files/104078662?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078662?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078662/download?download_frd=1)

[T. International Committee for Phytolith, International Code for Phytolith Nomenclature \(ICPN\) 2.0. Ann Bot 124, 189-199 \(2019\). \(https://webcourses.ucf.edu/courses/1452542/files/104204586?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204586?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104204586/download?download_frd=1)

Lab: Phytoliths

10) Week 3/12

Field Sampling; Laboratory Analysis. DMP Ch 5, pp280-313

Scanning and Counting Procedures; Presenting and Interpreting Results. DMP Ch 5

Discussion Readings

[Harvey, E. L. and D. Q. Fuller \(2005\). "Investigating crop processing using phytolith analysis: the example of rice and millets." Journal of Archaeological Science 32\(5\): 739-752. \(https://webcourses.ucf.edu/courses/1452542/files/104078667?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078667?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078667/download?download_frd=1)

[N. H. Witteveen et al., Phytolith assemblages reflect variability in human land use and the modern environment. Vegetation History and Archaeobotany 10.1007/s00334-023-00932-2 \(2023\). \(https://webcourses.ucf.edu/courses/1452542/files/104204668?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104204668?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104204668/download?download_frd=1)

[Iriarte, J. \(2003\). "Assessing the feasibility of identifying maize through the analysis of cross-shaped size and three-dimensional morphology of phytoliths in the grasslands of southeastern South America." Journal of Archaeological Science 30\(9\): 1085-1094. \(https://webcourses.ucf.edu/courses/1452542/files/104078666?wrap=1\)](https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078666/download?download_frd=1) (https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1) (https://webcourses.ucf.edu/courses/1398113/files/90959523/download?download_frd=1)

[Piperno, D. R., et al. \(2000\). "Phytoliths in Cucurbita and other Neotropical Cucurbitaceae and their occurrence in early archaeological sites from the lowland American tropics." Journal of Archaeological Science 27\(3\): 193-208. \(https://webcourses.ucf.edu/courses/1452542/files/104078668?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078668?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078668/download?download_frd=1)

Lab: Phytoliths

Spring Break, no class 3/17

11) Week 3/26

Third Take home quiz assigned

Issues and Directions in Phytolith Analysis. DMP Ch 5, pp214-340

Discussion Readings

[Pearsall, D. M., K. Chandler-Ezell, A. Chandler-Ezell \(2003\) Identifying maize in neotropical sediments and soils using cob phytoliths. Journal of Archaeological Science 30:611-627. \(https://webcourses.ucf.edu/courses/1452542/files/104078675?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078675?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078675/download?download_frd=1)

[Rover, Irwin \(2004\) On transparent blindfolds: Comments on identifying maize in Neotropical sediments and soils using cob phytoliths JAS 31:815-819 \(https://webcourses.ucf.edu/courses/1452542/files/104078676?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078676?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078676/download?download_frd=1)

[Pearsall, Deborah M., Karol Chandler-Ezell, Alex Chandler-Ezell \(https://webcourses.ucf.edu/courses/1452542/files/104078674?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078674?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078674/download?download_frd=1)

[\(2004\) Maize can still be identified using phytoliths: response to Rovner JAS 31:1029-1038 \(https://webcourses.ucf.edu/courses/1452542/files/104078674?wrap=1\)](https://webcourses.ucf.edu/courses/1452542/files/104078674?wrap=1) ↓ (https://webcourses.ucf.edu/courses/1452542/files/104078674/download?download_frd=1)

Case study in DMP: How Common was Maize at Real Alto? p326 (please abstract and discussion question this)

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/2

Third Take-home Quiz Due

Starch grain analysis. DMP Chp 6, pp341-374

Discussion Readings

[Gott, B., H. Barton, D. Samuel, and R. Torrence \(2006\) *Biology of Starch*. In *Ancient Starch Research*, pp 35-45. Robin Torrence and Huw Barton, eds. Left Coast Press.](https://webcourses.ucf.edu/courses/1452542/files/104078681?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078681?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078681/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078681/download?download_frd=1)

[Perry, L. \(2004\) Starch analyses reveal the relationship between tool type and function: an example from the Orinoco valley of Venezuela. *Journal of Archaeological Science* 31:1069-1081.](https://webcourses.ucf.edu/courses/1452542/files/104078638?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078638?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078638/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078638/download?download_frd=1)

[Babot, M. Pilar \(2003\) Starch grain damage as an indicator of food processing. *Phytolith and starch research in the Australian-Pacific-Asian regions: the state of the art*. 69-81.](https://webcourses.ucf.edu/courses/1452542/files/104078646?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078646?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078646/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078646/download?download_frd=1)

[J. J. García-Granero, Starch taphonomy, equifinality and the importance of context: Some notes on the identification of food processing through starch grain analysis. *Journal of Archaeological Science* 124 \(2020\).](https://webcourses.ucf.edu/courses/1452542/files/104204670?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104204670?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104204670/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104204670/download?download_frd=1)

Lab: Starch

13) Week 4/9

DMP Chp 6, pp 375-384

Discussion Readings

[Lu, H., X. Yang, M. Ye, K. B. Liu, Z. Xia, X. Ren, L. Cai, N. Wu and T. S. Liu \(2005\) Culinary archaeology: Millet noodles in Late Neolithic China. *Nature* 437\(7061\):967-968.](https://webcourses.ucf.edu/courses/1452542/files/104078647?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078647?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078647/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078647/download?download_frd=1)

[Ge, W. E. I., L. I. Liu, Xingcan Chen and Zhengyao Jin \(2011\) Can Noodles Be Made from Millet? An Experimental Investigation of Noodle Manufacture Together with Starch Grain Analyses. *Archaeometry* 53\(1\):194-204.](https://webcourses.ucf.edu/courses/1452542/files/104078645?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078645?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078645/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078645/download?download_frd=1)

Lab Starch

The final part: integrating paleoethnobotanical and paleoecological data

14) Week 4/16

Take home Quiz 4 Assigned

[Clement, Charles R., and André B. Junqueira \(2010\) Between a Pristine Myth and an Impoverished Future. *Biotropica* 42\(5\):534-536.](https://webcourses.ucf.edu/courses/1452542/files/104078651?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078651?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078651/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078651/download?download_frd=1)

[Bush, Mark B., Crystal H. McMichael, Dolores R. Piperno, Miles R. Silman, Jos Barlow, Carlos A. Peres, Mitchell Power, and Michael W. Palace \(2015\) Anthropogenic influence on Amazonian forests in pre-history: An ecological perspective. *Journal of Biogeography* 42\(12\):2277-2288.](https://webcourses.ucf.edu/courses/1452542/files/104078686?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078686?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078686/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078686/download?download_frd=1)

[Levis, C. et al. \(2017\) Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science* 355:925-931.](https://webcourses.ucf.edu/courses/1452542/files/104078687?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078687?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078687/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078687/download?download_frd=1)

[McMichael, C. N., F. Matthews-Bird, W. Farfan-Rios, and K. J. Feeley \(2017\) Starch grain analysis in Amazonian prehistory: A review of methods and applications.](https://webcourses.ucf.edu/courses/1452542/files/104078688?wrap=1) (<https://webcourses.ucf.edu/courses/1452542/files/104078688?wrap=1>) [↓](https://webcourses.ucf.edu/courses/1452542/files/104078688/download?download_frd=1) (https://webcourses.ucf.edu/courses/1452542/files/104078688/download?download_frd=1)








(https://webcourses.ucf.edu/courses/1452542/files/104078688/download?download_frd=1) 2017 Ancient human disturbances may be skewing our understanding of Amazonian forests. Proc Natl Acad Sci U S A. (<https://webcourses.ucf.edu/courses/1452542/files/104078688?wrap=1>) ↓
 (https://webcourses.ucf.edu/courses/1452542/files/104078688/download?download_frd=1)















Lab: TBD

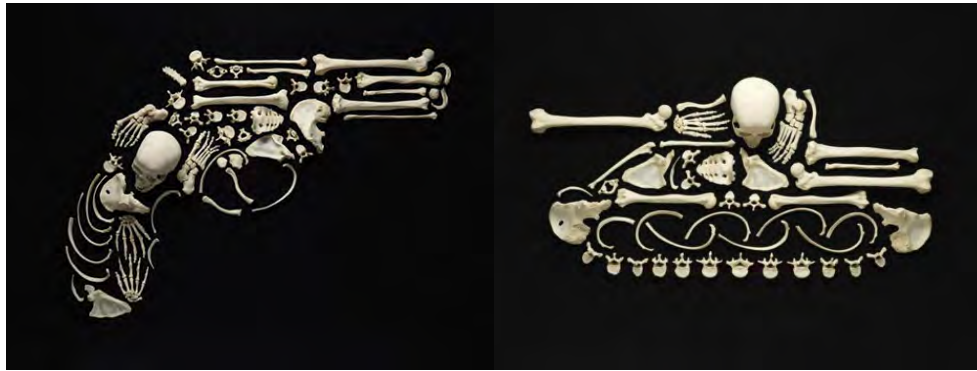
Final Exam Day *Fourth Take-home Quiz Due!!!*

DATE TBA (not listed in schedule)

Course Summary:

Date	Details	Due
Thu Mar 24, 2022	 PHYTOLITH VIRTUAL LAB (https://webcourses.ucf.edu/courses/1452542/assignments/8340999)	due by 3:59pm
Sun Jan 14, 2024	 Academic Activity (https://webcourses.ucf.edu/courses/1452542/assignments/8340996)	due by 11:59pm
Tue Jan 16, 2024	 Week 2 (https://webcourses.ucf.edu/courses/1452542/assignments/8341009)	due by 3pm
Tue Jan 23, 2024	 Week 3 (https://webcourses.ucf.edu/courses/1452542/assignments/8341010)	due by 3pm
Tue Jan 30, 2024	 Week 4 (https://webcourses.ucf.edu/courses/1452542/assignments/8341011)	due by 3pm
Tue Feb 6, 2024	 Week 5 (https://webcourses.ucf.edu/courses/1452542/assignments/8341012)	due by 3pm
Tue Feb 13, 2024	 Week 6 (https://webcourses.ucf.edu/courses/1452542/assignments/8341013)	due by 11:59pm

Date	Details	Due
Tue Feb 20, 2024	 Week 7 (https://webcourses.ucf.edu/courses/1452542/assignments/8341014)	due by 3pm
	 Quiz 1 (https://webcourses.ucf.edu/courses/1452542/assignments/8341000)	due by 3:59pm
Tue Feb 27, 2024	 Week 8 (https://webcourses.ucf.edu/courses/1452542/assignments/8341015)	due by 3pm
	 Quiz 2 (https://webcourses.ucf.edu/courses/1452542/assignments/8341001)	due by 3pm
Tue Mar 5, 2024	 Week 9 (https://webcourses.ucf.edu/courses/1452542/assignments/8341016)	due by 3:59pm
Tue Mar 12, 2024	 Week 10 (https://webcourses.ucf.edu/courses/1452542/assignments/8341004)	due by 3:59pm
Tue Mar 26, 2024	 Week 11 (https://webcourses.ucf.edu/courses/1452542/assignments/8341005)	due by 3pm
	 Quiz 3 (https://webcourses.ucf.edu/courses/1452542/assignments/8341002)	due by 3pm
Tue Apr 2, 2024	 Week 12 (https://webcourses.ucf.edu/courses/1452542/assignments/8341006)	due by 3pm
Tue Apr 9, 2024	 Week 13 (https://webcourses.ucf.edu/courses/1452542/assignments/8341007)	due by 3pm
Tue Apr 16, 2024	 Week 14 (https://webcourses.ucf.edu/courses/1452542/assignments/8341008)	due by 3pm
	 Class participation (https://webcourses.ucf.edu/courses/1452542/assignments/8340997)	
	 Discussion Leadership (https://webcourses.ucf.edu/courses/1452542/assignments/8340998)	
	 Quiz 4 (https://webcourses.ucf.edu/courses/1452542/assignments/8341003)	



(Photo source: francoisrobertphotography.com)

Spring 2024 – Department of Anthropology – College of Sciences - UCF

ANT4406: Pain and Suffering

The Anthropology of Violence and Social Conflict

Class Time: Thursday. 1:30 to 2:45pm

Instructor: Dr. J. Marla Toyne

Office: HPH 409R **Phone:** 407 823 1927

Office Hours: Thursday 3:00 to 5:00pm

Email: j.marla.toyne@ucf.edu

Or Email for appointment if necessary.

Place: BA1 - 122

Credit Hours: 3 credits

Mode: Mixed Mode

Course Overview:

What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call “primitive”, then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

Prerequisites: Ideally ANT2511 or ANT2410, or permission of Instructor.

Course Catalogue: Survey the phenomenon of violence in human societies by exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology.

Course Objectives:

The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment/execution, ritual violence, suicide, structural violence, and warfare.

- **Develop an understanding of the phenomenon of violence**
- **Explore the manifestations of violence in human societies**
- **Evaluate various theories of violence**
- **Use cross-cultural comparison to identify the impact of violence on human societies (past and present)**
- **Prepare and lead the discussion on different individual cases studies of violence**
- **Synthesize research on violence in different cultural contexts**
- **Review and place a full ethnography within the broader context of social violence**

Course Requirements:

This course will include online lectures and pages, readings, and films that explore diverse aspects of violent behaviors. The focus will be on synthesizing ideas and discussing them in-class. The course will include a major writing assignment as the final exam, as well as leadership of an in-class a weekly discussion topic. Weekly quizzes will enhance student preparation, and ethnography book club discussions help engage in reading select ethnographies.

Topics covered on a weekly basis will include:

- *Types of Violent Behaviors* (definitions)
- *Scales of Violent Behaviors* (personal, interpersonal, group, national)
- *Theories of Violence* (Physical, Structural, Material, Civilized, Social)
- *Evolution of Violence* (evidence of early aggressive behaviors in our hominid ancestors)
- *Non-Human Primate Violence* (evolutionary significance of intraspecies aggression)
- *Victims of Violence* (women, children, minorities, elderly, ethnicities)
- *State Level Violence* (political violence, war, genocide)
- *Socially Sanctioned Violence* (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- *World History of Violence*
- *Violence in Popular Culture and Media* (television, films, video games, literature, fine arts, graphic novels)
- *Cases of Violent Behaviors* (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

Student Success:

This is my goal. This is a Mixed Mode course. The focus will be on **F2F meetings with lectures and interactive discussions**, with **online learning activities, lectures, and sources of information to guide you**. So, this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, 2) reviewed the online lectures, and 3) thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, lectures, and opportunities to explore additional topics and ideas in discussion groups. If you have any questions about the course, communication is key.

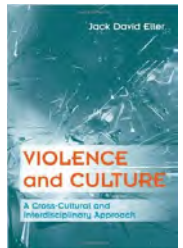
Recommendations for Success:

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

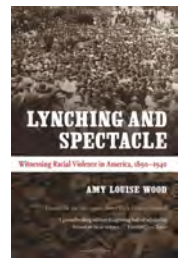
Required Texts:

1. **Eller, J.D. (2006) *Violence and Culture: Across-Cultural and Interdisciplinary Approach*. Wadsworth: Belmont, California. 9780534522797**
2. **Wood, A.L. (2009) *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. University of North Carolina Press: Chapel Hill. 978-0-8078-7197-3 also Ebook.**

These are available in the bookstore, but they are also on Course Reserve in the Library for limited check out. Or online stores at various outlets.



Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically Webcourses as PDFs. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.



Recommended:

Scheper-Hughes N, and Bourgois P, eds. (2003) *Violence in War and Peace: An Anthology*. Wiley-Blackwell Publishers: New York. (Selected Readings as SH & B: chapter)

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

A 94-100%	B+	87-89%	C+	77-79%	D+	65-69%
A- 90-93%	B	84-86%	C	74-76%	D	60-64%
B- 80-83%	C-	70-73%	F	59% or below		

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

Evaluation:

Quizzes and Reflections (based on weekly readings)	20%
Article Discussant	20%
Book Review	20%
Final Exam Article Review	20%
Participation	20%
<hr/> Total	<hr/> 100

Grade Dissemination

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

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

Accessing Online Course Content

You have an online assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Attendance and Participation

Attendance is expected for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class, and you will be evaluated points for your presence and natural participation. I do call on students, but I am much more excited to pick among willing hands of volunteers who would like to ask questions and offer answers and opinions on readings and class topics. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

IF verbal public, in-class participation is the scariest thing on the planet, please come see me and let me know and we will consider alternative participation strategies.

LEARNING ASSESSMENT

Regular attendance and participation in class is expected (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledgebase week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

Assignments

MiniQuizzes/Reflections – weekly readings: These are assigned, dated, and timed. **WEDNESDAY NIGHT** before THURSDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings and thought through some key concepts.

Discussions – weekly topic LEADERSHIP: Each student will sign up to help lead the discussion for 1 new article that will add to our weekly readings. A sign-up sheet will be passed out during the first week of classes and online. If students miss signing up independently, they will be assigned an article. Approximately 1-2 students per week will be the ‘article discussants’. The expectation is that the student will be present in class and be prepared to introduce a novel article and add to the discussion of the topic. ALL other students are expected to participation with questions and comments. Everyone gets a turn to shine and lead the discussion. New readings will be key to expanding ideas and fulfilling examples for final exam essay.

Book Review Assignment: Further instructions will be detailed on Webcourses for each component of this written assignment.

FINAL Exam: Unfortunately, there will not be regular exams, but a final ‘exam’ article research review and synthesis is expected. Two weeks before the end of class you will sign up for a provided article on a specific topic, you will find other articles with a similar theme (NOT on the list, nor used in class already), and you will

write a 3-4 page, double-spaced, Times New Roman font, 1 inch margins, amazing review of all the articles, then comparing them, and finally synthesizing them to the violent topic. You are expected to draw on the rest of the course materials. Further instructions online. Online submission during finals period.

These written assignments must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. 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. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

In text citations must follow the AJBA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and formatting errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released one week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See Course Protocols for further formatting and Discussion Protocols.

Policies

Contacting the professor

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

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4406 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

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

Deadlines and Make-ups

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

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapters/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered.

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

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

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

Missed exams/assignments: There are **no make-ups for online quizzes, discussions, or assignments**. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.

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

TECHNOLOGY AND MEDIA

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

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

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

General Information:

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

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

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.

ACADEMIC RESPONSIBILITY AND EXPECTATIONS

Academic conduct

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

Academic integrity

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

Students should familiarize themselves with UCF's Rules of Conduct at [<http://osc.sdes.ucf.edu/process/roc>](http://osc.sdes.ucf.edu/process/roc).

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

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

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

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

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

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students Statement

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

Religious Observances

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

Discrimination

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There

will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

Copyright

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

Third-Party Software and FERPA

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

Course schedule and assignments

Disclaimer

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

Dates to remember: The SPRING Academic calendar can be found online at: <http://calendar.ucf.edu/2024/spring>

Late registration, Add/Drop: January 8-15th, 2024

Withdrawal deadline for this course: March 27th, 2024

Course schedule and assignments:

WK	Dates	TOPIC	Readings	Reading Quizzes and Assignments	Questions
1	Jan9/11	Introduction	Eller: Chapter 1 Scheper-Hughes - chap 1 Riches (1986)	Dis 1 - Def of Violence Quiz1	What is Violence? What is human social violence? What is the Anthropological Study of Violence?
2	Jan16/18	Theories of Violence	Eller: Chapter 2 Krohn-Hansen (1994)	Quiz #2 - (Riches 1986) Pick Discussant topic	What are theories used to explain violence in human soc? How have changes in theories impacted anthropology of V? What do these different theories do to help us better explain V?
3	Jan23/25	Non-Human Violence	Crofoot and Wrangham (2009) Van de Berghe (1974) Wrangham et al. (2006)	Quiz #3 - Chimpanzees	Are we the only species on the planet who are socially V? Are animals/primates more V than us? Or more peaceful? Is it part of our biological nature?
4	Jan30/Feb1	Human Capacity for Violence	Eller: Chapter 3 Sh & B: Ch 8-11, 16, 18	Quiz #4 - Socialization Article Discussants	What is the potential to kill? Why do 'good' people kill? Are there peaceful societies? How are we socialized for violence?
5	Feb6/8	Evolution of Violence	Eller: Chapter 4 Keeley Ch 1 & 9 Chagnon (1988) (optional) Gat (2009)	Quiz #5 - Hardwired Article Discussants	What are the trends in human evolution? Are more simple societies less violence? What are the cultural factors associated with violence? Is violence in our nature?
6	Feb13/15	Victims of Violence	Eller: Chapter 5 Gentry (2015) FILM: <i>Evil Women</i>	Quiz #6 - Women serial killers Article Discussants	How has gender and age been explored in relation to violence? Why are women personified as non-violent and when not? Who are more likely to be victims than perpetrators?
7	Feb20/22	Different Identities	Korbin (2003) & Arai (2006) Sh & B Ch 33 Eller: Ch11 (299-304) & (321-325)	Quiz#7 Article Discussants	What are the expectations for violence with social age? How can children be agents of violence? Socially marginalized? How do "social others" perpetrate or suffer from V?
8	Feb27/29	Social Sanctioned Violence	Eller: Chapter 6 and 7 - Religious Example: Sh & B 46 Smith (2000) (optional) Girard (1977)	Quiz #8 - Torture Article Discussants	What is socially-sanctioned V? Why is/was torture so common in human history? How is capital punishment like human sacrifice? Why does so much religious V exist?
9	Mar5/7	State Level Violence	Eller: Chapter 8 and 9 - Political Example: Sh & B 51, 49 (terrorism)	Quiz #9 Article Discussants	How is violence linked to political control and power? What is terrorism? What is it like to live in a state of fear?
10	Mar12/14	Structural and Symbolic V.	Farmer (2004) Sh & B Ch 32	Quiz #10 - symbolic Article Discussants	What is structural violence in our society/world? How are these subtle, indirect violences so impactful? Consider symbolic violence and the destruction of symbols.
11	Mar19/21	Spring Break No Classes			
12	Mar26/28	Violence Popular Culture	Young (2010) Chap 1 & 5 Anderson et al. (2003) Film: <i>Game Over</i>	Quiz #11 - Media Violence	How is violence visually all around us? What is its impact daily? Why do we enjoy violent films? What is affect?
13	Apr2/4	Racial Violence	Wood (2009) Intro, Part 1	Article Selection FINAL EXAM Book Review	What is racial violence? How has the history of the US shaped race-related violence?
14	Apr9/11	Racial Violence	Wood (2009) Part 2 and Part 3	Book Review	What is lynching and how did it become a spectacle? What was the changing role of media impacted social violence?
15	Apr16/18	Peace and conflict	FRY ch 1-4	Quiz #12 (D2)	Can we better control violence as a social tool? What is non-violence? Peaceful behaviors? Can we change from common violence or nonV or necessary V?
16	April 25th	Final Exam		Article FINAL EXAM	



Welcome to:

Culture, Disease & Healing

ANT 4408M

Spring 2024

Days & Time:

- Tuesdays: 1:30 – 2:50 pm in-class, and
- Online Component: to be completed between Wed. and Mon. (unless stated otherwise)

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

Professor: Joanna Mishtal, Ph.D.

Professor of Cultural & Medical Anthropology

Faculty Adviser for:

- [Medical Anthropology Minor](#)
- [Anthropology of Global Health Certificate](#)
- [International Medical Outreach](#) student organization

Office Hours: Tuesdays 3:15 – 5 pm (and by appointment) in Howard Phillips Hall 409Q.

If can't find my office, go to room 309 and ask at the main Anthropology Dept. desk.

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

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

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

- January 5, 2024, COVID-19 information on the **JN.1** variant, as per CDC: <https://www.cdc.gov/respiratory-viruses/whats-new/index.html>
- What to Do If You Were Exposed to COVID-19? - current CDC information: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html>
- Did you know that a UCF graduate, [Dr. Darin Edwards, helped develop the COVID-19 vaccine](#)?!
- The World Health Organization “MythBusters” about COVID:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

- July 2022 Update: The “Long COVID” – what is it?
<https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

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

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**Course Description and Objectives:**

This medical anthropology course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using contemporary ethnographies, the course explores varied notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, traditional approaches to health as well as new medical technologies, health disparities, and caregiving. We will use examples, from the US, Russia, Ireland, China, Brazil, and other locations.

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

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

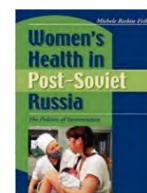
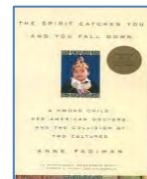
**Learning Outcomes** - Upon completion of the course, the students will:

- be familiar with the ways in which health and illness are understood and experienced in varied cultural contexts
- understand key theoretical paradigms and concepts in medical anthropology
- gain an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

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Course Materials (required):

1. Books:

- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.* Fadiman, Anne. [1997] 2012. New York: Farrar, Straus & Giroux. ISBN-10: 0374525641
Access: (a) used paperback copies on Amazon from \$4; (b) **free:** UCF library on reserve, and (c) UCF bookstore
- *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland.* Scheper-Hughes, Nancy. 2001. Berkeley: University of California Press. ISBN-10: 0520224809
Access: (a) used paperback copies on Amazon from \$6; (b) **free:** UCF library on reserve, and as eBook, and (c) UCF bookstore
- *Women’s Health in Post-Soviet Russia: The Politics of Intervention.* Rivkin-Fish, Michele. 2005. Indiana University Press. ISBN: 0253217679
Access: (a) used paperback copies on Amazon from \$4; (b) **free:** UCF library on reserve, and as eBook, and (c) UCF bookstore



2. Articles (provided):

Several articles are also required and are available to students electronically on the Canvas

(Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them.

3. Films/Videos (provided):

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

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### **Expectations:**

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

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

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

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

No make-ups of Assignments or Quizzes: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

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

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

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

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Grading Policy:

Descriptions of Exams, Quizzes, and Online Work:

1.) Exam I: 20 points

The exam consists of up to 20 questions (multiple choice, true/false). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2.) Final Exam: 30 points

The second exam (on the last day of classes) will consist of up to 30 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam.

3.) 10 of 12 Quizzes (at 5 points each): 50 points

Twelve quizzes will be given for 5 points each, and 2 lowest scores will be dropped. The quizzes will be based on the following material (unless indicated otherwise):

- a.) assigned readings/work for the previous Online Component, and
- b.) assigned reading for the day of the quiz.

Quizzes will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 7-10 minutes at the start of the class.

There will be **no make-ups** for the quizzes because 2 scores will be dropped. The dropping of the lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4.) Online Components: will be tested on exams and in-class quizzes

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

- **Punctuality for testing:** is expected for all exams. After the first student who completed the test leaves the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam. Students who come late to a quiz will have less time to take it or may not be allowed to start if too little time is left.

Summary of points:

- 1.) Exam I: 20 points
- 2.) Final Exam: 30 points
- 3.) 10 of 12 Quizzes: 50 points
- 4.) Attendance, class participation, computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

The Grade Scale:

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

Weekly Schedule

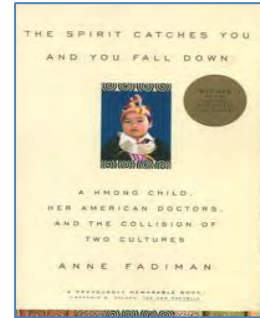
WEEK 1: *Week's Topics: Syllabus and Overview of Class.*

Tue, 1/9:

- First class – introduction of the course & overview of the syllabus.
- Overview of medical anthropology from a cultural perspective.

Online Component (links on Canvas):

- Familiarize yourself with Canvas resources and tools
- Read the pages 1-37 in the *Spirit Catches You* book for Tuesday's class and Quiz (this is a one-time reminder)



WEEK 2: *Week's Topics: "Collisions" with the health care system in North America: The Case of the Hmong in California.*

Tue, 1/16: Who is Lia and what happened to her?

- **Read for Tue:** Book *The Spirit Catches You and You Fall Down*, pages 3-37.

→ Quiz 1

Online Component (full instructions in Canvas module):

- Hmong in United States module

WEEK 3: *Week's Topics: "Collisions" with the health care system in North America: The Case of the Hmong in California*

Tue, 1/23: Lia's treatment.

- **Read for Tue:** Book *The Spirit Catches You and You Fall Down*, pages 38-77.

→ Quiz 2

Online Component (full instructions in Canvas module):

- **Read:** Book *The Spirit Catches You and You Fall Down*, pages 225-288 - Could Lia have been saved?
(*Note: yes, we're skipping some chapters, but feel free to read them for your own enjoyment)

WEEK 4: *Week's Topic: Cultural & Structural Competence in Healthcare – lessons from Lia's case and beyond.*

Tue, 1/30:

- **Read for Tue:** None
- **China** case study - introduction

→ Quiz 3 on Hmong book p. 225-288

Online Component (full instructions in Canvas module):

- Cultural and structural competence in healthcare

WEEK 5: *Week's Topic: China and Health, cont.: Traditional Chinese Medicine, Acupuncture, and Physical Culture*

Tue, 2/6: Physical culture, TCM, Acupuncture

→ Quiz 4

- **Read for Tue:** to be announced



Online Component (full instructions in Canvas module):

- An integrated approach to health in the healthcare system
- Review for Exam I

WEEK 6:

Tue, 2/13: EXAM I (in class)

Online Component: none, but start on the Ireland book

WEEK 7: *Week's Topic: Ireland & mental health.*

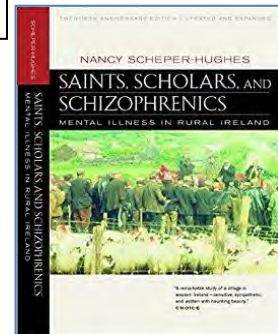
Tue, 2/20: *New Section: Ireland - mental health & sexuality.*

→ Quiz 5

- **Read for Tue:** Book *Saints, Scholars, and Schizophrenics*, pages xiii-75.

Online Component (full instructions in Canvas module):

- **Read:** Book, *Saints, Scholars, and Schizophrenics*, pages 76-170 - Mental health and sexuality.



WEEK 8: *Week's Topics: Ireland: mental health, unwanted celibacy, and guilt.*

Tue, 2/27: Brothers, sisters & lovers

→ Quiz 6

- **Read for Tue:** Book *Saints, Scholars, and Schizophrenics*, pages 173-221.



Online Component (full instructions in Canvas module):

- **Read:** Book: *Saints, Scholars, and Schizophrenics*, pages 222-261 – rural Irish socialization

WEEK 9: *Week's Topic: Ireland – last section, and crediting the village.*

Tue, 3/5: Social construction of “sex roles” and destinies

→ Quiz 7

- **Read for Tue:** Book *Saints, Scholars, and Schizophrenics*, pages 262-328 (end)

Online Component (full instructions in Canvas module):

- Ireland today

WEEK 10: *Week's Topic: Illness Narratives & Compassion – The Penn Listening Lab*

Tue, 3/12: Narrative Medicine

- **Read for Tue:** “The Illness Narratives: Suffering, Healing, and the Human Condition.” By Arthur Kleinman, 1988. Basic Books, New York. – one chapter

→ Quiz 8



Online Component (full instructions in Canvas module):

- Examples of illness narratives

WEEK 11:

SPRING BREAK – 3/18 – 3/22

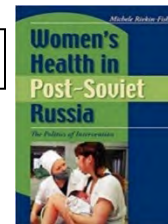
Online Component: None. Rest, decompress, catch-up, read ahead.

WEEK 12: *Week's Topic: New section: Russia Case Study - Body Politics and Healthcare*

Tue, 3/26: Eastern Europe & Russia – What was communism in Russia? What is the concept of “moral correction”?

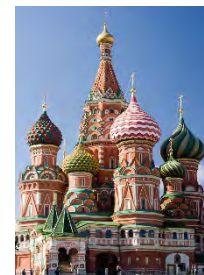
- **Read for Tue:** Book *Women’s Health in Post-Soviet Russia*, pages 1-65.

→ Quiz 9



Online Component (full instructions in Canvas module):

- **Read:** book *Women’s Health in Post-Soviet Russia*, pages 66-119 - sex education and the idea of “self discipline”



WEEK 13: *Week's Topic: Russia, continued.*

Tue, 4/2: Who is “responsible” for your health problems?

- **Read for Tue:** Book *Women’s Health in Post-Soviet Russia*, pages 123-178.

→ Quiz 10

Online Component (full instructions in Canvas module):

- **Read:** Book *Women's Health in Post-Soviet Russia*, pages 179-222 - Bribes or “Privatizing strategies” – chocolates, vodka, and other strategies



WEEK 14: Week's Topic: Substance Use and Drug Politics.
Case Study: Puerto Rico and USA, Men, Masculinity.

Tue, 4/9: Substance Use & Abuse. What is looking “Up-stream”?

→ Quiz 11

▪ **Read for Tue:**

“Why Does Juan García Have a Drinking Problem? The Perspective of Critical Medical Anthropology.” 1992. *Medical Anthropology*, 14(1):77-108. By Singer, Merrill et al.

Online Component (full instructions in Canvas module):

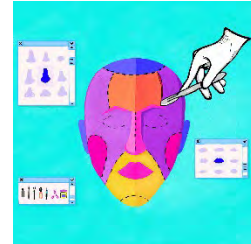
- Read an overview of Brazil, and about body image across cultures in preparation for next week's topic

WEEK 15: Week's Topic: Brazil Case Study: Aesthetic Medicine & Culture

Tue, 4/16:

- **Read for Tue:** “‘The poor have the right to be beautiful’: cosmetic surgery in neoliberal Brazil” by Alexander Edmonds. *The Journal of the Royal Anthropological Institute* 207, 13(2):363-381.

→ Quiz 12



Online Component (full instructions in Canvas module) :

- Brazil and aesthetic medicine wrap-up
- An optional review for Final Exam will be held via Zoom

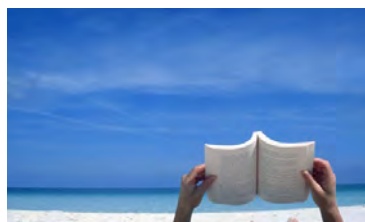
WEEK 16:

Tue, 4/23: UCF Study Day – no classes held

Final Exam: Tue, April 30, 2024

- **Start Time: 1:00 pm**
- **Place: BA-1, room 122**

~~~ End of Class Schedule. Have a nice summer break! ~~~





**UCF Core Syllabus Statements:**

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

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

**Course Accessibility Statement:** UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

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

**In Case of Faculty Illness:**

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

**In-Class Recording**

You may record a class lecture for your own personal educational use. A class lecture is defined as a

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

**Campus Safety 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 note the guide's physical location and review the online version [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 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 in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert," fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, please view this video <https://youtu.be/NIKYajEx4pk>

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

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

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

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



# ANTHROPOLOGY OF THE BODY



ANT 4486  
Section 0M01

Spring 2024  
Thursday: 3:00pm – 4:20pm & Online  
NSC 115  
3 Credit Hours

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Dr. Shana Harris  
Department of Anthropology  
Howard Phillips Hall 409N  
shana.harris@ucf.edu  
407-823-4963

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

## Course Description

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

## Public Course Description

Critically examines the body from a cultural anthropological perspective

## **Prerequisites**

ANT 2000 *or* ANT 2410 *or* Consent of Instructor

## **Student Learning Objectives**

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

## **Class Structure**

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

## **Office Hours**

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

## **Course Requirements**

### ***Reading and Participation***

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

### ***Attendance***

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

### ***Midterm Exam (40 points)***

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



### ***Final Exam (40 points)***

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

### ***Quizzes (6 points each, 60 points total)***

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

### ***Online Component – Research Paper (60 points)***

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

### ***Grading Structure***

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

Total: 200 points

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

### ***Grading Scale***

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

## Course Policies

### *Computer Policy*

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

Because you will not have access to electronic versions of the readings during class, you are encouraged to bring hard copies for use during class discussion. You can print for **free** in [computer labs](#) in the John C. Hitt Library on campus. If you are an Honors College student, you should check with your college or department to see if they provide facilities for free printing.

### *Respectful Behavior*

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

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

### *Open Exchange*

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

### *UCF Email and Webcourses Communication*

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

### *Late Policy*

Late assignments will receive a lower grade. For research paper assignments, your grade will be

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

### ***Placeholder Assignments***

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

### ***Grade Disputes***

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

### ***Academic Integrity***

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

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

### ***Use of Artificial Intelligence***

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

### ***Responses to Academic Misconduct***

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

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

### ***Title IX***

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

### ***Deployed Active Duty Military Students***

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

### ***Make-Up Assignments for Authorized University Activities***

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

### ***Religious Observance***

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

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

You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used

as a substitute for class participation and attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in [The Golden Rule](#).

### ***Obtaining Notes for Missed Lectures***

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

### ***Campus Safety***

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

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

### ***Student Accessibility***

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

### ***Writing Center Services***

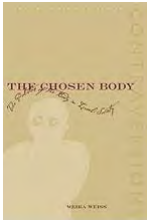
You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops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

## Academic Activity Record

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

## Required Texts

The required book for this course is:



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

The required book is available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. For any technical issues, contact [Webcourses@UCF Support](mailto:Webcourses@UCF Support).

## Course Schedule

### *Week 1*

**Tuesday, January 9**

- TOPIC: Syllabus and course overview

### Online

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

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### *Week 2*

**Tuesday, January 16**

QUIZ #1

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

## Online

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

### *Week 3*

Tuesday, January 23

QUIZ #2

- TOPIC: The Political Body – Part 1
- READING: Weiss, pg. 1-8, 27-64

## Online

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

### *Week 4*

Tuesday, January 30

QUIZ #3

- TOPIC: The Political Body – Part 2
- READING: Weiss, pg. 65-93

## Online

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

### *Week 5*

Tuesday, February 6

QUIZ #4

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

**Online**

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

**Week 6**

**Tuesday, February 13**

QUIZ #5

- TOPIC: The Lived Body – Part 1
- READING: Gordon, Deborah R. 1990. “Embodying Illness, Embodying Cancer.” *Culture, Medicine and Psychiatry* 14: 275-297.

**Online**

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

**Week 7**

**Tuesday, February 20**

QUIZ #6

- TOPIC: The Lived Body – Part 2
- READING: Frank, Gelya. 1986. “On Embodiment: A Case Study of Congenital Limb Deficiency in American Culture.” *Culture, Medicine and Psychiatry* 10: 189-219.

**Online**

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

**Week 8**

**Tuesday, February 27**

MIDTERM EXAM

**Online**

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



## ***Week 9***

**Tuesday, March 5**

QUIZ #7

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

### **Online**

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

## ***Week 10***

**Tuesday, March 12**

QUIZ #8

- TOPIC: The "Deviant" Body
- READINGS: McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. "Big Freaky-Looking Women?: Normalizing Gender Transgression Through Bodybuilding." *Sociology of Sport Journal* 26: 235-254.

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

### **Online**

- ASSIGNMENT #10: Proceed with writing research paper (instructions on Webcourses).
- 

## ***Week 11***

**Tuesday, March 19**

- NO CLASS – SPRING BREAK
  - NO ASSIGNMENT #11
- 

## ***Week 12***

**Tuesday, March 26**

QUIZ #9

- TOPIC: The Racialized Body

- READING: Strings, Sabrina. 2015. "Obese Black Women as 'Social Dead Weight': Reinventing the 'Diseased Black Woman.'" *Signs* 41(1): 107-130.

**Online**

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

**Week 13**

**Tuesday, April 2**

QUIZ #10

- TOPIC: The "Ideal" Body – Part 1
- READINGS: Bordo, Susan. 2004. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkeley: University of California Press. (pg. 185-213)
- West, Lindy. 2016. *Shrill: Notes from a Loud Woman*. New York: Hachette Books. (pg. 86-107)

**Online**

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

**Week 14**

**Tuesday, April 9**

QUIZ #11

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

**Online**

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

**Week 15**

**Tuesday, April 16**

QUIZ #12

- TOPIC: The Modified Body

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

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

### Online

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

### *Finals Week*

Friday, April 19

Research Paper due by  
11:59pm

TBD

FINAL EXAM



# Human Biological Diversity

ANT 4516 (0W60) ■ Spring 2024

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

## Course Information

Course Name: Human Biological Diversity  
Course ID: ANT 4516 (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 10:00-11:00 AM EDT/EST via Chat (or Zoom appointment)  
    In-Person: Tuesday 3:00-4:00 PM EDT/EST (open drop-in, HPH 309F)  
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

## GTA Contact

GTA: **Melissa Gomez**  
Main office: UCF Main campus – Howard Phillips Hall 309F (by appointment only)  
Phone: 407-823-2227  
Online office: Monday 10:00-11:00 AM EDT/EST via Chat  
E-mail: via WebCourses Inbox messaging

## University Catalog Description

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

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

## What is this course about?

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

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

## What skills will I develop in this course?

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

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

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

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

## What textbook will I need?

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



### ***Human Biological Diversity: An Exploration of Human Variation and Adaptation***

Author: L. Williams

Year: 2022

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

## What is WebCourses@UCF?

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

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

## How should I plan my course work schedule?

This course explores human biological diversity through biological anthropology, evolution, and human genomics – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending **around three hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes, and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 4000-level course over the next 15 weeks. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but **the quality of the time spent is even more important. Please plan accordingly** by scheduling time on your calendar now. All due dates for assignments, quizzes and exams are in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments, or study tips for exams, please visit your instructor's online office hours on Wednesdays **from 10:00-11:00 AM EDT/EST via Chat**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed. You may also use open **in-person office hours on Tuesdays from 3:00-4:00 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](mailto:sas@ucf.edu) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

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

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

## What are the course requirements?

The **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 at least 6 of the 8 Activity assignments (requires data analysis and problem solving)
- submit 3 Point-of-View Discussions (requires grouped responses to writing prompts)
- submit 3 Exams written online (Quiz Audit system active during testing)

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities, and assignments for that section of the course. The modules contain your online lectures, graded

assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts, study guides and review media to assist you in preparing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

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

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

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to provide an **initial discussion response** to the [REQUIRED ACTIVITY: Are You a Roller?](#) in the COURSE INTRO module by **11:59 PM EST on JAN 12, 2024**, or as soon as possible after adding the course. You are expected to fully participate in the discussion by submitting additional responses in the following week. Failure to complete the assignment may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

### How will I be evaluated and graded?

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

| <b>Assessment:</b>                          | <b>Points Possible</b> | <b>% Final Grade</b> |
|---------------------------------------------|------------------------|----------------------|
| Required Activity (1) & POV discussions (3) | 60                     | 15%                  |
| Module quizzes (12)                         | 120                    | 20%                  |
| Activity Assignments (6)                    | 120                    | 30%                  |
| Exams (3)                                   | 300                    | 35%                  |
| <i>Total Possible</i>                       | <i>600 points</i>      | <i>100%</i>          |

You will be evaluated on your ability to define and apply terms, connect theorists with theories, explain theoretical and applied concepts, and connect categories with examples from course materials in online quizzes and exams, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit initial, group and reflection responses to discussion prompts in a required academic activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity, share your results and thoughts with other students in the class, and reflect on the experience. No prior knowledge is expected. **You are required to fully participate in and submit this discussion assignment** to access course materials. **This score cannot be dropped from your discussions grade. If you fully participate, you will receive full credit.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores** from the 14 possible grades. **NOTE: Quiz Audit system will be used to monitor academic integrity.**
- **Point-of-View (POV) Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.

- **Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various techniques used in assessing and understanding human variability and adaptability. **You are required to submit at least 6 of the 8 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 8 possible activity assignment grades when calculating your final grade.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings, and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, problem application, and short answer questions. **You are required to submit all 3 exams** located in the modules.
  - **NOTE:** You **ARE allowed to use your textbook, personal notes, and course handouts** while writing your exam. You are **NOT allowed to refer to other sections of the course, other websites, and/or use additional devices** (e.g., phone or secondary device such as an iPad) for assistance while your exam is open. **Quiz Audit system will be used to monitor academic integrity.**

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

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

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

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

### How do I view my grades?

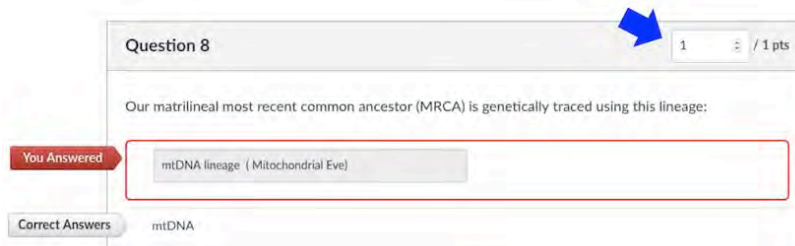
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within two-to-three days after the final due date. For activity and discussion assignments, grades will be available within four-to-five days after the final due date. Exam scores will be available within seven days of the final due date. When scores are 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 below:





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

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

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

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

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

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

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

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

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

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

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

Other resources at UCF include:

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

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

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

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

## How is respect for diversity and inclusion maintained?

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

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

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

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

### Title IX 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                | Concepts of Evolution & Diversity   | Chapter 1 | Quiz 1 & POV 1      |
| Week 2 (Jan 15-21)        |                                     |           |                     |
| ▪ Module 2                | Mendelian Genetics & Microevolution | Chapter 2 | Quiz 2 & Activity 1 |
| Week 3 (Jan 22-28)        |                                     |           |                     |
| ▪ Module 3                | Molecular Genetics & Genomics       | Chapter 3 | Quiz 3 & Activity 2 |
| Week 4 (Jan 29-Feb 04)    |                                     |           |                     |
| ▪ Module 4                | Macroevolution & Taxonomy           | Chapter 4 | Quiz 4              |
| <b>EXAM 1 (Feb 02-04)</b> | <b>Modules 1 through 4</b>          |           |                     |
| Week 5 (Feb 5-11)         |                                     |           |                     |
| ▪ Module 5                | Race & Human Variation              | Chapter 5 | Quiz 5 & Activity 3 |

| <b>Weekly Content</b>           | <b>Topics</b>                          | <b>Textbook</b> | <b>Assignments</b>        |
|---------------------------------|----------------------------------------|-----------------|---------------------------|
| Week 6 (Feb 12-18)              |                                        |                 |                           |
| ▪ Module 6                      | Behavioral Genetics & Genotypic Traits | Chapter 6       | Quiz 6, POV2 & Activity 4 |
| Week 7 (Feb 19-25)              |                                        |                 |                           |
| ▪ Module 7                      | Population Affinities & Migration      | Chapter 7       | Quiz 7                    |
| Week 8 (Feb 26-Mar 03)          |                                        |                 |                           |
| ▪ Module 8                      | Demography & Human Populations         | Chapter 8       | Quiz 8 & Activity 5       |
| Week 9 (Mar 04-10)              |                                        |                 |                           |
| ▪ Module 9                      | Human Growth & Development             | Chapter 9       | Quiz 9                    |
| <b>EXAM 2 (Mar 08-10)</b>       | <b>Modules 5 through 9</b>             |                 |                           |
| Week 10 (Mar 11-17)             |                                        |                 |                           |
| ▪ Module 10                     | Human Aging & Senescence               | Chapter 10      | Quiz 10                   |
| <b>Spring Break (Mar 18-24)</b> |                                        |                 |                           |
| Week 11 (Mar 25-31)             |                                        |                 |                           |
| ▪ Module 11                     | Adapting to Physical Environments      | Chapter 11      | Quiz 11 & Activity 6      |
| Week 12 (Apr 01-07)             |                                        |                 |                           |
| ▪ Module 12                     | Adapting to Malnutrition               | Chapter 12      | Quiz 12 & Activity 7      |
| Week 13 (Apr 08-14)             |                                        |                 |                           |
| ▪ Module 13                     | Adapting to Infectious Disease         | Chapter 13      | Quiz 13 & Activity 8      |
| Weeks 14 (Apr -15-21)           |                                        |                 |                           |
| ▪ Module 14                     | Adapting to Modern / Future Worlds     | Chapter 14      | Quiz 14 & POV 3           |
| <b>EXAM 3 (Apr 24-26)</b>       | <b>Modules 10 through 14</b>           |                 |                           |

**ANT4535: Scientific Prejudice and Anthropology**  
**Spring 2023 (3 credits)**  
**Tuesdays, 12:00-1:20pm**  
**Location: MSB O149**  
**Mode: M**

**Instructor Information:**

Donovan M. Adams, Ph.D. (Any)

Office: HPH309H

Office Phone Number: 407-823-0951

Office Hours: Thursdays, 12:30-2:00pm; or by appointment

E-mail: [donovan.adams@ucf.edu](mailto:donovan.adams@ucf.edu)

**Prerequisites:**

Sophomore standing

**Required Text:**

- *Rising Out of Hatred: The Awakening of a Former White Nationalist* by Eli Saslow. ISBN-13: 978-0525434955.
- Required readings will be provided on Webcourses@UCF.
- NOTE: There will be difficult readings with negative/harmful terms and arguments. Please keep this in mind while reading and be sure to handle these issues appropriately.

**Recommended Text:**

- *Race, Monogamy, and Other Lies They Told You: Busting Myths about Human Nature* by Augustín Fuentes. ISBN-13: 978-0520269712.

**Required Technology:**

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

**Course Requirements:**

- Weekly discussions
- Public engagement project
- Saslow (2018) reaction
- Research project and presentation

**Course Description:**

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



several years that engage with these topics in online spaces. As such, it is critical for anthropologists to continue evaluating the ethics and actions of their research, teaching, and public engagement regarding these topics.

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

### **Course Objectives:**

By the end of the course, students will:

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

### **Course Assignments**

- *Weekly Assignments:* Students will provide reactions and critiques regarding the ethics, methodology, terminology, and interpretations of weekly readings. These may consist of flaws in the research, but also how these studies may or may not also resemble typical anthropological research. These will be done online through Webcourses and must be turned in *before* class the following week.
- *Public Engagement Activity:* Students must participate in a public engagement activity arranged at the beginning of the semester where science is communicated to the public. Students will take the information and skills learned from the class and apply it in a practical context within the Orlando community.
- *Saslow (2018) reaction:* Throughout the semester, you should be reading Saslow (2018), a biography about Derek Black's deradicalization from racial extremism. For this assignment, you will reflect on the factors that contributed to Derek Black's membership in the community, factors that contributed to Black's deradicalization, and factors that might serve to maintain his deradicalization. Further you will reflect on how this may impact your own practice/research.
- *Research Project:* In groups, students will select a specific topic covered in this course, come up with a particular research question, and provide a presentation of their findings. Questions may relate to a specific field of study or data set (e.g., intelligence, craniometrics, etc.), a specific aspect of research presentation (e.g., terminology, figures and tables, abstracts, etc.), historical (e.g., development of biological anthropology, etc.), or broad ethical question (e.g., sample construction, interpretations, ethical practice, etc.).

- *Research Topic:* The topic of your paper must be decided among your assigned group no later than January 30<sup>th</sup>. Your topic will be submitted on WebCourses.
- *Check-in:* Once you have received approval on your topic, you must submit an outline of your project by March 5<sup>th</sup>. The outline should include relevant headers and subheaders for how your paper will be organized, major points that will be addressed and initial findings/arguments, and relevant citations. No less than 20 citations should be present at this stage. This outline is to be written in the provided Google Doc. The week of March 5<sup>th</sup> you will also have a 30-minute check-in meeting with me to evaluate progress and explain your plan for your paper.
- *Written Paper:* A 4000-5000 word (double-spaced, Times New Roman, size 12 font) on the topic of choice must be turned in. This will follow the style of *American Anthropologist (AA)*, with an Introduction, Materials and Methods (if appropriate), Results (if appropriate), and Discussion and Conclusions. Appropriate citations and bibliography must be provided. It is expected that all members of the group participate in writing the paper. This paper is to be written in the provided Google Doc. Rubrics will be provided for self and peer assessment.
- *Presentation:* A 15-minute research presentation will be given at the end of the semester summarizing the research paper for the class. It is expected that all members of the group participate in the presentation. Rubrics will be provided for self and peer assessment.

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

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

Points:

|                                                 |            |             |
|-------------------------------------------------|------------|-------------|
| Weekly Assignments (10 points x 10 assignments) | 100        | 18.18%      |
| Public Engagement Project                       | 100        | 18.18%      |
| Saslow (2018) Reaction                          | 100        | 18.18%      |
| Research Project Topic                          | 10         | 1.82%       |
| Research Project Check-in                       | 40         | 7.27%       |
| Research Project Paper                          | 100        | 18.18%      |
| Research Project Presentation                   | 100        | 18.18%      |
| <b>TOTAL</b>                                    | <b>550</b> | <b>100%</b> |

**Classroom Policies:**

- We will discuss a range of topics with varying social perspectives (e.g., race/ancestry, human variation, evolution, etc.). Scientific discussion is acceptable; however, this class is an academic space where we will respect each other and treat each other appropriately.

This means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) are to be directed at other individuals and will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.

- If you miss a class, or plan on missing a class, get lecture notes from a classmate.
- All communication will be done either through Webcourses or directly to your UCF email address. Be sure to have these on file and that you are checking these.

### **Financial Aid Requirement:**

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

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

### **Academic Integrity:**

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

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

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

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

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

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

## **Course Accessibility:**

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

## **Campus Safety:**

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

### **Deployed Active Duty Military Students:**

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

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

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

Any late assignments will have at least a 20% penalty (barring an excused absence). You have until the last day of class, April 16<sup>th</sup>, to submit late assignments. No make-up assignments will be allowed beyond April 18th. No Final Presentations/Papers will be accepted beyond the Final Exam period (April XXX).

### **Religious Observances:**

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

### **Diversity and Inclusion:**

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

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto: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/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>



## Course Schedule

|                            | <b>Week</b> | <b>Day</b>    | <b>Topic</b>                                      | <b>Reading</b>                                                                                                      | <b>Assignment</b>                          |
|----------------------------|-------------|---------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Foundations</b>         | <b>1</b>    | <b>Jan 9</b>  | <b>What is scientific prejudice?</b>              | Belkhir (1994)<br>Blakey (1999)<br>Scaffer (2007)<br>Saini (2017): Ch. 1                                            |                                            |
|                            | <b>2</b>    | <b>Jan 16</b> | <b>Origins of anthropology</b>                    | Weston (1993)<br>McDaniel (2007)<br>Blakey (2021)<br><i>Fuentes (2021): Ch. 2</i>                                   | Weekly Assignment #1                       |
|                            | <b>3</b>    | <b>Jan 23</b> | <b>Extremism, worldviews, and metapolitics</b>    | Redpills (2003-2005)<br>De Benoist (2009)<br>Hartzell (2018)<br>Bjork-James (2020)                                  | Weekly Assignment #2<br><br>Research Topic |
|                            | <b>4</b>    | <b>Jan 30</b> | <b>What is race, gender, and sexuality?</b>       | Hochman (2016)<br>DuBois and Shattuck-Heidorn (2021)<br><i>Fuentes (2021): 84-112, 119-129</i>                      | Weekly Assignment #3                       |
| <b>Topical Discussions</b> | <b>5</b>    | <b>Feb 6</b>  | <b>Human evolution</b>                            | Whitney (1999)<br>Rushton and Rushton (2003)<br><i>Fuentes (2021): Ch. 3 and 4</i>                                  | Weekly Assignment #4                       |
|                            | <b>6</b>    | <b>Feb 13</b> | <b>Ethnic and Cultural Origins</b>                | Day (2002)<br>McNaughton (2012)<br>Arvin (2019): Ch. 1                                                              | Weekly Assignment #5                       |
|                            | <b>7</b>    | <b>Feb 20</b> | <b>Intelligence, Criminality, and Personality</b> | Lynn (2006)<br>Templer and Rushton (2011)<br>Wright and Morgan (2015)<br><i>Bird (2021)</i><br><i>Kramer (2022)</i> | Weekly Assignment #6                       |
|                            | <b>8</b>    | <b>Feb 27</b> | <b>Multiculturalism and Religion</b>              | Hama (2011)<br>Vanhanen (2012)                                                                                      | Weekly Assignment #7                       |
|                            | <b>9</b>    | <b>Mar 5</b>  | <b>Gender and Sexuality</b>                       | Jamieson (1999)<br>Saini (2017): Ch. 5<br>Dutton (2018)<br><i>Fuentes (2021): 184-216</i>                           | Weekly Assignment #8                       |

|                 |    |        |                                             |                                                                                                                |                                                        |
|-----------------|----|--------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|                 |    |        |                                             |                                                                                                                | Research Project Check-in                              |
|                 | 10 | Mar 12 | Ancestry and Sex Estimation                 | Sesardic (2010)<br>DiGangi and Bethard (2021)<br>Adams and Pilloud (2022)<br>YouTube Video                     | Weekly Assignment #9                                   |
|                 | 11 | Mar 19 | Spring Break NO CLASSES                     |                                                                                                                |                                                        |
| Where do we go? | 12 | Mar 26 | Public Engagement and Science Communication | AA (2010)<br>Killgrove (2018)<br>Wade (2021)<br><i>Fuentes (2021): Ch. 9</i>                                   | Weekly Assignment #10                                  |
|                 | 13 | Apr 2  | Figures, Tables, and Abstracts              | Jedidiah Carlson blog<br>Alexandrov and Hennerici (2007)<br>Passalacqua et al. (2014)<br>Carlson et al. (2022) | Weekly Assignment #11                                  |
|                 | 14 | Apr 9  | Terminology                                 | Wilson (2019)<br>Pilloud et al., (2021)<br>HRC Glossary of Terms                                               | Weekly Assignment #12<br><br>Public Engagement Project |
|                 | 15 | Apr 16 | Research Design                             | Duke (2020)<br>Lasisi (2021)<br>Leonard (2021)                                                                 | Saslow (2018)<br>Reaction                              |
|                 | 16 | Apr XX | Final Exam – Paper and Presentations Due    |                                                                                                                |                                                        |

**Important Dates:**

- Week 3: Research Topic Due
- Week 9: Research Project Check-in
- Week 14: Public Engagement Project
- Week 16: Research Project Write-up Due and Final Presentations



# **ANT 4591: Quantitative Methods in Biological Anthropology**

**Dept. of Anthropology, College of Science**  
**3 Credit Hours**

## **Course Information**

**Course Name:** Quantitative Methods in Biological Anthropology (ANT 4591)

**Course Modality:** Face-to-face (P)

**Credit Hours:** 3.0

**Semester/Year:** Spring 2024

**Location:** CB1 219

**Day/Time:** Tuesday 9:00 – 11:50 AM

## **Professor Information**

**Professor:** Sarah Freidline, Ph.D.

**Office Location:** Howard Phillips Hall 409I

**Office Phone:** 407-823-2124

**Office Hours:** Monday, 3:30 – 5:00 PM, (or by appointment)

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

## **GTA Information**

**GTA:** Melissa Marks

**Office Location:** Howard Phillips Hall 309 (computer lab) or Howard Phillips Hall Basement

**Office Hours:** Tuesdays, 12:00-1 PM (or by appointment)

**Email:** WebCourses e-mail

## **University Course Catalog Description**

Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

*This section of ANT 4591 is a Research-Intensive (RI) course. This designation will be noted on your transcripts. Research-Intensive is one of the four High Impact Practice course designations at UCF, along with Service Learning, Integrative Learning, and Global Learning. High Impact Practice courses are some of the most challenging and rewarding at UCF. You will actively engage in research processes and a significant portion of your grade will be derived from course-related project(s) based on original research and/or creative scholarship.*

*If you have any questions about this designation or HIP designations at UCF, please contact [hip@ucf.edu](mailto:hip@ucf.edu)*

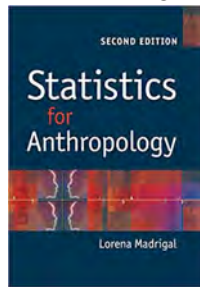
## **Course Overview and Goals**

This course introduces students to basic methodological approaches to analyzing quantitative data in biological anthropology (e.g., linear and three-dimensional geometric morphometrics, growth and development, micro and macroevolution, sexual dimorphism, biological profile, etc.). This course emphasizes hands-on and experiential learning, and student collaboration, and is designed for students with little to no quantitative background. Throughout the semester, students will undertake a collaborative research project on skeletal material, which involves developing a research question, collecting,

organizing, and summarizing quantitative data, and interpreting and presenting statistical results in the broader anthropological framework. In doing so, students will develop basic programming skills using the programming language and software R and learn how to carry out basic procedures using quantitative data. Some methods that students will be introduced to include sampling strategies, graphical techniques, frequency distributions for summarizing and displaying data, measurement error, and hypothesis testing. Additionally, students will learn how to read and critically evaluate peer-reviewed scientific articles and link this work, as well as their research projects, to larger scientific debates in the field of biological anthropology and beyond.

### **Required Textbooks**

Statistics for Anthropology (2<sup>nd</sup> edition) by Lorena Madrigal



### **Additional Required Reading**

Numerous links to PDFs of published manuscripts will be provided through WebCourses.

### **Required Software**

You will be required to have access to R Studio (available here: <https://www.rstudio.com/products/rstudio/>).

### **Student Learning Outcomes**

Upon course completion, you should have:

1. Knowledge and application of research methods, including hypothesis building, methods of data collection, and research design.
2. Knowledge and application of univariate and bivariate statistical methods.
3. Basic programming skills in R.
4. Familiarity of relevant quantitative methods used in biological anthropology.
5. Knowledge of the larger scientific debates in biological anthropology.
6. The ability to critically evaluate scientific papers, including research design and methodology.
7. Discussion skills, through in-class discussions of peer-reviewed articles.
8. Oral presentation and communication skills, through in-class class presentation.
9. Scientific writing skills, through a final research paper.

### **Course Activities**

#### **Financial Aid Requirement:**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in

which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing.

**Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (1/12).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board is your first Homework Assignment.

### Assignment Details

- 1) Homework Assignments: Homework assignments are due weekly. They are designed to provide evidence of mastery of course concepts. Homework assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. You will upload each homework assignment through WebCourses by 11:59 PM EST on Monday each week they are due.
- 2) Quizzes: There will be several quizzes throughout the semester. The quizzes will be taken in class on Webcourses and will cover the assigned readings in the Madrigal book.
- 3) 1 Page Summary and Participation in Student-Led Discussions: Throughout the semester, you will be assigned peer-reviewed articles that relates to biological anthropology history, research, methods, and general debates in the field. Each week a student will be assigned a scientific article to lead a class discussion. The goal is for you to learn how to read *and* critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and well-executed. This skill takes time to develop, and I expect everyone to get better at it as class progresses.

The discussions require you to submit a **short summary** of the paper and **your participation** on the day of discussion.

In the **paper summary** you need to include the following points. Please write in full sentences.

- State the research question and explain why it is interesting.
- State the hypotheses tested or objectives.
- Briefly describe the methods (design, participants, materials, procedure, what was manipulated [independent variables], what was measured [dependent variables], how data were analyzed.
- Describe the results. Were they significant?
- Explain the key implications of the results and how it relates to the broader scientific debate.

### For In-class Discussion

- Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments as potential discussion material.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion as well as the paper summary.
- **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other but do so in a polite and respectful way.

- 4) Discussion leaders: Each of you will lead the class discussions on the assigned manuscript at least once during the semester. As a leader you will give a PowerPoint presentation summarizing the article and evaluating the application and presentation of the methods used in the paper. The Discussion should last about 30 minutes. What are the methods? Is the methodology sound? Is it the appropriate method for the research question? Are the necessary statistics, figures and tables included? How does the research link to broader scientific debates? The assignment is to not only summarize the article but to also lead the discussion.
- Prepare at least **3 questions** to ask your fellow students to stimulate discussion and **post these questions on the Discussion board in WebCourses the Friday 5 PM EST before class. Students do not need to respond to the questions on WebCourses, but in class.**
  - For the presentation, summarize the paper's topics, methods, and results. Please include relevant figures for discussion.
  - When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
  - You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.
  - Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.
- 5) Final Project: This is a group project – consisting of two to three students per group. We will work together to formulate an original research question or objective, and throughout the semester, you will design, undertake, and write-up a research project and present it both in class and as a poster at the Amy Zeh High-Impact Practice Student Showcase (<https://academicsuccess.ucf.edu/explearning/students/amy-zeh-high-impact-practice-student-showcase/>). The research question and study design will be based on available data, which could either include skeletal material from a virtual collection (three-dimensional surface models of present day and fossil skeletal data) or an archaeological skeletal collection housed in the Anthropology Department. The topic must fall under biological anthropology. Common topics include estimating biological profile (age, sex, ancestry, and stature), sexual dimorphism, growth and development, robusticity and occupational stress, and cranial and dental evolution. You will work on this project throughout the semester. All groups will propose a topic, provide sufficient background from preexisting scholarship to show the topic to be important and interesting, collect and analyze data, and discuss the results and the significance of the findings. You will need to present your final project in three ways: during class in a PowerPoint presentation format, as a poster at Amy Zeh High-Impact Practice Student Showcase, and in a written format as a scientific report due by the date of our final exam.

In this project you will learn to:

- Develop a research question and provide sufficient background from preexisting scholarship.
- Implement an appropriate methodology to address the research question.
- Collect data (collecting and importing data) using a commonly applied method (caliper/linear measurements, dental wear patterns, scoring of dental features, etc.).
- Do basic descriptive statistics, and possibly group comparisons (parametric t-test, non-parametric chi-square, correlation, etc.).

- Evaluate the results in a broader scientific context.
- Present your project as in-class presentation.
- Write the project as a scientific paper (Introduction, Materials & Methods, Results, Discussion and Conclusion).

### **Timeline of Research Project**

- **1/30 Approval of Topic** – Your group’s proposed topic and a brief description of methods for collecting and analyzing data. This must be uploaded to Webcourses by the beginning of class.
- **2/6 Written plan for research project** – As a group, you will upload to WebCourses a research plan describing your topic, research question, hypotheses and methods by the beginning of class
- **2/20 Draft of Introduction** - As a group, you will upload to WebCourses a draft of your Introduction by the beginning of class.
- **3/5 Draft of Materials & Methods** - As a group, you will upload to WebCourses a draft of your Materials & Methods by the beginning of class.
- **3/26 Draft of Results** - As a group, you will upload to WebCourses a draft of your Results by the beginning of class.
- **4/9 Draft of Discussion & Conclusion** - As a group, you will upload to WebCourses a draft of your Introduction by the beginning of class.
- **4/16 Amy Zeh High-Impact Practice Student Showcase** – As a group, you will present your project as poster either virtually or in-person and upload the poster to WebCourses by the beginning of class.
- **4/30 In-Class Group Data Presentation**– At the end of the semester, your group will give a 15 to 30 minute PowerPoint presentation of your final project to the class, and you will be expected to answer questions afterwards. This presentation needs to be uploaded to Webcourses by beginning of class.
- **4/30 Group Research Final Paper**– As a group, you will write up the final project describing the research background, question and hypotheses, methods for collecting and analyzing data, results, discussion and conclusion (including the significance of the project). You will need to include the statistical tests and why they are appropriate for your dataset. The paper should be approximately **10 to 15pages** (double-spaced; not including figures, tables, and bibliography) in length and submitted through WebCourses as either a Microsoft Word or Adobe .pdf document due by **11:59 PM TBD** (Week 16). Essentially, your final written paper should be the written version of what you presented to the class.

### **Activity Submission**

**Homework assignments:** You will upload each homework assignment through **WebCourses by 11:59 PM EST Monday** each week they are due.

**Quizzes:** You will upload all quizzes in Webcourses in class the day that they are due.

**Scientific article summary:** You will upload each summary through **WebCourses by 9:00 AM EST Tuesday** each week they are due.

**Discussion leader:** Questions need to be posted on Discussion board on **WebCourses by Friday 5:00 PM EST** at the latest. PowerPoint need to be submitted on **WebCourses by 9:00 AM EST Tuesday** the day you are presenting.

**Final project:** All steps in the final project need to be uploaded to Webcourses by 9:00 AM the day that they are due (see above and **Course Schedule**).

### **Attendance/Participation**

Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. When possible, you should attend all lectures, complete all reading assignments, and take notes on lectures and reading material. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class.

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

### **Late Assignments**

Late assignments will not be penalized with a valid reason and documentation (e.g., traffic ticket, police report, obituary, or doctor’s note). Without a valid reason and documentation, you will be penalized one letter grade per day it’s late, and not accepted 5 days late.

If you cannot come to class and participate in the In-Class Discussions, I will allow each student one excused absence. In this case, the student must answer the posted Discussion Questions by 11:59 PM the day of discussion. You will be penalized one letter grade per day it’s late, and not accepted 5 days late.

I will not accept a late Final Project.

### **Grading**

Grades will be posted under the WebCourses gradebook. Your final grade will be calculated based on the following activities:

| <b>Grade Category</b>           | <b>Weight toward final grade</b> |
|---------------------------------|----------------------------------|
| Homework assignments            | 25%                              |
| Quizzes                         | 15%                              |
| Article Summary & Participation | 15%                              |
| Discussion leader               | 15%                              |
| Final Project                   | 30%                              |
| Total                           | 100%                             |

### **Grading Scale**

The following grading scale will be used in this course:

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

### **Policy Statements**

#### ***Rules of Conduct Statement***

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

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

#### ***Unauthorized Use of Class Materials or Class Notes Statement***

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

#### ***Academic Integrity Statement***

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<https://academicintegrity.org/>>. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

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

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

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

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

### ***Course Accessibility Statement***

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

### ***Campus Safety Statement***

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 <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.



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

### ***Deployed Active Duty Military Students Statement***

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

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

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

### ***Religious Observances***

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

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

### ***Diversity and Inclusion***

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

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

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

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

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)

- Disability Accommodation – Student Accessibility Services  
– <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto: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/>
- UCF Compliance and Ethics Office  
– <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

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

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

### ***Important Dates***

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

### Course Schedule and Assignments

| Date                        | Topics & Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1:</b><br>Jan. 9    | <ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Scientific Method</li> <li>• <b>Homework Assignment 1 due Friday Jan. 12 – Financial Aid Requirement</b></li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Week 2:</b><br>Jan. 16   | <ul style="list-style-type: none"> <li>• Introduction to RStudio, statistics and simple descriptive statistics -Madrigal Ch. 1</li> <li>• Discussion: How to design a research project &amp; how to read and write a scientific paper</li> <li>• <b>Homework Assignment 2 due Jan. 15</b></li> </ul>                                                                                                                                                        |
| <b>Week 3:</b><br>Jan. 23   | <ul style="list-style-type: none"> <li>• Looking at data: descriptive statistics – Madrigal Ch. 2</li> <li>• Discussion 1: Ethics and human remains</li> <li>• <b>Homework Assignment 3 due Jan. 22</b></li> <li>• <b>In Class Homework Assignment 4 due Jan. 23</b></li> <li>• <b>Quiz 1 in class on Madrigal Ch. 1 &amp; 2</b></li> </ul>                                                                                                                 |
| <b>Week 4:</b><br>Jan. 30   | <ul style="list-style-type: none"> <li>• Probability and statistics – Madrigal Ch. 3</li> <li>• Discussion 2: Different types of data – non-metric data</li> <li>• <b>Discussion 2 Article summary due Jan. 30</b></li> <li>• <b>Homework Assignment 5 due Jan. 29</b></li> <li>• <b>Final Project: Approval of Topic</b></li> </ul>                                                                                                                        |
| <b>Week 5:</b><br>Feb. 6    | <ul style="list-style-type: none"> <li>• Probability and statistics – Madrigal Ch. 3</li> <li>• Discussion 3: Different types of data – linear measurements</li> <li>• <b>Discussion 3 Article summary due Feb. 6</b></li> <li>• <b>Homework Assignment 6 due Feb. 5</b></li> <li>• <b>Quiz 2 in class on Madrigal Ch. 3</b></li> <li>• <b>Final Project: Written plan for research project due</b></li> </ul>                                              |
| <b>Week 6:</b><br>Feb. 13   | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation – Madrigal Ch. 4</li> <li>• Discussion 4: Different types of data – geometric morphometrics &amp; virtual approaches</li> <li>• <b>Discussion 4 Article summary due Feb. 13</b></li> <li>• <b>Homework Assignment 7 due Feb. 12</b></li> </ul>                                                                                                                                 |
| <b>Week 7:</b><br>Feb. 20   | <ul style="list-style-type: none"> <li>• Hypothesis testing &amp; estimation – Madrigal Ch. 4</li> <li>• Discussion 5 (student led): Assessing the biological profile - age at death &amp; sex estimation</li> <li>• <b>Discussion 5 Article summary due Feb. 20</b></li> <li>• <b>Homework Assignment 8 due Feb. 19</b></li> <li>• <b>Quiz 3 in class on Madrigal Ch. 4</b></li> <li>• <b>Final Project: Draft of Abstract and Introduction</b></li> </ul> |
| <b>Week 8:</b><br>Feb. 27   | <ul style="list-style-type: none"> <li>• The difference between two means – Madrigal Ch. 5</li> <li>• Discussion 6 (student led): Assessing the biological profile - ancestry &amp; stature estimation</li> <li>• <b>Discussion 6 Article summary due Feb. 27</b></li> <li>• <b>Homework Assignment 9 due Feb. 26</b></li> </ul>                                                                                                                            |
| <b>Week 9:</b><br>March 5   | <ul style="list-style-type: none"> <li>• The analysis of frequencies (ANOVA) – Madrigal Ch. 6</li> <li>• Discussion 7 (student led): ANOVA</li> <li>• <b>Discussion 7 Article summary due March 5</b></li> <li>• <b>Homework Assignment 10 due March 4</b></li> <li>• <b>Final Project: Draft of Materials &amp; Methods Due</b></li> </ul>                                                                                                                 |
| <b>Week 10:</b><br>March 12 | <ul style="list-style-type: none"> <li>• Non-parametric tests – Madrigal Ch. 7</li> <li>• Discussion 8 (student led): Non-parametric tests</li> </ul>                                                                                                                                                                                                                                                                                                       |

|                             |                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"> <li>• <b>Discussion 8 Article summary due March 12</b></li> <li>• <b>Homework Assignment 11 due March 11</b></li> <li>• <b>Quiz 4 on Madrigal Ch. 5-7</b></li> <li>• <b>Final Project: Sign up for Showcase</b></li> </ul>                                                                                                                              |
| <b>Week 11:</b><br>March 19 | <ul style="list-style-type: none"> <li>• Spring Break – No Class</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Week 12:</b><br>March 26 | <ul style="list-style-type: none"> <li>• The analysis of frequencies – Madrigal Ch. 8</li> <li>• Discussion 9 (student led): Analysis of frequencies</li> <li>• <b>Discussion 9 Article summary due March 26</b></li> <li>• <b>Homework Assignment 12 due March 25</b></li> <li>• <b>Final Project: Draft of Results Due</b></li> </ul>                                                    |
| <b>Week 13:</b><br>April 2  | <ul style="list-style-type: none"> <li>• Correlation analysis – Madrigal Ch. 9</li> <li>• Discussion 10 (student led): Correlation</li> <li>• <b>Discussion 10 Article summary due April 2</b></li> <li>• <b>Homework Assignment 13 due April 1</b></li> </ul>                                                                                                                             |
| <b>Week 14:</b><br>April 9  | <ul style="list-style-type: none"> <li>• Linear Regression – Madrigal Ch. 10</li> <li>• Discussion 11 (student led): Linear Regression</li> <li>• <b>Discussion 11 Article summary due April 9</b></li> <li>• <b>Homework Assignment 14 due April 8</b></li> <li>• <b>Quiz 5 on Madrigal Ch. 8-10</b></li> <li>• <b>Final Project: Draft of Discussion &amp; Conclusion Due</b></li> </ul> |
| <b>Week 15:</b><br>April 16 | <ul style="list-style-type: none"> <li>• Guest Speaker: Dr. Zewdi Tsegai (University of Chicago)</li> <li>• <b>Amy Zeh High-Impact Practice Student Showcase</b></li> </ul>                                                                                                                                                                                                                |
| <b>Week 16:</b><br>April 30 | <b>Final Presentation and Paper Due</b>                                                                                                                                                                                                                                                                                                                                                    |

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



*Welcome to:*

# Ethnographic Research & Field Methods

ANT 4802M - Spring 2024

Thursdays: 3 - 4:20 pm,  
& Online Component: to be completed  
between Fri. and Wed.

Location: BA1 (Business Administration Building #1), in room 147

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**Professor: Joanna Mishtal, Ph.D.**

Professor of Cultural & Medical Anthropology  
Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

**Office Hrs:** Thur. 4:45-6:15 pm, and by appointment

**Office Hrs Location:** Howard Phillips Hall, room 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method) Phone: (407) 823-2227

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**COVID-19 Information:**

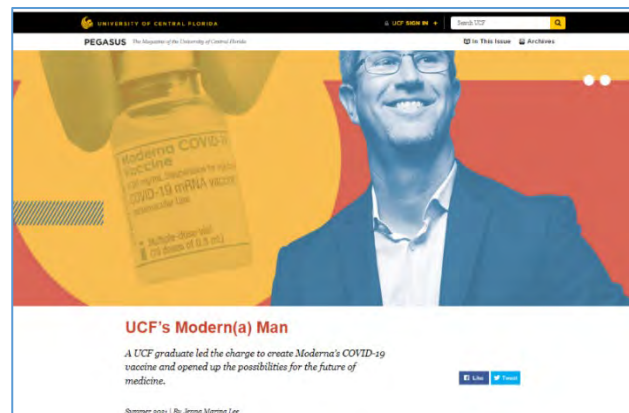
My COVID-19 Status: I am fully vaccinated! to protect myself and you. Please vaccinate!

If you think you're infected with COVID-19: get tested immediately and don't come to class.

**Did you know** that our own UCF graduate, Dr. Darin Edwards, helped develop the Moderna COVID-19 vaccine?

Check out the interview with Dr. Edwards [here](#).

**Calculator to figure out what to do if you've been exposed:**



- <https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html>

The World Health Organization “MythBusters” about COVID:

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

The “Long COVID” – what is it?

- <https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html>

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

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### Course Description

Research is a craft, and like any craft, it takes practice to become good at it. This class explores the procedures and principles of ethnographic and qualitative research methods and writing. The course will engage students with the practice of primary methods in anthropology, including participant observation and in-depth interviews, to understand how anthropologists and other social scientists conduct research. Course material includes a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

### Learning Outcomes:

1. Students will learn how to design a research project.
2. Students will understand how to conduct research, including data collection and data analysis by engaging with course materials and completing research assignments.
3. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

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### Course Materials (required) – nothing to buy!

#### 1. Articles or book chapters (provided):

Articles and book chapters are required reading in this course. All of the required texts will be available to students electronically via our Canvas (Webcourses) website.

#### 2. Films/videos (provided):

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

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### Expectations:

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

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

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

embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

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

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

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

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

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

### **Grading System**

The final grade will be calculated using the following elements:

#### **Summary of points:**

- In-Class Quizzes (6 of 10): 18 points
- Semester Research Project: 70 points
- Final Presentation: 12 points
- Attendance, class participation, computer/phone abuse will be used in borderline cases.

**Total: 100 points (100%)**

#### **The Grade Scale:**

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

#### **Class participation – used in borderline cases:**

I expect you to attend each meeting and to participate actively in class discussions. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. You might also be expected to provide constructive feedback on your peers' presentations of proposals. I will evaluate your participation on the quality, not just quantity, of your contributions.

#### **In-Class 6 of 10 Quizzes (3 points each): 18 points**

We'll have 10 in-class quizzes, and 4 lowest scores will be dropped. The remaining 6 quizzes will be worth 3 points each for a total of 18 points. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 10 minutes or less at the start of the class. There will be no make-ups for the quizzes because 4 scores are dropped. The dropping of 4 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden

emergency and is unable to attend class on the day of the quiz. Also, some of these quizzes are “attendance only” which means you’ll get the full points just for attending the class.

**Semester Research Project: 70 points**

Students will complete a semester research project that utilizes ethnographic and qualitative methods and analysis. This project will be divided into different required parts, or “scaffolds.” These parts build on each other and must be done in a sequence. You will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

- Abstract: **5 points**
- CITI Training Certification: **5 points**
- Literature Review: **5 points**
- Interview Questions: **5 points**
- Participant-Observation Memo: **5 points**
- Interviews: **15 points**
- Analysis: **10 points**
- Final Research Paper: **20 points**

**Final Presentation: 12 points**

Students will give a short final presentation of their topic at the end of the semester using PowerPoint slides. Further instructions will be provided.

**A WRITING TIP:** In this class you’ll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

**Writing Parameters:** All writing assignments should be single-spaced, 1” margins on all sides, Times New Roman size 12.

**Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.

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## COURSE SCHEDULE

| Date                     | Topic                                                                     | Readings – please complete for class.<br><br>• Detailed instructions and texts are provided on Canvas                                                                                    | Online Work toward the Research Project & Assignments Due                                                            |
|--------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>WEEK 1:</b><br>Jan 11 | Syllabus<br><br>Key Concepts in Research.<br><br>Selecting project topic. | Syllabus review in class together                                                                                                                                                        | Start thinking about the project topic (consider potential interviewees).<br>“Mapping your research ideas” exercise. |
| <b>Online Work</b>       | Entering the research field                                               | Fetterman, David. 1998. “Walking in Rhythm: Anthropological Concepts” Pages 16-29. <i>Ethnography: Step-by-Step</i>                                                                      |                                                                                                                      |
| <b>WEEK 2</b><br>Jan 18  | Research Design: research questions                                       | Crang and Cook. In <i>Doing Ethnographies</i> . Pages 1-15                                                                                                                               | Conduct preliminary literature search & create research question(s) (RQ).                                            |
| <b>Online Work</b>       | What are data?                                                            | Module on types of data and research, and how to analyze peer reviewed publications from the perspective of methods used.                                                                |                                                                                                                      |
| <b>WEEK 3:</b><br>Jan 25 | Research Design: “studying up”                                            | Nader, Laura. “Up the Anthropologist: Perspectives Gained from Studying Up.” In: <i>Reinventing Anthropology</i> , 284-311. <b>QUIZ #1</b>                                               | Prepare the abstract.                                                                                                |
| <b>Online Work</b>       | Ethics & CITI Training                                                    | Fluehr-Lobban, C. 2015. “Ethics” In <i>Handbook of Methods in Cultural Anthropology</i>                                                                                                  | <b>DUE: Submit Abstract (5 points)</b>                                                                               |
| <b>WEEK 4:</b><br>Feb 1  | Insider/Outsider                                                          | Sherif, Bahira. 2001. “The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status.” <i>Qualitative Inquiry</i> <b>QUIZ #2</b> |                                                                                                                      |

|                          |                                                                |                                                                                                                                                                                                                                |                                                                                       |
|--------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Online Work</b>       | Literature review: “bread and butter” strategies, plus tricks  | Nothing to read, but make certain to come to class.<br><b>QUIZ (attendance) #3</b>                                                                                                                                             | <b>DUE: Complete &amp; Submit receipt for CITI Training Certification (5 points)</b>  |
| <b>WEEK 5:</b><br>Feb 8  | Preparing for Fieldwork: sampling and gaining access           | Crang and Cook 17-32. In: <i>Doing Ethnographies</i> .                                                                                                                                                                         |                                                                                       |
| <b>Online Work</b>       | Visual and Filmic Approaches                                   | Dennis, S. F., et al (2009). Participatory photo mapping (PPM): exploring an integrated method for health and place research with young people. <i>Health &amp; Place</i> , 15(2), 466–473 <b>QUIZ #4</b>                      | <b>DUE: Submit Literature Review (5 points)</b>                                       |
| <b>WEEK 6:</b><br>Feb 15 | Participant Observation                                        | Musante (DeWalt), K. “Participant Observation” 2015.<br><b>and</b><br>Johnson, J. C. (2006). The active participant-observer: Applying social role analysis to participant observation. <i>Field Methods</i> , 18(2), 111–134. |                                                                                       |
| <b>Online Work</b>       | Interviewing: What to ask in your interview?                   | Firebaugh, G. (2008). Ch 1: “The first rule: There should be the possibility of surprise in social research.” In: <i>Seven Rules for Social Research</i> . <b>QUIZ #5</b>                                                      | <b>Conduct participant observation and DUE: Submit Interview Questions (5 points)</b> |
| <b>WEEK 7:</b><br>Feb 22 | Interviewing: the science and art of interviewing.             | Kvale, Steinar (1996) “Interviews: An Introduction to Qualitative Research Interviewing”                                                                                                                                       |                                                                                       |
| <b>Online Work</b>       | Interviewing: the science and art of interviewing. (continued) | <b>Same as above:</b><br>Kvale, Steinar (1996) “Interviews: An Introduction to Qualitative Research Interviewing” <b>QUIZ #6</b>                                                                                               | <b>DUE: Submit Participant Observation Memo (5 points)</b>                            |
| <b>WEEK 8:</b><br>Feb 29 | GUEST PRESENTATION                                             | Jacqueline Devaney, MA Candidate: “Conducting Fieldwork in a Safety-Net Clinic in Orlando.”<br><b>QUIZ (attendance) #7</b>                                                                                                     |                                                                                       |
| <b>Online Work</b>       | Collaborative & participatory fieldwork                        | Schensul, S. L., Schensul, J. J., Singer, M., Weeks, M., & Brault, M. “Participatory methods and community-based collaborations.” 2015                                                                                         | <b>Conduct interviews</b>                                                             |

|                             |                                            |                                                                                                                                                                                                                                                                                                                                                                 |                                                                   |
|-----------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>WEEK 9:</b><br>March 7   | Saturation:<br>stopping data<br>collection | Saunders et al. "Saturation in qualitative<br>research: exploring its conceptualization<br>and operationalization" 2018. <i>Quality &amp;<br/>Quantity</i><br><b>and</b><br>Guest, G., Bunce, A., & Johnson, L.<br>(2006). "How many interviews are<br>enough? An experiment with data<br>saturation and variability." <i>Field<br/>Methods</i> , 18(1), 59–82. |                                                                   |
| <b>Online<br/>Work</b>      | Project Review &<br>Assistance             | Please come prepared to discuss what's<br>going well, and any challenges in your<br>projects.<br><b>QUIZ (attendance &amp; participation) # 8</b>                                                                                                                                                                                                               | <b>DUE: Submit<br/>Interviews<br/>(10 points)</b>                 |
| <b>WEEK 10:</b><br>March 14 | Analysis of data:<br>general               | Crag & Cook "Analysing Field<br>Materials" (Ch. 8) (UCF library e-book)<br><b>QUIZ #9</b>                                                                                                                                                                                                                                                                       |                                                                   |
| <b>Online<br/>Work</b>      | Analysis of data:<br>Coding                | Wutich, A. & Gravlee, C. C. (2010).<br>"Water Decision-Makers in a Desert<br>City: Text Analysis and Environmental<br>Social Science." In: Environmental<br>Social Sciences: Methods and Research<br>Design 188-211.                                                                                                                                            | Start to conduct<br>coding and<br>analysis                        |
| <b>WEEK 11:</b><br>March 21 |                                            | <b>SPRING BREAK</b>                                                                                                                                                                                                                                                                                                                                             |                                                                   |
| <b>WEEK 12:</b><br>March 28 | Manuscript<br>Writing                      | Crang and Cook. "Writing Through<br>Materials," In <i>Doing Ethnographies</i> .<br>Pages 150-206 (UCF library e-book)                                                                                                                                                                                                                                           | Develop your<br>manuscript<br>structure and data<br>presentation. |
| <b>Online<br/>Work</b>      | Manuscript<br>Writing                      | None                                                                                                                                                                                                                                                                                                                                                            |                                                                   |
| <b>WEEK 13:</b><br>April 4  | Preparation of<br>Presentations            | None<br><b>NOTE: If a student misses this class,<br/>they'll have to meet with me asap to<br/>discuss their presentation.</b>                                                                                                                                                                                                                                   | <b>DUE: Submit<br/>Analysis<br/>(10 points)</b>                   |
| <b>Online<br/>Work</b>      | Reflexivity                                | England, K. (1994) Getting Personal:<br>Reflexivity, Positionality, & Feminist<br>Research. <i>Professional Geographer</i><br>46(1):80-89.<br><b>QUIZ #10</b>                                                                                                                                                                                                   | Draft an outline of<br>your research<br>paper                     |

|                             |                                     |                                                                 |                                                    |
|-----------------------------|-------------------------------------|-----------------------------------------------------------------|----------------------------------------------------|
| <b>WEEK 14:</b><br>April 11 | Research<br>Dissemination           | No readings.<br>Project presentations in class &<br>discussion. |                                                    |
| <b>Online<br/>Work</b>      | Research<br>Dissemination           | No readings<br>Project presentations in class &<br>discussion.  | Draft your<br>research papers.                     |
| <b>WEEK 15:</b><br>April 18 | Research<br>Dissemination           | No readings<br>Project presentations in class &<br>discussion.  |                                                    |
| <b>Online<br/>Work</b>      | Research<br>Dissemination           | No readings<br>Project presentations in class &<br>discussion.  | Continue to write<br>your research<br>papers.      |
| <b>WEEK 16:</b><br>April 25 | UCF Study Day                       | No classes held.                                                |                                                    |
| <b>April 28</b>             | <b>Final Research<br/>Paper Due</b> | Submission via Canvas.                                          | <b>DUE: Submit<br/>Final Paper<br/>(20 points)</b> |
|                             |                                     |                                                                 |                                                    |

~~~~~ End of class schedule! Have a great summer! ~~~~~



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### UCF Core Syllabus Statements:

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

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

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

**Course Accessibility Statement:** UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

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

#### **In Case of Faculty Illness:**

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

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

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

**Campus Safety 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 note the guide’s physical location and review the online version [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 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 in menu on left).

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

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

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

**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>

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# Syllabus



## ANT 4824 ARCHAEOLOGICAL FIELD STUDY

Cape Canaveral Archaeological Mitigation Project



### Syllabus

3 credit hours • Spring 2024

#### Contact Information

**UCF Leadership/Faculty Advisors (see "Meet your Instructors" for more)**

Dr. Stacy Barber: [sarahstacy.barber@ucf.edu](mailto:sarahstacy.barber@ucf.edu) (<mailto:sarahstacy.barber@ucf.edu>)

Dr. Neil Duncan: [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>) (Lead Instructor--assigning your grade--Spring 2024)

Dr. Emily Zavodny: [emily.zavodny@ucf.edu](mailto:emily.zavodny@ucf.edu) (<mailto:emily.zavodny@ucf.edu>)

Dr. Amanda Groff: [amanda.groff@ucf.edu](mailto:amanda.groff@ucf.edu) (<mailto:amanda.groff@ucf.edu>)

Dr. Sandra Wheeler: [sandra.wheeler@ucf.edu](mailto:sandra.wheeler@ucf.edu) (<mailto:sandra.wheeler@ucf.edu>)

**Cape Canaveral Field Supervisor:**

Mr. Tom Penders: [thomas.penders@spaceforce.mil](mailto:thomas.penders@spaceforce.mil) (<mailto:thomas.penders@spaceforce.mil>) or [pendarch@yahoo.com](mailto:pendarch@yahoo.com) (<mailto:pendarch@yahoo.com>)

**Office hours: TBA**

**Location: Fieldwork will be conducted at Cape Canaveral Space Force Station**

#### University Catalogue Description

Experience methods of field archaeology by participating in field school at sites in Florida.

#### Prerequisites

Students admitted only with permission of instructor.

#### Course Description

This course is an intensive field course in which students will apply classroom-based knowledge to a hands-on professional experience in the workplace. The Cape Canaveral Archaeological Mitigation Project (CCAMP) at Cape Canaveral Space Force Station is a multi-year collaboration between the US Space Force and UCF Anthropology to conduct intensive archaeological research and documentation of sites threatened by sea level rise from climate change. Coursework includes Phase I archaeological survey as well as limited excavation at multi-component archaeological sites. Participants will most likely be the last archaeologists to work at these sites, making project results an important part of the permanent record of Florida archaeology. Please note that all results of our work belong to the US Space Force.

The course encompasses the entire semester: from the first week of classes until the last full week of class. The course will meet at CCSFS in Brevard County every Monday and Wednesday from 8:30 am until 3pm. It is a 3-credit-hour course, graded on an A-F scale, that fulfills a restricted elective or high-impact experience in the Anthropology major and in some Anthropology minors. You will, therefore, have academic responsibilities, including the presentation of a poster at the [Student Scholar Symposium \(https://researchweek.ucf.edu/symposium/\)](https://researchweek.ucf.edu/symposium/) at UCF as part of a team. There are other written assignments, but there will be no exams.

This course will be run on the UCF side by Drs. Barber, Duncan, Groff, and Wheeler in the Anthropology Department and by Mr. Tom Penders on the CCAFS side. You can communicate with all UCF-affiliated members of the class inside Webcourses via the Inbox feature and Announcement feature in the Course Tools menu. Mr. Penders can be reached through his professional email, see below. Please use your Knights email account for all course-related communication outside of Webcourses.

This syllabus outlines all requirements for the semester. The schedule is subject to change.

**\*\*You can only be on base/on site on the days we meet as a class. Coming to the base outside of class hours, unless requested by Tom Penders, is strictly prohibited. If you are caught on base outside of our class hours, your badge will be confiscated and you will not be able to complete the course.\*\***

## Objectives

By the end of the semester, you will:

- Gain basic proficiency in archaeological excavation and lab methods
- Apply research methodologies to field experiences
- Draw conclusions about the past based on archaeological data
- Present findings in a professional setting at [UCF's Student Scholar Symposium \(https://researchweek.ucf.edu/symposium/\)](https://researchweek.ucf.edu/symposium/)
- Articulate archaeological skills on professional documents like a resume

**Statement on fieldwork:** Archaeology is manual labor that has inherent risks, which include: encountering venomous animals, insect bites/stings, potential for falls, heavy lifting, and weather-related risks including exposure to hot weather. If you feel that you are not in sufficient physical health to regularly participate in fieldwork, you will need to drop this course before the end of add/drop. Fieldwork is the primary learning component of this class and is required.

**UCF STARS:** Please note that your work, name, and image will be placed on the UCF Library STARS archive associated with this project. By participating in this project, you agree to making your image, poster, fieldnotes, final report, and any other paperwork publicly available. We can work with you to limit some of this information being distributed, please communicate with Dr. Barber with STARS questions.

## Required Readings


There are **four required readings** for this course (please see Module 1 to access the readings):

1. Chapter 7 from Jerald Milanch's text on the archaeology of Florida.
2. A chapter on eastern Florida archaeology by Thomas Penders.
3. A report by the National Park Service on protecting coastal cultural resources.
4. Excerpts (Chapters 1 and 13) from Wallis and Randall's text on the archaeology of Florida.

All other readings are suggested, based on the subject matter of your semester-long research project. PDFs of many relevant readings, including the required readings, are available in the course modules.

## Useful Web Sites

General Interest, Archaeology:

- Society for American Archaeology: [saa.org \(http://www.saa.org/\)](http://www.saa.org/)
- American Anthropological Association: [americananthro.org \(http://www.americananthro.org/\)](http://www.americananthro.org/)
- (<http://www.americananthro.org/>) Archaeological Institute of America: [archaeological.org \(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org \(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): [The Archaeological Conservancy](https://www.archaeologicalconservancy.org/)  (<https://www.archaeologicalconservancy.org/>)

## CCAMP Evaluation

Your course experience is going to be as successful as you make it. You can view it as a requirement that you have to fulfill or a stepping stone toward your future. You can choose to keep a job because you're comfortable in it or pursue an opportunity that will challenge you to grow. Your grade in this course will be based on:

Assignment	Description of Requirement	Points Toward Final Grade
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Academic Activity Quiz	Short quiz for academic activity requirement	5
Policy, Procedure, Field Quiz	Short quiz on your responsibilities	5
Individual Attendance and Participation	Presence at the internship site and participation in workplace activities. You must be present in the field for a minimum of 90% of all scheduled work days to pass this course. Cancelled days will NOT work against your grade.	500
Fieldwork Journal	Notes on fieldwork completed each field day	100
Team SURE Title, Objective and Abstract	Title, objective and abstract submitted to SURE	60
Team SURE Final Poster	Final poster submitted to SURE	130
Individual Final Report	Report of your semester-long project	200
TOTAL POINTS		1000

## Grading Scale

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade	Points
A	935-1000
A-	895-934
B+	865-894
B	835-864
B-	795-834
C+	765-794
C	735-764
C-	695-734
D+	665-694
D	595-664
F	0-594

## Tentative Course Schedule (see [Fieldwork Schedule \(https://webcourses.ucf.edu/courses/1447425/pages/fieldwork-schedule?wrap=1\)](https://webcourses.ucf.edu/courses/1447425/pages/fieldwork-schedule?wrap=1) )

### Week 1: Preparing for Fieldwork

Jan 8: Meet on CAMPUS, 9AM, Room 101, Research 1. Students will be assigned readings to prepare for conducting archaeological field work in Florida. These readings orient them to the methods used during the course. Students are also encouraged to consult the field supply list in Webcourses to the prepare for field work. Jan 10: Meet at badging station 8:30am, **Cape Canaveral Pass & ID Building, 1068 FL-401, Cape Canaveral, FL 32920**. After getting your badge, Tom Penders and students debrief students on CCSFS policies, requirements, and expectations and students will tour various historical and archaeological sites on the Cape Canaveral Space Force Station and tour the lab facilities. Students will begin their field journals.

### Week 2: Fieldwork

Students will arrive at the Cape Canaveral Space Force Station prepared to begin work at 8:30am. We will typically work 8:30am - 2:30pm (with 30 minutes for lunch) each field or lab day. Students will begin archaeological field work. Students will develop topics for the Student Scholar Symposium.

### Week 3: Fieldwork

Students will continue field work, including pedestrian survey, excavations, and other activities. We will set aside a portion of one day a week to complete preliminary lab analysis. This may take place during inclement weather.

### Week 4: Fieldwork

Fieldwork and laboratory analysis will continue. Students will submit topics to the Student Scholar Symposium.

#### Week 5: Fieldwork

Fieldwork and laboratory analysis will continue. Students will work on their poster for the Student Scholar Symposium.

#### Week 6: Fieldwork

Fieldwork and laboratory analysis will continue.

#### Week 7: Fieldwork

Fieldwork and laboratory analysis will continue.

#### Week 8: Fieldwork

Fieldwork and laboratory analysis will continue.

#### Week 10: Fieldwork

Fieldwork and laboratory analysis will continue. Students will submit their final poster for the Student Scholar Symposium.

#### Week 11: Spring Break!

#### Week 12: Student Scholar Symposium and Fieldwork

Fieldwork and laboratory analysis will continue. Students will present their groups posters at the Student Scholar Symposium.

#### Week 13: Fieldwork

Fieldwork and laboratory analysis will continue.

#### Week 14: Fieldwork

Fieldwork and laboratory analysis will continue.

#### Week 15: Fieldwork

Fieldwork and laboratory analysis will continue, with the final days set aside for backfilling any remaining open excavation units and packing up the field materials. Students will leave their journals with the instructor.

#### Week 16: Final Paper

Students will submit their final paper.

## Incomplete Grade "I" Policy

A grade of "I" (Incomplete) may be assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can be completed in a short time following the end of the term. It is expected that the student will have completed a majority of the course. When an instructor assigns an "I" grade for a course, the student is notified through email about the grade. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Effective with Incomplete grades assigned in the Fall semester 1997 and thereafter, a student cannot graduate from the University with an "I" on the transcript. The Incomplete must be changed within one year of the last day of the term attempted or prior to graduation from the University, whichever comes first. Unresolved Incomplete grades automatically will be changed to "F" by the Registrar's Office. Unresolved "I" grades in courses graded with "S" or "U" will be converted to "U."

## Policies and Rules for Working at CCAMP

This is an intensive field course. Treat this like a job. You are responsible for arriving at your work site on time, and for treating the activities you undertake there as professional activities. That means calling in if you cannot make it, following the regulations of the workplace, and behaving professionally at all times.

This course will require you to excavate at archaeological sites on Cape Canaveral Space Force Station. This entails considerable physical exertion, including digging, measuring, walking long distances, carrying heavy items, spending time in the hot sun without a source of shade, among other activities. If you do not feel comfortable with these kinds of activities, you should not take this course.

**Absolutely no smoking or vaping is allowed on base, no exceptions.** If you do not follow the rules as outlined above, you may be dismissed for the day. Dismissal for the day will result in a 10% (50pt) deduction from your Participation grade. Depending on the severity of

the offence, you may be dismissed from the internship. Dismissal from the internship will result in a grade of F for the semester.

**Photography:** You are not permitted to share photographs of excavations on social media or any other messaging platform without permission from Tom Penders. More seriously, you are not permitted to take photos of active launch complexes or military installations while on base. NASA and the Space Force track GPS data in images and if you are caught in violation, you will be expelled from the class. We must adhere to base policy on this. Photos of human remains are strictly prohibited.

**Safety:** Each team member is responsible for their own safety with the understanding that Cape Canaveral Space Force Station safety protocols must be followed at all times. You must make class leadership aware of any health issues you have that might affect your ability to fulfill your course obligations. You are also responsible for providing any necessary medical supplies, such as allergy medications. Relevant safety protocols will be reviewed the first day of class.

**Missing fieldwork:** If you are unable to make it to work on a particular day, please advise class leadership as soon as possible, including Mr. Tom Penders and UCF faculty. If you know you are going to miss a day in advance, please let class leadership know with as much notice as possible. You can avoid a 10% deduction for missed course days by writing a 1-page reflection on your experience so far. You must arrange submission of written makeups with Tom Penders and UCF faculty.

## Policy Statements

### Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### In Case of Faculty Illness

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

### Course Accessibility and Disability COVID-19 Supplemental Statement

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

### Academic Integrity

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

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

## Course Accessibility Statement

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

## Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [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 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.

Emergencies may occur that could affect this course's schedule.

## Deployed Active Duty Military Students

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

## Religious Observances

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

## Statement on Harassment and Workplace Behavior

This course constitutes a field school. Field schools are cooperative enterprises and as such require behavior appropriate to the field school setting, to the University of Central Florida, and to the operation of the field school itself. Consequently, you are expected to behave in a manner that both facilitates the learning experience, respects other participants, and adheres to all laws. No harassment of any form will be

tolerated during the field school. This includes sexual harassment, bullying, aggressive and reprehensive behavior towards team members (e.g., students, faculty). Misconduct and disruptive behavior will be grounds for dismissal from the course. Although the field school/course is located off-campus, all participants will follow the UCF Golden Rule and Rules of Conduct.

**UCF Reporting:** See [Title IX and Reporting \(https://webcourses.ucf.edu/courses/1447425/pages/title-ix-and-reporting?wrap=1\)](https://webcourses.ucf.edu/courses/1447425/pages/title-ix-and-reporting?wrap=1).

**Reporting Structure on Site:** If you feel comfortable, please report the incident to a crew chief, and they will report to the project faculty advisors. If you are not comfortable reporting to the crew chief, please report directly to the project advisors. If you don't feel comfortable with either of these structures, please follow the guidance in the link above.

## Diversity and Inclusion

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

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

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

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

- Title IX – OIE – <http://oie.ucf.edu> (<http://oie.ucf.edu>), & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) (<mailto:askanadvocate@ucf.edu>)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu> (<http://sas.sdes.ucf.edu>) & [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu) (<mailto:complianceandethics@ucf.edu>)
- Ombuds Office – <http://www.ombuds.ucf.edu> (<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.com \(http://ucfcares.com\)](http://ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) (<mailto:ucfcares@ucf.edu>) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

## University Writing Center

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

## 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.

\*\*Faculty advisors reserve the right to make changes to this syllabus

# Course Syllabus

[Jump to Today](#)



## Beyond the Anthropology Major: Careers Applying Anthropology



The College of Sciences at the University of Central Florida

ANT 4861 (0W60) Beyond the Anthropology Major  
Spring 2024 • 3 Credit Hours • Online in Webcourses



## Professor Contact

Professor:



**Dr. Amanda Groff**

Office:

Howard Phillips Hall, 309 (UCF Main Campus); 407-823-3757

**Office hours:**

Tuesdays (virtual & in-person): 10am-12pm and 1-2pm

Wednesdays (virtual only): 10am-12pm and 1-2pm

**Contact:** amanda.groff@ucf.edu or Webcourses Inbox or set an appointment for a phone call/Teams call

**Response time:** I will respond to emails from 8am to 4pm on weekdays. All evenings and weekends are for binge-watching, spending time with family, and playing with my dogs. I will respond within 12-24 hours on weekdays and 48 hours over the weekend (unless you are notified otherwise).

## Graduate Teaching Assistant Contact

**GTA:** Caroline Jasiak

**GTA email:** [Caroline.Jasiak@ucf.edu](mailto:Caroline.Jasiak@ucf.edu) (<mailto:Caroline.Jasiak@ucf.edu>)

**Office Hours:** Tuesdays 1-3pm via Teams

**Contact:** Webcourses Inbox or Discussion Board

**For the most up-to-date information on due dates, check the Course Summary at the end. It is suggested that you download this assignment checklist to help stay on top of deadlines: [Careers Assignment Checklist.pdf](https://webcourses.ucf.edu/courses/1444408/files/103866637?wrap=1) (<https://webcourses.ucf.edu/courses/1444408/files/103866637?wrap=1>) ↓ ([https://webcourses.ucf.edu/courses/1444408/files/103866637/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1444408/files/103866637/download?download_frd=1))**

**This course will be delivered online asynchronously, meaning you will work on the assignments on your own with respect to due dates.**

## University Catalog Description

Applying skills and experiences from the Anthropology BA curriculum to the job market or graduate school. Prerequisites: ANT 2140, ANT 2410, and ANT 2511.

## Course Overview

Have you thought about what to do with your Anthropology degree after graduation? This course is designed to prepare you to identify and translate your anthropological skills, experiences, and undergraduate academic achievements to the non-academic and alternate-academic (non-ac or alt-ac) post-graduation job market or to graduate school so you will be ready for the next step in reaching your career goals.

Throughout the course of this semester you will listen to interviews with anthropological practitioners and UCF Anthropology Alumna who will discuss their alt-ac anthropological jobs and academic journeys, and



you will read essays about anthropological practitioners and how they apply their knowledge and skills to different jobs. You will prepare professional development documents to assist in your transition from student to post-graduation anthropological practitioner as you navigate the job market. You will also draft personal statements for graduate programs and network with practicing anthropologists in their various fields of work.

Through group discussions, written assignments, and SO MANY self-reflection statements, you will experiment with how anthropological theory, ethics, knowledge, and skills are applied to the creation and refinement of your professional development documents. You will also explore jobs in a variety of fields including education, user experience, project management, human resources, business and marketing, non-governmental and non-profit organizations, social services, and the medical fields, to identify how anthropological skills can be applied and employed.

**Self-reflection** is an integral part of this course and these reflections are an important part of your **personal and professional growth**. Throughout the course you will reflect on your assignments and your classmates' assignments. You may feel anxiety about graduation, you may feel paralyzed regarding your future, you may feel completely prepared to enter the workforce or continue with a graduate program, this is all totally normal. Completing these exercises and assignments and working on your self-reflection assignments will help guide you in your search for your Anthropological Identity and how you might apply that to the workforce. We will do this together!

Ultimately this course is designed to prepare **you** to apply your anthropology knowledge and skills wherever you go in the future!

**Anthropology Majors! If you are in the Methods & Practice track, this course can count as your High-Impact requirement OR a Restricted Elective. If you are in the General track, this course will count as a Restricted Elective.**

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.

## **Integrative-Learning Experience Designation Statement**

This course is designated as an Integrative-Learning Experience (IE) course. This designation will be noted on your transcripts. Integrative-Learning Experience (IE) courses offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. Students work closely with their professors and peers to develop, reflect on, and articulate their goals. Although many courses include aspects of integrative-learning, to be designated an IE course integrative-learning content must be central rather than peripheral to the syllabus. For questions concerning Integrative Learning, please contact High Impact Practices at

[HIP@ucf.edu \(mailto:HIP@ucf.edu\)](mailto:HIP@ucf.edu).


## Learning Outcomes

The goal of this course is to prepare you for the next step in your career post-graduation. You will:

1. Discover **different careers** and identify how your anthropological skill set applies to them
2. Develop **professional materials** for applications to graduate schools and job interviews, including a CV and resume, personal statement, and cover letter
3. Apply **anthropological theory**, ethics, knowledge and skills to the development of your professional portfolio/profile
4. Engage with and reflect upon the work of **alt-ac, non-ac, and ac-adjacent anthropological practitioners**
5. Explore **graduate programs**, requirements and expectations, and develop narrative/personal statements
6. Create a **LinkedIn** profile synthesizing and summarizing your professional knowledge, skills, and future career goals

## Required Text


Nolan RW (Ed). 2013. *A Handbook of Practicing Anthropology*. Wiley-Blackwell. This e-book is available **FOR FREE** through the UCF Library. You will need to log in with your NID and password to access it, make sure you select UCF as your Institution:


<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597>   
(<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486597>)


Click on the pdf of a chapter to access the UCF Library page for the book, make sure you select UCF as your Institution, it will bring to the login page for UCF! Links to individual chapters are also provided in the Intro pages for each module.


Additional required readings are provided to you electronically in the Webcourses Intro pages.


## Professional Associations and Resources (these are just a few)

American Anthropological Association (AAA): <https://www.americananthro.org/>   
(<https://www.americananthro.org/>)

Society for Applied Anthropology (SfAA): <https://www.appliedanthro.org/>   
[\(https://www.appliedanthro.org/\)](https://www.appliedanthro.org/)

The National Association for the Practice of Anthropology (NAPA): <https://practicinganthropology.org/>  
 [\(https://practicinganthropology.org/\)](https://practicinganthropology.org/)

Career Center for the AAA: <https://careercenter.americananthro.org/article/if-you-ve-got-it-flaunt-it-translating-anthropology-for-the-workplace>  [\\_ \(https://careercenter.americananthro.org/article/if-you-ve-got-it-flaunt-it-translating-anthropology-for-the-workplace\)](https://careercenter.americananthro.org/article/if-you-ve-got-it-flaunt-it-translating-anthropology-for-the-workplace)

Anthropology Career Readiness Network: <https://anthrocareerready.net/>   
[\(https://anthrocareerready.net/\)](https://anthrocareerready.net/)

## 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%

## 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: Sunday, April 28

## Student Evaluation

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

Assignment	Percent	Description
Getting Started Activities	1%	Getting Started Quiz and Intro Discussion

Anthropological Practitioner Discussions	35%	Small group discussion and reflection on alt-ac jobs with anthropological practitioners: interviews, readings and final discussion
Professional Development Exercises	30%	Exercises to help articulate your anthropological knowledge and skills for jobs or graduate school
Professional Documents	20%	Development of professional documents like, CVs, resumes, personal statements, cover letters
LinkedIn profile	15%	Create your professional profile for a broad employment audience

## Getting Started Activities

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

## Semester Assignment Snapshot



4 INTERVIEW  
ASSIGNMENTS



4 READING  
ASSIGNMENTS



5 PDE ASSIGNMENTS



1 CAREER EXPO



1 CAREER SERVICES  
WORKSHOP



1 FINAL PRACTITIONER  
DISCUSSION/REFLECTION



CREATE CV OR RESUME &  
GRAD SCHOOL  
NARRATIVE



CREATE LINKEDIN  
PROFILE

## Semester Assignment Checklist

Use this pdf to keep yourself on track for deadlines! It is highly suggested that you download this document:

[Careers Assignment Checklist.pdf](#)

(<https://webcourses.ucf.edu/courses/1444408/files/103866636?wrap=1>) ↓

([https://webcourses.ucf.edu/courses/1444408/files/103866636/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1444408/files/103866636/download?download_frd=1))

## Anthropological Practitioner Discussions and Reflections 35%

These assignments include Practitioner Interviews, Practitioner Readings, and a Final Discussion. These assignments involve **small group discussions** with leading questions and required posts and responses to other students in the group, as well as reflections on what you learned by completing the assignment. These discussion and reflection assignments are meant to help you connect with different jobs and skills outlined in the assigned readings and posted interviews and think about how you might use some of those ideas in your own work. It also provides a way to share ideas about jobs and job skills with your fellow classmates. Alt-ac (alternative-academic), ac-adjacent (academic adjacent), and non-ac (non-academic) scholars are highlighted here, including several UCF Anthropology alumna!

**Choose at least 4 of each to complete (8 total)!**

- Interview Discuss and Reflect - Watch interviews with an alt-ac anthropological practitioner and others in alt-ac positions
- Readings Discuss and Reflect - Read essays by alt-ac anthropological practitioners apply their skills

**Required for everyone to complete!**

- Final Anthropological Practitioner Discuss and Reflect

**Professional Development Exercises 30%**

These **professional development exercises** (PDE's) are intended to help you articulate and justify why your anthropology skills are relevant and critical to various types of jobs. These documents are also meant to help build your professional toolkit for the job market or graduate school. Some of these assignments are small group discussions so you can share ideas with your classmates.

**Everyone must attend a Career Fair/Career Expo (in person or online) AND complete at least at least 5 other exercises in this group. NOTE: attending a Career Fair/Expo is different than attending a Career Services Workshop.**

**Required for everyone to complete!**

- PDE: What Are Career Fairs/Expos? Career Fair attendance and reflection (**Attend at least one Fair/Expo, virtual or in person, during the spring term**)

**And choose at least 5 of these to complete! You can do more but I will only count your highest 5 scores!**

- PDE 1: What Is Your Anthropological Identity?
- PDE 2: What is your Dream Job?
- PDE 3: What Do My Transcripts Mean? How Do I Translate Them?
- PDE 4: What Are Some Job Titles?
- PDE 5: Do I Have a Code of Ethics? What Is It?
- PDE 6: How Do I Find Anthropological Jobs?
- PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists?
- PDE 8: What is My Elevator Pitch?

**Professional Documents 20%**

These assignments are focused on developing professional documents that highlight the skills, knowledge, and experiences from your anthropology coursework to CV and resume formats. This also provides you with professional documents to submit to potential graduate schools or employers, they also can be integrated into your LinkedIn profile.

**Everyone must attend a Career Services Workshop (in person or online) and complete at least 5 of these assignments in this group. NOTE: attending a Career Services Workshop is different than attending a Career Fair/Expo.**

**Required for everyone to complete!**

- Career Services Workshops (**Attend at least one Workshop, virtual or in person, during the spring term**)


**And choose at least 5 of these to complete! You can do more but I will only count your highest 5 scores!**


- CV draft
- Final CV
- Resume draft
- Final resume
- Cover letter for a job/s
- Statement of Intent and/or Narrative for Graduate School

## **LinkedIn profile 15%**

LinkedIn is a powerful tool that can help you leverage your academic knowledge, experiences, and skills to a diverse and broad professional audience. The Professional Development Exercises and Professional Documents will provide information for your LinkedIn profile.

**Everyone will complete all steps in this assignment group!**

- Synthesis of professional documents with images, narratives, skills, contacts
- Why are you even doing creating a LinkedIn profile? <https://www.topresume.com/career-advice/why-linkedin-is-important%20>  (<https://www.topresume.com/career-advice/why-linkedin-is-important%20>)

See here for information on LinkedIn and Accessibility: <https://www.linkedin.com/accessibility>  (<https://www.linkedin.com/accessibility>)

## **Important Syllabus Statements**

### **What About Make-Up and 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.

Students can submit late assignments for **ONE WEEK** after the posted due date with a **late penalty**. Make-up assignments 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, an apocalypse (all work will be forgiven), hurricanes, global pandemic, pan-Internet virus, etc. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your assignment due dates, and other similar circumstances **do not** qualify as extreme.

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

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

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

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

## Who Should Take This Online Course?

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

**This class is fully online** so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! We can also schedule a virtual meeting by appointment.



## What is the Weekly Schedule?

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• Drink coffee!</li> <li>• Submit any outstanding assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Start review of module pages</li> <li>• Make a plan to work through the Modules and mark due dates!</li> </ul>	<ul style="list-style-type: none"> <li>• Read posted chapters in module</li> <li>• Enjoy more coffee!</li> </ul>	<ul style="list-style-type: none"> <li>• Watch any video or media in modules</li> <li>• Hug your friends, water your plants!</li> </ul>	<ul style="list-style-type: none"> <li>• Keep reading and reviewing</li> <li>• Do something nice for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to submit any assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>

## 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 any audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

## Course Requirements

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

- Complete all required module content
- Read and watch all posted content

- Complete the assignments by their due dates
- Log into Webcourses regularly - I can see when you log in and how long you look at your Webcourses class! I can even see how long you spent on each page!

To be successful in this course, you will need to check Webcourses often, and put effort into completing the assignments. These assignments are intended to help you articulate your future career goals and plans!

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

## More Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of **all the due dates!** If you've never used that **Calendar button** on the side of your screen, use it!! It is super helpful!

Second, if you email me or your GTA using your UCF account, include **ANT 4861 or Careers** 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.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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](http://ucfcares.com) [↗\(http://ucfcares.com\)](http://ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu \(mailto:ucfcares@ucf.edu\)](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-

5607. If you are in immediate distress, please call Counseling and Psychological Services (CAPS) 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 \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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 \(https://letsbeclear.ucf.edu/\)](https://letsbeclear.ucf.edu/) website.

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

## Academic Responsibility and Integrity

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

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

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

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


**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](http://osc.sdes.ucf.edu/) (<http://osc.sdes.ucf.edu/>) for further action. See the [UCF Golden Rule](http://www.goldenrule.sdes.ucf.edu/) (<http://www.goldenrule.sdes.ucf.edu/>). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

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

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

## Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by [Student Conduct and Academic Integrity](#).

[\(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/). Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>  [\(https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

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

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 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>)>.

## Campus Safety (for online courses)

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

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












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


# Course Summary:












Date	Details	Due
Fri Jan 12, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301561">Getting Started Quiz</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301561">https://webcourses.ucf.edu/courses/1444408/assignments/8301561</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301583">Introduce Yourself!</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301583">https://webcourses.ucf.edu/courses/1444408/assignments/8301583</a>	due by 11:59pm
Sun Jan 14, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301580">Interview 1: Discuss and Reflect - Global Tech Ethnography</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301580">https://webcourses.ucf.edu/courses/1444408/assignments/8301580</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301579">Reading 1: Discuss and Reflect-Job Hunting</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301579">https://webcourses.ucf.edu/courses/1444408/assignments/8301579</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301590">Interview 1: Questions, Feedback, and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301590">https://webcourses.ucf.edu/courses/1444408/assignments/8301590</a>	due by 11:59pm
Sun Jan 21, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301597">LinkedIn STEP 1: Create and Submit Your Profile</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301597">https://webcourses.ucf.edu/courses/1444408/assignments/8301597</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301566">PDE 1: What is Your Anthropology Identity?</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301566">https://webcourses.ucf.edu/courses/1444408/assignments/8301566</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301629">Reading 1: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301629">https://webcourses.ucf.edu/courses/1444408/assignments/8301629</a>	due by 11:59pm
Sun Jan 28, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301577">Interview 2: Discuss and Reflect - Museum and Curation</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301577">https://webcourses.ucf.edu/courses/1444408/assignments/8301577</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301603">PDE 1: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301603">https://webcourses.ucf.edu/courses/1444408/assignments/8301603</a>	due by 11:59pm
	 <a href="#">Reading 2: Discuss and Reflect-Professional Training</a>	due by 11:59pm










Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301572">https://webcourses.ucf.edu/courses/1444408/assignments/8301572</a>	
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301591">Interview 2: Questions, Feedback, and Reflection Due</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301598">LinkedIn STEP 2: Add Summary Section, Education, and Work History</a>	due by 11:59pm
Sun Feb 4, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301565">PDE 2: What is Your Dream Job?</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301630">Reading 2: Feedback and Reflection Due</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301576">Interview 3: Discuss and Reflect - Technologist and Futurist</a>	due by 11:59pm
Sun Feb 11, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301604">PDE 2: Feedback and Reflection Due</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301571">Reading 3: Discuss and Reflect-Transitioning to Practice</a>	due by 11:59pm
Sun Feb 18, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301592">Interview 3: Questions, Feedback, and Reflection Due</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301599">LinkedIn STEP 3: Add Skills, Connections</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301609">PDE 3: What Do My Transcripts Mean? What Are My Skills?</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301632">Reading 3: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301632">(https://webcourses.ucf.edu/courses/1444408/assignments/8301632)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301575">Interview 4: Discuss and Reflect - Forensic Anthropology (UCF alumna)</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301575">(https://webcourses.ucf.edu/courses/1444408/assignments/8301575)</a>	due by 11:59pm
Sun Feb 25, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301607">PDE 3: Skills and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301607">(https://webcourses.ucf.edu/courses/1444408/assignments/8301607)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301570">Reading 4: Discuss and Reflect-Doing Anthropology</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301570">(https://webcourses.ucf.edu/courses/1444408/assignments/8301570)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301584">CV Draft</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301584">(https://webcourses.ucf.edu/courses/1444408/assignments/8301584)</a>	due by 11:59pm
Sun Mar 3, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301593">Interview 4: Questions, Feedback, and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301593">(https://webcourses.ucf.edu/courses/1444408/assignments/8301593)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301633">Reading 4: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301633">(https://webcourses.ucf.edu/courses/1444408/assignments/8301633)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301574">Interview 5: Discuss and Reflect - Embassy Work and Development (UCF alumna)</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301574">(https://webcourses.ucf.edu/courses/1444408/assignments/8301574)</a>	due by 11:59pm
Sun Mar 10, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301610">PDE 4: Job Titles Exercise</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301610">(https://webcourses.ucf.edu/courses/1444408/assignments/8301610)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301639">Resume Draft</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301639">(https://webcourses.ucf.edu/courses/1444408/assignments/8301639)</a>	due by 11:59pm
Sun Mar 17, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301594">Interview 5: Questions, Feedback, and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301594">(https://webcourses.ucf.edu/courses/1444408/assignments/8301594)</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301600">LinkedIn STEP 4: Add Network Updates and Show Work Sample</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301600">https://webcourses.ucf.edu/courses/1444408/assignments/8301600</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301612">PDE 4: Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301612">https://webcourses.ucf.edu/courses/1444408/assignments/8301612</a>	due by 11:59pm
Sun Mar 24, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301569">Reading 5: Discuss and Reflect-Nongovernmental Organizations</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301569">https://webcourses.ucf.edu/courses/1444408/assignments/8301569</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301587">Cover Letter</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301587">https://webcourses.ucf.edu/courses/1444408/assignments/8301587</a>	due by 11:59pm
Sun Mar 31, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301613">PDE 5: Do I Have a Code of Ethics?</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301613">https://webcourses.ucf.edu/courses/1444408/assignments/8301613</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301634">Reading 5: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301634">https://webcourses.ucf.edu/courses/1444408/assignments/8301634</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301614">PDE 5: Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301614">https://webcourses.ucf.edu/courses/1444408/assignments/8301614</a>	due by 11pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301589">Graduate School Narrative or Statement of Intent</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301589">https://webcourses.ucf.edu/courses/1444408/assignments/8301589</a>	due by 11:59pm
Sun Apr 7, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301573">Interview 6: Discuss and Reflect - Florida Public Archaeology Coordinator (UCF alumna)</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301573">https://webcourses.ucf.edu/courses/1444408/assignments/8301573</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301568">Reading 6: Discuss and Reflect-Ethics</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301568">https://webcourses.ucf.edu/courses/1444408/assignments/8301568</a>	due by 11:59pm
Sun Apr 14, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301595">Interview 6: Questions, Feedback, and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301595">https://webcourses.ucf.edu/courses/1444408/assignments/8301595</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301582">Interview 7: Discuss and Reflect - GA State Archaeologist (UCF alumna)</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301582">https://webcourses.ucf.edu/courses/1444408/assignments/8301582</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301617">PDE 6: How Do I Find Anthropological Jobs?</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301617">https://webcourses.ucf.edu/courses/1444408/assignments/8301617</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301621">PDE 7: Can Social Media Help Me Find Alt-Ac Anthropologists?</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301621">https://webcourses.ucf.edu/courses/1444408/assignments/8301621</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301636">Reading 6: Feedback and Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301636">https://webcourses.ucf.edu/courses/1444408/assignments/8301636</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301567">Reading 7: Discuss and Reflect-Humanitarian work</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301567">https://webcourses.ucf.edu/courses/1444408/assignments/8301567</a>	due by 11:59pm
Sun Apr 21, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301586">Career Services Workshop- Everyone must attend at least one Workshop by the end of the term!</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301586">https://webcourses.ucf.edu/courses/1444408/assignments/8301586</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301585">CV Final Version</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301585">https://webcourses.ucf.edu/courses/1444408/assignments/8301585</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301578">Final Practitioner Discussion and Reflection</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301578">https://webcourses.ucf.edu/courses/1444408/assignments/8301578</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301602">LinkedIn STEP 5: Submit Final Profile</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301602">https://webcourses.ucf.edu/courses/1444408/assignments/8301602</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301619">PDE 6: Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301619">https://webcourses.ucf.edu/courses/1444408/assignments/8301619</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301623">PDE 7: Reflection Due</a> <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301623">https://webcourses.ucf.edu/courses/1444408/assignments/8301623</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301581">PDE 8: What is My Elevator Pitch?</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301581">https://webcourses.ucf.edu/courses/1444408/assignments/8301581</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301627">PDE: Career Fair/Expo- Everyone must attend at least one Fair/Expo by the end of the term!</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301627">https://webcourses.ucf.edu/courses/1444408/assignments/8301627</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301638">Reading 7: Feedback and Reflection Due</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301638">https://webcourses.ucf.edu/courses/1444408/assignments/8301638</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301641">Resume Final Version</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301641">https://webcourses.ucf.edu/courses/1444408/assignments/8301641</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301596">Interview 7: Questions, Feedback, and Reflection Due</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301596">https://webcourses.ucf.edu/courses/1444408/assignments/8301596</a> )	due by 11:59pm
Sun Apr 28, 2024	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301588">Final Practitioner Feedback and Reflection Due</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301588">https://webcourses.ucf.edu/courses/1444408/assignments/8301588</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301624">PDE 8: Feedback and Reflection Due</a> ( <a href="https://webcourses.ucf.edu/courses/1444408/assignments/8301624">https://webcourses.ucf.edu/courses/1444408/assignments/8301624</a> )	due by 11:59pm



An anthropogenic landscape in the Bolivian Amazon near Santa Ana del Yacuma, Beni, Bolivia.



A Portrait of Tenochtitlan, by Thomas Kole

<https://tenochtitlan.thomaskole.nl/> 

[\(https://tenochtitlan.thomaskole.nl/\)](https://tenochtitlan.thomaskole.nl/)

Anthropology 4933C-0001—Spring 2024

Tuesdays and Thursdays, 12:00-1:20 pm, PSY 110 (3 credits)

Prerequisites: ANT 2140, or Consent of Instructor

Dr. John H. Walker

[john.walker@ucf.edu](mailto:john.walker@ucf.edu) (<mailto:john.walker@ucf.edu>)

409o Howard Phillips Hall

## This is a FACE-TO-FACE class

Please stay home if you feel sick

Office Hours: T, R 1:30 PM - 3:00 PM, or by appointment (contact me through webcourses email and I will try to reply in 24 hours)

Course Readings are found [HERE](#)

<https://webcourses.ucf.edu/courses/1446491/pages/course-readings>)

Here's [How to Log in to ArcGIS ONLINE.pdf](#)

<https://webcourses.ucf.edu/courses/1446491/files/103575743?wrap=1>) 

[https://webcourses.ucf.edu/courses/1446491/files/103575743/download?download\\_frd=1](https://webcourses.ucf.edu/courses/1446491/files/103575743/download?download_frd=1))

Sign up for a free account to access training and other help:

<https://www.esri.com/en-us/home>  (<https://www.esri.com/en-us/home>)

*Course Description*



In this class we will work together to read and debate literature in Landscape Archaeology, while using maps to apply those ideas to our own research. We will use software such as Google Earth and ArcGIS online to create annotated maps to better understand landscapes at different scales, and around the world. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

### *Attendance policy*

If you will not be able to attend class, you should choose a different course. Attendance at **all** class sessions is expected because it is the **only** way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

### *Course Goals*

To read and analyze literature in landscape archaeology

To use mapping tools (ArcGIS online; Google Earth) to organize information and study a particular landscape.

To share knowledge and thoughtful, critical feedback with the other members of the class.

## *Required Software*

ArcGIS online--If you do not already have access, I will get a license for each of us. This tool will allow you access to GIS data from around the world, through the browser.

Google Earth [<http://earth.google.com/download-earth.html>] or ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] Note that this is free software.

**Before purchasing any books for the course**, please come to the first day of class for a discussion of sources and the availability of electronic texts through the UCF library.

We will also be using readings distributed electronically. Other class materials may include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. We will be using Webcourses to communicate with each other and distribute documents.

## *Grading*

The requirements for this course are weighted as follows:

Class participation	20%
Weekly assignments	40%
Final map project	40%

Class participation: The engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up **20%** of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to **help your classmates**. If you are still figuring it out, you have an obligation to ask questions and **work with your classmates**. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the readings using a variety of formats, which we will organize in class. As a group, we will experiment with different formats for discussion, but all of them will depend on everyone being involved in every class session. Some of the plans or “scripts” for class format include debates, having individual discussion leaders, creation and discussion of study questions, small group work, or

perhaps even “fieldwork” of some kind. In all cases, the point of the format will be to lead all of us to a productive conversation about that week’s readings.

### Final Map Projects:

Each participant in the class will be create an annotated map of a landscape, using the concepts of landscape archaeology in conjunction with library research and ArcGIS online. I will approve each student’s topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the quality of your map will suffer accordingly.

Formal presentation: A complete draft of the annotated map is due in the final two weeks of the semester. Depending on the number of students in the class, we will organize a class session to give and receive feedback on the projects. This could take the format of presentations with reviewers (with fewer students) or a “showcase” with students taking turns presenting their work at classroom computers.

Final version: Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a final version

is turned in during Final exam week. Students will also publish their maps and layers online.

### *Course Websites*

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

UCF Library ([library.ucf.edu](http://library.ucf.edu))

Google Scholar ([scholar.google.com](http://scholar.google.com))

Google Earth ([earth.google.com](http://earth.google.com))

Maryland Global Land Cover Facility (<http://www.landcover.org/>)

USGS data gateway (<https://datagateway.nrcs.usda.gov/>)

ESRI ([www.esri.com](http://www.esri.com)  [\\_ \(http://www.esri.com\)\\_](http://www.esri.com))

Strange Maps (<http://bigthink.com/blogs/strange-maps>  [\\_ \(http://bigthink.com/blogs/strange-maps\)\\_](http://bigthink.com/blogs/strange-maps))

### *Writing Center*

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

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others' written work. **The people you learn the most from are your fellow students.**

## Classroom decorum

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

**Small electronics**—turn off all things that beep, whistle or ring before you come to class.

**Tape recorders**—it is okay to tape lecture, but please inform me first.

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

**Exams**—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or

participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) before the exam. I will allow a make-up exam only with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is your responsibility to schedule at time for a make-up exam.

**Disability Accommodations:** 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 who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Excused Absences for University Extracurricular**

**Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded


assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)) >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDLocations-UCF> (<http://www.ehs.ucf.edu/AEDLocations-UCF>) > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu> (<https://my.ucf.edu>) > and logging in.



Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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



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

>).


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


## **Academic Integrity**

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

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

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

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


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

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

grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**Covid information** (these are taken from the UCF website, so you may have seen them in other courses)

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

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html)  [\\_ \(https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html\)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). Masks are required in approved clinical or health care settings.

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

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.

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

## **Artificial Intelligence**

This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism.

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated.*

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

## Revisions and the syllabus

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